COUN 505 LIFESPAN DEVELOPMENT  
School of Leadership and Education Sciences, Counseling Program  
University of San Diego  

Fall 2009  

Kenneth P. Gonzalez, Ph.D.  
Phone (619) 370-9636    Cell (619) 370-9636  
Email kennethg@sandiego.edu  
Office: MRH 215B  
Office Hours: Tuesdays 10:00 am -4:00pm and by appointment  

Course Description:  
Students explore the contributions of major developmental theorists and their perspectives on human development. Social, cultural, and societal influences on the life stages also are examined. Students are expected to provide in-depth analysis of theory and research associated with each stage of human development and compare and contrast major theories. Individual student projects and research is related to the student’s area of specialization. This course examines the required areas of Human Growth and Development addressed in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course also prepares students in the knowledge areas tested in the Human Development section of the National Counselors Examination (NCE).  

Student Learning Outcomes:  
Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.  

Outcome I: Academic Excellence & Critical Inquiry and Reflection  
Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.  

• Students will develop knowledge of individual and family developmental theories. Students will identify common counseling referral problems for different stages of the life span and be able to recognize the effects of crises, disasters, and other trauma-causing events on persons of all ages (CACREP II, G3a&c)  

• Students will develop knowledge of theories for facilitating optimal development and resilience over the life span and design interventions to apply the theories to individuals, families and communities. (CACREP II, G3d&h)  

• Students will develop knowledge of theories of learning and personality development, including current understandings about neurobiological behavior. (CACREP II, G3b)
• Students will learn to utilize a general framework for understanding exceptional abilities and strategies for customizing interventions to meet client needs. (CACREP II, G3e)

• Students will develop knowledge of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (CACREP II, G3f)

• Students will develop knowledge of the theories and etiology of addictions and addictive behaviors occurring throughout the lifespan and the application of strategies for prevention, intervention, and treatment; (CACREP II, G3g)

Outcome II: Community and Service
Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

• Students will design interview guides appropriate to various age groups, carry out information gathering interviews, and write descriptive summaries of interviews.

Outcome III: Ethics, Values and Diversity
Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

• Students will be able to describe and apply techniques used to study development throughout the lifespan and identify possible ethical and legal concerns that might arise in planning developmental research and interventions.

Counseling Program Outcomes
Learning Outcome # 4 Developmental and Career Planning is a major focus. Other Learning Outcomes integrated into course work and assignments include # 1 Diversity, # 5 Individual Counseling Skills and # 6 Research

• Knowledge of developmental theories and data collection techniques is developed.

• Skills in developmental interviewing, use of developmental research techniques, and design of developmentally appropriate intervention activities are demonstrated by students.

• A Disposition to positively view all stages of the lifespan is promoted through class activities, discussions and personal reflections.
Mode of Instruction: This course will meet in traditional format. Course material and activities related to course objectives are delivered through lectures, discussions, presentations by professional counselors and teachers, and small group problem solving activities.


### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignment</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>September 8</td>
<td>Introductions and Class Overview</td>
<td>• Broderick and Blewitt (2009) Chapter 1 &amp; 2</td>
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<td>September 15</td>
<td>• The Beginnings of Human Life</td>
<td>• Goleman (1995) Emotional Intelligence</td>
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<td></td>
<td>• Opportunity, Effort, and Outcomes</td>
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<td>• Conduct Interview</td>
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<tr>
<td></td>
<td>(CACREP II G 3a,b,d)</td>
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<td></td>
<td>• Interviewing for Understanding</td>
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<td>September 22</td>
<td>• The Early Years (CACREP II G 3a, b&amp;d)</td>
<td>• Broderick and Blewitt (2009) Chapter 3 &amp; 4</td>
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<td></td>
<td>• Insights from a Professional DOULA</td>
<td>• Goleman (2006) Social Intelligence</td>
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<td>• The Trouble with Geniuses</td>
<td>• Conduct Interviews</td>
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<tr>
<td>September 29</td>
<td>• The Early Years (CACREP II G 3a, b&amp;d)</td>
<td>• Broderick and Blewitt (2009) Chapter 5</td>
<td>• Interview Write-up Due</td>
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<td>• Insights from a Professional Kinder Teacher</td>
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<td>• Legacy</td>
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<td>• Interview Assignment Due</td>
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<tr>
<td>October 6</td>
<td>• Middle Childhood (CACREP II G 3a, b&amp;d)</td>
<td>• Broderick and Blewitt (2009) Chapter 6 &amp; 7</td>
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• Insights from a Professional Elementary School Teacher
  • Legacy

