

COURSE SYLLABUS

COE 4903/6903 Developmental Counseling and Mental Health
Fall 2015



The Tree of Life

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Catalog Description:

Three hour lecture. One hour laboratory. Methods of identifying and meeting normal emotional and social needs of children and adults. Emphasis on maintaining better mental health conditions in the schools.

Objectives:

At the conclusion of this course students should be able to:

- Explain theories of human development across the lifespan (II.K.G.3.a)
- Describe the effects of heredity, genetics, neurobiology, and environment in human development, behavior, and disability issues (II.K.G.3.b.)
- Delineate the unique issues of learning and personal development that influence behavior across the lifespan (II.K.G.3.b.)
- Discuss the issues and consequences of traumatic events (i.e., personal and community crises, disasters, etc) on human development, family and relational health, physical integrity, and emotional stability (II.K.G.3.c.)
- Demonstrate an awareness of theories and models of individual, cultural, couple, family and community resilience (II.K.G.3.d)
- Articulate the issues and problems associated with working with persons with exceptional abilities and develop strategies to assist their personal development (II.K.G.3.e)
- Exhibit an understanding of the effects of developmental crises, psychopathology, and other situational and environmental factors on the wellbeing of persons of all ages (II.K.G.3.f)
- Display an understanding of the impact of addictions and addictive behaviors on life span development (II.K.G.3.g)
- Develop an awareness of the issues involved in the prevention, intervention and treatment of persons with addictive disorders, behavioral and chemical (II.K.G.3.g)

- Be cognizant of the theories for facilitating optimal development and wellness over the human life span (II.K.G.3.h)
- Demonstrate awareness of the developmental issues of persons with differing cultural backgrounds, ethnic heritage, religious beliefs, and gender orientations
- Understand the impact of physical changes and disabling conditions on human development.
- Demonstrate an understanding of the *DSM-IV-TR* and clinical diagnosis related to human development across the lifespan.

Topics to Be Covered

1. Theories of Development
2. Fetal development and infancy
3. Conditions caused by Genetic and Fetal exposures
4. Early childhood
5. Middle childhood
6. Adolescence (13 to 19)
7. Early Adulthood (19 to 34) and the Emerging Adult
8. Middle Adulthood (35 to 64)
9. Older Adulthood (65 to 80+)
10. Life Span & Life Expectancy and Death!

Student Activities

Undergraduate Students:

My Life Story: Following My Path assignment: (II.K.G.3.a,b,c,d,g, & h)

All students are to write a **narrative** of their developmental experience from birth to the present day. This is a narrative, but may include references if they are relevant and assist the reader in understanding the student's development. When references from the book or other sources are included be sure that they are referenced in APA style and a reference page concludes the paper.

As part of this assignment, trace your personal development from infancy, childhood, and adolescence using personal experiences or instances to illustrate specifics of one or more theories. Using personal experiences how do or did heredity, genetics, neurobiology, and environment impact on you and your behavior. Discuss the issues and consequences of any traumatic events (i.e., personal and community crises, disasters, etc) on your personal development, family and relational health, physical integrity, and emotional stability. Address how your childhood and adolescence influence you as an adult. (No less than 7 or more than 20 pages, typed and double spaced. Title page should be included.)

To help you process your experiences consider some of the following questions:

- Who were significant persons in your life and how did they influence your development?
- What was the impact of family successes and failures on you as a child or adolescent?
- What incidents or experiences have been "turning points" in your personal journey
- What school, work, religious, and community experiences shaped your developmental journey?
- What has been the impact of significant decisions you have made on your personal journey?

- What struggles and conflicts that you faced as a child or adolescent have molded and shaped you as a person?
- What is your earliest memory and how does it serve as a metaphor for your life?
- What significant world events serve as markers of your personal development?

Film reactions: (II.K.G.3.a,b,c,d,f,g, & h)

Students will be asked to view and write a **narrative** review of several movies that illustrate specific issues discussed in the class. For instance, the movie, Thirteen, is used to illustrate several issues encountered in adolescence. Movies will be review that are salient to specific issues and a brief review will be written by students to link the developmental issues to material reviewed in the specific movie. A guide to the review is distributed to the student prior to viewing movie clips.

Developmental Observation:

After either spending time in a child care facility or a facility that provides services for geriatric clients write a reaction to the experience. Structure a narrative (no less than 2 pages) that discusses where, when, what, and who you saw in your observation. Include your impressions, both positive and negative about the experience. Present your observation as a **narrative**. Be sure and identify the name of the facility and who was served, for instance, Fred’s Home for Persons with Stray Thread Disease, a facility for persons suffering chronic stray threads on their clothes.

