

Master of Arts in Counseling

COU 635 - Human Development Across the Lifespan

3 graduate credits - Course Syllabus

The following articles are posted on Blackboard under Content. Please read one of the articles on developmental psychopathology (Article 1 or 2) and one of the articles on Psychoneuroimmunology (Articles 3, 4, or 5). Be prepared to discuss them the first night of class:

1. Cicchetti, D. & Toth, S.L. (2009). The past achievements and future promises of developmental psychopathology: The coming of age of a discipline. *Child Psychology and Psychiatry* 50 (1-2), 16-25.
2. Shonkoff, J. (2010). Building a new developmental framework to guide childhood policy. *Child Development*, 81 (1), 357-367.
3. Ader, R. (2001). Psychoneuroimmunology. *Center for Psychoneuroimmunology*, 10 (3), 94- 101. .
4. Arolt, V., Rothmundt, Peters, M., & Leonard, B. (2002). Immunological research in clinical psychiatry. *Molecular Psychiatry*, 7, 822 – 826.
5. Leonard, B.E., & Myint, A., (2009). The psychoneuroimmunology of depression. *Human Psychopharmacology*, 25, 165-175.

Course Description

This course examines human development throughout the lifespan, birth to death, with a focus on developmental psychopathology and psychoneuroimmunology. Developmental psychopathology views human development as an ongoing process and provides a framework to explore the interaction of biological, psychological, and socio-contextual aspects of both normal and abnormal development. Theories of stage development explored include: Freud's psychosexual stages of development; Erikson's psychosocial stages of development; Piaget's cognitive stages of development; Selman's stages of friendship and levels of perspective-taking skills; and Kohlberg's stages of moral development. Students will examine critical domains that serve as risk factors for psychopathology i.e. temperament, attachment, parenting style, socioeconomic status and explore current intervention strategies.

Psychoneuroimmunology (PNI) is an interdisciplinary area of research that examines the interactions between the brain, behavior and the immune system and expands our understanding

of how psychosocial factors can protect or damage our health. PNI is based on a systemic model of functioning which explores how individuals shape the environment in which their immune system operates through their thoughts, feelings and behaviors. Students will examine the interaction of psychosocial stress, contextual change and health outcomes and the implications for mental health professionals.

Learning Objectives

At the conclusion of this course, students will be able to:

- Demonstrate knowledge of major theories of human development across the lifespan, birth to death; theories of personality development, cognitive development, moral development and life transitions.
- Demonstrate knowledge of human behavior including an understanding of psychopathology and the biological, psychological and socio-contextual factors that affect both normal and abnormal development.
- Demonstrate knowledge of current theories of optimal development and wellness over the life span.
- Demonstrate the ability to read and evaluate current research in the field.

Required Text

Broderick, P.C., & Blewett.P. (2010) *The Life Span: Human Development for Helping Professionals*, 4th ed. Boston: MA Pearson.
ISBN 0132942887.

Article critique/summary and critical question

Students are required to complete assigned readings from the textbook, typically two chapters each week, and a critique of a research article. The articles on the reading list are posted on Blackboard. Students will post a summary of the research article they selected on Blackboard on the Discussion Board. The synopsis and the question generated should reflect your understanding of the article and will be graded on critical thinking and integration of the information. ***The summary must be posted before midnight the night before each class meeting.***

Quizzes

There will be weekly quizzes during the term focused on the readings. Students will be allowed to drop the lowest two quiz scores. If you miss a class, you also miss the quiz. There are no “make-up” quizzes.

Presentation

Each student will give a 15- 20 minute presentation on a selected topic. Students do not need to submit an article summary the week of their scheduled presentation.

Final Paper

Students will select a topic of interest in the field of developmental psychopathology or psychoneuroimmunology. The paper must follow APA guidelines and should be a minimum of 12 pages in length and include a minimum of five peer-reviewed, research articles. The paper should review the current research on the selected topic and summarize how this impacts mental health clinical practice or school counseling. The paper subject and general idea must be e-mailed to the instructor by the third class meeting.

Grading

1. Class attendance	5%
2. Participation and contribution to class discussions	10%
3. Quizzes	15%
4. Timely submission of research article reviews and generation of discussion questions	20%
5. Presentation	15%
6. Timely submission of paper during term	10%
7. Final paper	25%

Professional Writing

Written communication is the development and expression of ideas in writing. The counseling profession demands the practitioner have proficiency in writing skills in several formats including APA writing style, reflective writing skills, and written professional communication. APA writing style demands clarity and structure for the ease of communicating in papers, brief assignments, or wherever concepts are to be expressed. Demonstration of a professional writing style which is concise with tasks such as: psycho-social diagnoses, treatment plans, and personal professional identity development statements, is expected of the Doane graduate. As the student progresses in the Doane program, writing proficiency is expected to grow and develop with the feedback of the instructors who will utilize professional judgment as well as a scoring rubric.

CACREP Standards, 2009

HUMAN GROWTH AND DEVELOPMENT - Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

Civility, Respect and Classroom Etiquette

Doane College strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view which will cause some disagreements. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view. Further, it is to be expected that the instructor will treat all students with dignity and respect—it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following:

1. Cell phones and laptop computers should be turned off and should remain out of sight during class time.
2. Refrain from text messaging during class.
3. Avoid distracting behavior.
4. Minimize side conversations
5. Maintain respectful interactions.

Academic Policy Statement

Academic honesty is one of the most important qualities influencing the character and vitality of Doane College. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty,

plagiarism and cheating, or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the college. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard.

Grading Scale

100 - 97=A+	83- 80 =B-
96 - 94=A	79-77 = C+
93 - 90=A-	76 -74 = C
89 - 87=B+	
86 - 84=B	

Presentation Guidelines

1. Clearly identify why the topic is important to mental health professionals and/or school counselors.
2. Clearly explain how the topic fits developmental psychopathology or psychoneuroimmunology
 - a. Developmental psychopathology enhances our understanding of normal or abnormal development, which may include reference to stage models of development (Freud, Erikson, Piaget, Selman, Kohlberg)
 - b. Psychoneuroimmunology is an interdisciplinary field of study that explores the link between the brain, the nervous system, and the immune system.
3. The content of your presentation should provide a brief overview of the material in the textbook and include supplementary information which expands our understanding of the topic. The purpose is to generate interest in the topic, and enhance understanding and learning.
4. *The supplementary information should be based on research, or peer reviewed articles.*
5. Use a visual aid; power point is fine.
6. Have a one -page handout.
7. Presentation should be 15 - 20 minutes in length.

Article Critique/Summary Guidelines

The critique of your selected research article should summarize the findings of the **research study**. *Unless the article is a meta-analysis*, include the following in your summary:

1. Hypothesis – what were the researchers/authors of the study looking for?
2. Participants – general demographic characteristics of study participants. You do not need to include minute details about the participants.
3. Methodology – how was the study conducted?
4. Findings – what did they find? Was the hypothesis supported?
5. Limitations of the study and/or confounding variables
6. Generate one critical question.