October 13

• Middle Childhood Adolescence (CACREP II G 3a,b,d,e)
  • Broderick and Blewitt (2009)
  • Gladwell (2008)
  • Insights from a Professional Middle School Counselor
  • Outliers Reflections

October 20

• Adolescence (CACREP II G 3a,b,d,e)
  • Broderick and Blewitt (2009)
  • Insights from a Professional High School Counselor
  • Broderick and Blewitt (2009)

October 27

• Young Adulthood (CACREP II G 3b,c,d,g,h)
  • Broderick and Blewitt (2009)
  • Insights from a Professional College Counselor
  • Broderick and Blewitt (2009)

November 3

• Young Adulthood (CACREP II G 3b,c,d,g,h)
  • Broderick and Blewitt (2009)

November 10

• Middle Adulthood (CACREP II G 3b,c,d,g,h)
  • Broderick and Blewitt (2009)

November 17

• Adulthood (CACREP II G 3a,b,c,d,)
  • Broderick and Blewitt (2009)

November 24

• Group Exercise

December 1

• Late Adulthood (CACREP II G 3a,c,d, f)
  • Broderick and Blewitt (2009)
Assignments

Interview Assignment

This assignment is designed to help you: (a) develop your skills as an interviewer, (b) reflect on the influences of early life experiences on emotional and social development, and (c) identify the strengths and shortcomings of existing theories that seek to explain emotional and social development.

You will need to partner with one of your classmates for this assignment. Each of you will need to identify specific interview questions that will help answer the following general question: What early life experiences influenced (or impacted) emotional and social development? I will present a basic approach to developing interview questions, as well as how to probe.

You will need to interview each other. Each interview should last no less than 30 minutes and no more than 45 minutes. The interview should be audio-recorded. The audiotape needs to be destroyed or given to the interviewee after the assignment is complete.

After the interview is conducted, you will need to review the tape with the goal of identifying specific themes related to influences on emotional and social development. Your interview write-up should include the following:

(a) A one-paragraph introduction that summarizes the context of the interview, including the demographic information of the participant.
(b) A summary of the specific themes that influence the emotional and social development of the participant.
(c) A comparison and contrast of two theories of emotional or social development.

The write-up should be no more than 5 pages in length, 12-point font, with 1-inch margins.

Developmental Study Paper

Your task is to identify developmental factors that influence a common problem that occurs during a person’s lifespan. You will select a common problem and conduct an investigation of specific developmental factors that cause or serve as an underlying factor for this problem. Your investigation will include a review of at least 8 refereed journal
articles. Also, you will need to conduct an interview with 2 to 3 individuals with direct knowledge of the problem.

Your write-up will need to include the following:

(a) An introduction that summarizes and provides evidence for the common problem.
(b) A summary of the literature that explains or describes the underlying factors related to the problem.
(c) A summary of your interviews that highlight specific themes (or underlying factors) related to the problem.
(d) A comparison and contrast with at least two theories of human development.

Finally, you will need to conduct a presentation, summarizing your paper.

**Grading**

<table>
<thead>
<tr>
<th>Class Participation</th>
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<tr>
<td>Interview Assignment</td>
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<tr>
<td>Developmental Study Paper</td>
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<tr>
<td>Presentation</td>
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**Attendance:** Participation in the class meetings is mandatory. If you anticipate any events interfering with this requirement, inform the instructor as soon as possible. Missing more than one class session may affect your final grade.

**Grade of Incomplete:**
The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

**Requests for Accommodation:**
Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified.
**Academic Dishonesty Policy**: Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

**Additional Developmental References**