- ✦ Discuss the structure of the time you spent with clients.
- ✦ What were major activities that you witnessed during your observation?
- ✦ Who was involved in those activities?
- ✦ Did clients appear content and engaged or bored and distracted?
- ✦ Were the staff members aware of client issues and eager to ameliorated client problems?
- ✦ What evidence did you see of good educational, counseling, or therapeutic techniques during your visit?
- ✦ What were your feelings about the facility, the clients, and the staff?
- ✦ Did you experience any surprises during your visit?
- ✦ Would you be willing to volunteer or work in this facility, why or why not?
- ✦ Be sure to omit any references that might identify persons (staff or clients) in this facility.

Written Examinations: (II.K.G.3.a., b., c., d., e., f., g., & h)

Students will be examined with a midterm examination and a comprehensive final examination. The final examination will be given in accordance with Mississippi State University policy at the completion of the course during examination week. The midterm examination and final examinations include multiple choice and essay questions from all the course material

Undergraduate Scale Grading

Life Story paper	(100 points)
Film reactions	(100 points)
Developmental observation	(100 points)
Midterm Exam	(250 points)
Final Exam	(450 points)
<hr/> Total	<hr/> (1000 points)

Undergraduate Grading Scale

- A 900 to 1000 points
- B 800 to 899 points
- C 700 to 799 points
- D 600 to 699 points
- F 599 or below points

Graduate Students: Course Assignments

Signature assignment: (II.K.G.3.b., c., d., & f.)

The graduate student will interview four individuals about their recollections from their early life beginning in infancy to the age of 21. Students will be asked to interview a person born between 1920 and 1940, a person born between 1946 and 1964, a person born between 1965 and 1984, and a person born between 1985 and 1995.

Students will ask questions that explore early memories, recollections of play, school experiences, peer relationships, and developmental transitions. A list of interview questions will be provided as a guide to the interview. No specific identifying data other than birth-date is to be used in the write-up of the interviews. Interviews must be arranged according to early childhood, middle childhood, adolescence, and very early adulthood memories. Students should specifically comment on any turning points or developmental milestones mentioned by the interviewees and on the influence of world events on the lives of the interviews. Students are to reflect on the information they receive from the interview from a developmental perspective.

My Life Story: Following My Path assignment: (II.K.G.3.a,b,c,d,g, & h)

All students are to write a **narrative** of their developmental experience from birth to the present day. This is a narrative, but may include references if they are relevant and assist the reader in understanding the student's development. When references from the book or other sources are included be sure that they are referenced in APA style and a reference page concludes the paper.

As part of this assignment, trace your personal development from infancy, childhood, and adolescence using personal experiences or instances to illustrate specifics of one or more theories. Using personal experiences how do or did heredity, genetics, neurobiology, and environment impact on you and your behavior. Discuss the issues and consequences of any traumatic events (i.e., personal and community crises, disasters, etc) on your personal development, family and relational health, physical integrity, and emotional stability. Address how your childhood and adolescence impact you as an adult. (No less than 7 or more than 20 pages, typed and double spaced. Title page should be included.)

To help you process your experiences consider some of the following questions:

- Who were significant persons in your life and how did they influence your development?
- What was the impact of family successes and failures on you as a child or adolescent?
- What incidents or experiences have been "turning points" in your personal journey?
- What school, work, religious, and community experiences shaped your developmental journey?

- What has been the impact of significant decisions you have made on your personal journey?
- What struggles and conflicts that you faced as a child or adolescent have molded and shaped you as a person?
- What is your earliest memory and how does it serve as a metaphor for your life?
- What significant world events serve as markers of your personal development?

Review of *Dibs In Search of Self*: (II.K.G.3.a,b,c,d,e, g, & h)

After reading the book, *Dibs In Search of Self*, by Virginia Axline, develop a **narrative** book review. Discuss the most likely diagnosis for Dibs and his possible mental health issues. Describe how Dibs was developmentally different than his peer group and indicate how Dibs family, social, and cultural situation influenced his problems. In addition address the therapeutic approach that Virginia Axline used in treating Dibs. What were the core elements of her therapeutic model? Describe how Dibs initially reacted to the therapy and what developmental issues emerged early in treatment. Explore how Dibs behavior changed in early therapy and address any crises that emerged during treatment. Discuss the impact of therapy on Dibs family. At termination, what were issues that might have been addressed in further treatment of Dibs and his family.

In addition, address the following questions: (a) Had you been the therapist, what issue would you have found most challenging in treating Dibs? (b) This book was published in 1964 and treatment occurred in the early sixties or late fifties are there legal and ethical issues important in this era that were not considered during that time period? and (c) Without treatment what would have been Dibs prognosis?

