

Clinical Mental Health Counseling

COU 503 Human Growth and Development Summer 2017-3 credits

University Mission Statement:

Evangel University is a comprehensive Christian University committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Counseling Program Mission Statement:

The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Bible Verse

“For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made: your works are wonderful, I know that full well.” (Psalm 139:13-14)

Instructor Name:

Phone Number: (417) 865-2815

Email:

Office:

Class Time:

Location:

Office Hours:

Teaching Philosophy and Methods:

I believe that students must be active participants in their learning, rather than passive recipients. Students need to take initiative to learn and I will take initiative to facilitate that learning. The goal is for that learning to generalize to real life. A variety of teaching methods may be used: lecture, PowerPoint presentations, videos, Youtube, discussion groups, homework assignments, quizzes, and exams.

Catalog Description:

This course is a study of human growth and development across the lifespan. Major theories of development will be explored as well as the factors that may affect development. Relevant counseling issues encountered at various points of development will also be explored.

Required Text:

Wong, D. W., Hall, K. R., Justice, C. A., & Hernandez, L. W. (2015). *Counseling individuals through the lifespan*. Los Angeles: Sage.

Course Objectives:**Upon successful completion of this course the student will be able to:**

STANDARD CACREP 2016	OBJECTIVE	LEARNING EXPERIENCE	ASSESSMENT
2.F.3.a.	1. Describe the theories of individual and family development across the lifespan.	Reading Assignment Lecture Video Interview	Exam Case Studies Discussion Student Presentation Interview
2.F.3.b.	2. Compare theories of learning.	Reading Assignment Lecture Video	Exam Case Studies Discussion
2.F.3.c.	3. Discuss theories of normal and abnormal personality development.	Reading Assignment Lecture Video	Exam Case Studies Discussion
2.F.3.d. 5.G.2.i	4. Summarize theories and etiology of addictions and addictive behaviors.	Reading Assignment Lecture Video	Exam Case Studies Discussion
2.F.3.e.	5. Differentiate between biological, neurological, and physiological factors that affect human development, functioning, and behavior.	Reading Assignment Lecture Video	Exam Case Studies Discussion
2.F.3.f.	6. Describe systemic and environmental factors that affect human development, functioning, and behavior.	Reading Assignment Lecture Video Interview	Exam Case Studies Discussion Interview
2.F.3.i.	7. Describe ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Reading Assignment Lecture Video Guest Speaker	Exam Case Studies Discussion
2.F.3.h.	8. Apply a general framework for	Reading Assignment Lecture	Exam Case Studies

	understanding differing abilities and strategies for differential interventions.	Video	Discussion
2.F.3.g.	9. Describe the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.	Reading Assignment Lecture Video	Exam Case Studies Discussion
	10. Summarize theories of spiritual/faith development across the lifespan.	Lecture	Exam

Course Assignments:

Name of Assignment	Points	Total Points	% of Grade
2 Quizzes	20 points each	40	10%
3 Exams	40 points each	120	31%
2 Discussion Forums outside of Class	15 points each	30	8%
4 Discussion Forums in Class	10 points each	40	10%
3 Case Studies	25 points each	75	19%
Developmental Topic Presentation	40	40	10%
Presentation over Theories of Development	15	15	4%
Interview (age 75 or older; not relative)	30	30	8%
Total Points		390	100%

Grading Scale

A	94 -100%	C+	77 – 79%
A-	90 – 92%	C	73 - 76%
B+	87 - 89%	C-	70 – 72%
B	83 – 86%	F	Less than 70%
B-	80 – 82%		

Tentative Course Schedule

<i>Dates</i>	<i>Topics</i>	<i>Assignments</i>	<i>What is Due</i>
--------------	---------------	--------------------	--------------------

Week 1	Ch. 12 Late Adulthood (Ages 61 – 75) Ch. 13 Oldest-Old Elderhood (Ages 75 and Over)	Read Chapters 12 & 13 Interview age 75+	Discussion 1 HW
Week 2	Ch. 1 Human Development Through the Lifespan Ch. 2 Theories of Human Development	Read Chapters 1 & 2 Watch Videos Create Presentation over Theories	Quiz 1 (Ch. 12 & 13) Discussion 2 in Class Presentation over Theories
Week 3	Ch. 3 Conception and Prenatal Development Ch. 4 Infancy (Birth to 24 Months)	Read Chapter 3 & 4 Watch Videos	Interview Case Study 1
Week 4	Ch. 5 Toddlerhood (Ages 1 – 3) Chapter 6 Preschool: Early School Age (Ages 3 – 6)	Read Chapters 5 & 6 Watch Videos	Exam 1 (Ch. 1-4) Discussion 3 in Class
Week 5	Ch. 7 Middle Childhood (Ages 6 – 12)	Read Chapter 7 Watch Videos Guest Speaker	Discussion 4 in Class Case Study 2
Week 6	Ch. 8 Early Adolescence (Ages 13 – 18)	Read Chapter 8 Watch Videos	Exam 2 (Ch. 5-7) Discussion 5 in Class Presentations
Week 7	Ch. 9 Late Adolescence (Ages 19 – 25) Ch. 10 Early Adulthood (Ages 26 – 35)	Read Chapters 9 & 10 Watch Videos	Discussion 6 HW Case Study 3 Presentations
Week 8	Ch. 11 Middle Adulthood (Ages 36 – 60)	Read Chapter 11 Watch Videos	Exam 3 (Ch. 8-10) Presentations Quiz 2 (Ch. 11)

EU ACADEMIC AND CMHC PROGRAM POLICIES

Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to Academic Affairs Division and Student Development Division. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal.

Late Assignment: A 10% penalty will be applied for every 24 hours past the assigned due date. Certain assignments that are completed in class may not be made up. For example, in class discussions as well as the presentation of developmental theories, may not be made up.

Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time. Students missing more than 2 classes will be withdrawn from the class. Upon the discretion of the course instructor, students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons **may** be given the opportunity to complete missed assignments or the equivalent. Students are expected to inform the instructor of an absence prior to class time.

Students with Disabilities

Evangel University is committed to the provision of reasonable accommodations for students with disabilities. Our priority is to partner with students to help them be successful in the college environment. If students are eligible for services, they should contact the director of the Center for Student Success (located in Zimmerman Hall, Suite 218) for academic accommodations. For more information, please see <https://www.evangel.edu/financial/more-information/consumer-information/students-with-disabilities-handbook>

University Policy Regarding Electronic Devices In Class

The use of electronic devices in the classroom is intended to enhance the learning environment for all students. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited. Your laptop or other electronic device can become a distraction to you and to those around you if it is not used for proper academic purposes. Proper academic purposes include taking notes, following along with the instructor on PowerPoint, as well as working on assigned in-

class activities, projects, and discussions that require in-class laptop use. Texting, Internet surfing, emailing, gaming and other such activities are not permitted in class and can result in losing the privilege to bring devices to class. Cellular phones and pagers must be turned off during class unless extenuating circumstances are discussed with the professor and approval to have the phone activated is given prior to class. It is not permissible to answer telephones in class or to engage in text messaging at any time while class is in session. Students who violate this rule will be counted absent for the class period.

Statement Regarding Risks and Benefits of Counselor Education

Pursuing a graduate education in clinical mental health counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student's attention. Students may be advised in one or more of the following directions:

1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and student's best interest in mind. Students have the right to appeal any decision under the Student Handbook procedures.