Film reactions: (II.K.G.3.a,b,c,d,f,g, & h)

Students will be asked to view and write a **narrative** review of several movies that illustrate specific issues discussed in the class. For instance, the movie, *Thirteen*, is used to illustrate several issues encountered in adolescence. Movies will be review that are salient to specific issues and a brief review will be written by students to link the developmental issues to material reviewed in the specific movie. A guide to the review is distributed to the student prior to viewing movie clips.

Developmental Observation: (II.K.G.3.a,b,c,d,f,g, & h)

The student should secure permission to observe for 8 hours in an inpatient facility that provides services for **geriatric clients** (nursing home, geriatric care facility or assisted living facility) write a reaction to the experience. Structure a narrative (no less than 3 pages) that discusses where, when, what, and who you saw in your observation. Include your impressions, both positive and negative about the experience. Present your observation as a **narrative**.

Be sure and identify the name of the facility and who was served, for instance, Fred's Home for Persons with Stray Thread Disease, a facility for persons suffering chronic stray threads on their clothes. There are a number of facilities in Starkville (Starkville Manor, Montgomery Gardens, Carrington Nursing Center, Vickers Personal Care) and Columbus (Plantation Point Retirement Community, Aurora Health and Rehabilitation, Trinity Healthcare, Vine Court Nursing Center, Windsor Place Nursing Center). If you commute from another area, feel free to find a geriatric facility in your area. **DO NOT use an inpatient psychiatric facility that assesses or provides acute care to seniors or geriatric populations.**

- # Discuss the structure of the time you spent with clients.
- # What were major activities that you witnessed during your observation?
- # Who was involved in those activities?
- # Did clients appear content and engaged or bored and distracted?
- # Were the staff members aware of client issues and eager to ameliorated client problems?
- # What evidence did you see of good educational, counseling, or therapeutic techniques during your visit?
- # What were your feelings about the facility, the clients, and the staff?
- # Did you experience any surprises during your visit?
- # Would you be willing to volunteer or work in this facility, why or why not?
- # Be sure to omit any references that might identify persons (staff or clients) in this facility.

Written Examinations: (II.K.G.3.a., b., c., d., e., f., g., & h)

Students will be examined with a midterm examination and a comprehensive final examination. The final examination will be given in accordance with Mississippi State University policy at the completion of the course during examination week. The midterm examination and final examinations include multiple choice and essay questions from all the course material.

Graduate Scale Grading

Interviews	(150 points)
Birthdates between 1920 and 1940	
Birthdates between 1946 and 1964	
Birthdates between 1965 and 1984	
Birthdates between 1985 and 1995	
My Life Story Paper	(50 points)
Developmental observation	(50 points)
Review of <i>Dibs in Search of Self</i>	(100 points)
Film reactions	(50 points)
Midterm Exam	(200 points)
<u>Final Exam</u>	<u>(400 points)</u>
Total	(1000 points)

Graduate Grading Scale

- A 950 to 1000 points
- B 849 to 949 points
- C 749 to 848 points
- D 649 to 748 points
- F 648 and below

Mississippi State University Policies:

Academic Integrity/Honor Code Policy

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the

Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code.

For additional information please visit: <http://www.honorcode.msstate.edu/>

Nondiscrimination Policy

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Accommodations for Persons with Disabilities

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

Incomplete Grades

A grade of "I" (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of "I" must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an "I" grade during the specified time will result in an automatic grade of "F". Once a grade of "I" has been converted to an "F" because of a student's failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President. "

Cell Phone and Technology Policy

Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class.

Department Retention Policy

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made.

For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Academic Programs Standards Policy

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master's comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student's graduate program in the department.

For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Absences

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students' fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students' academic performance, students' personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

Written Assignment Policy

Students are expected to adhere to the APA style guidelines (6th ed.) for written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of grammar and punctuation errors, and organized to flow smoothly for the reader. In addition, all work submitted should be the result of the student's original efforts.

Email Policy

Students at MSU may access an individual E-mail account through the university e-mail system. Students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course.

Task Stream

Your signature assignment must be submitted to task stream for graduate students only.

Due Dates for Student Activities:

Undergraduate

My Life Story paper	October 29, 2015
Film reactions	Class period following film
Developmental observation	October 15, 2015
Midterm Exam	Thursday prior to Spring Break
Final Exam	Exam week per University Schedule

Graduate

Interviews	November 12, 2015
My Life Story Paper	October 29, 2015
Review of <i>Dibs in Search of Self</i>	September 24, 2015
Developmental observation	October 15, 2015
Film reactions	Class period following film
Midterm Exam	Thursday prior to Spring Break
Final Exam	Exam week per University Schedule