College of Education • Department of Counseling and Higher Education Counseling Program

COUN 5670: Developmental Processes & Strategies
Course Syllabus-Fall 2018

Instructor: LaKaavia Taylor, PhD, LPC (TX), NCC, RPT
Clinical Assistant Professor & Internship Coordinator, UNT Counseling Program

Class Time: Thursdays 5:30-8:20; Sage Hall, Rm. 355
Office Hours: 12:30pm – 4:30pm (Wednesday), 10:00am – 12:00pm (Thursday), and by appointment
Office Location: Welch Street Complex 2, Rm. 106
Office Number: 940-565-2912
E-mail: LaKaavia.Taylor@unt.edu

Doctoral Co-Instructor
Emily Angus: Emily.Angus@unt.edu

Doctoral Teaching Assistant
Gayatri Ayyer: gayatriayyer@my.unt.edu

Catalog Description

Principles and practices of human development as they relate to counseling processes and strategies. Opportunity for practical application of strategies is provided. 3 credit hours.

Goal of the Course

Knowledge of human growth and development is considered to be essential for those professionals who are working or plan to work in counseling and other helping professions. This course is designed to provide an overview of life span development for those preparing to establish careers as helping professionals. Child, adolescent, and adult development will be explored through the study of major theories. Central concepts related to parameters of human development through the life span as well as physical, social, emotional, and cognitive development at the various stages of life will be presented. Students will consider and integrate understandings of cultural and individual differences into their learning of human development. This course will attempt to merge theory into practice and integrate critical thinking concepts associated with developmental factors in human development.

Foliotek

This course requires an assignment that will be uploaded and assessed in the UNT Foliotek data management system. Foliotek does not require an additional cost to students and accounts are available to
assignments must be uploaded into the Foliotek system for instructors to assess. Log-in at https://www.coe.unt.edu/tk20/foliotek.

**Core Curricular Experiences Covered**

Curricular experiences will provide an understanding of the following content areas:

<table>
<thead>
<tr>
<th>Social and Cultural Diversity</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>2.F.2.a.</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>2. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</td>
<td>2.F.2.b.</td>
<td>Weekly reflection,</td>
</tr>
<tr>
<td>3. multicultural counseling competencies</td>
<td>2.F.2.c.</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>4. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>2.F.2.d.</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>5. the effects of power and privilege for counselors and clients</td>
<td>2.F.2.e.</td>
<td>Weekly reflection</td>
</tr>
<tr>
<td>6. the impact of spiritual beliefs on clients’ and counselors’ worldviews</td>
<td>2.F.2.g.</td>
<td>Weekly reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Growth and Development</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. theories of individual and family development across the lifespan</td>
<td>2.F.3.a</td>
<td>Autobio Paper (KPI ASSIGNMENT)</td>
</tr>
<tr>
<td>2. theories of learning;</td>
<td>2.F.3.b.</td>
<td>Autobio Paper (KPI ASSIGNMENT)</td>
</tr>
<tr>
<td>3. theories of normal and abnormal personality development;</td>
<td>2.F.3.c.</td>
<td>Autobio Paper (KPI ASSIGNMENT)</td>
</tr>
</tbody>
</table>
4. biological, neurological, and physiological factors that affect human development, functioning, and behavior;  
   2.F.3.e.  Autobio Paper (KPI ASSIGNMENT); Midterm

5. systemic and environmental factors that affect human development, functioning, and behavior;  
   2.F.3.f.  Autobio Paper (KPI ASSIGNMENT); Midterm

6. effects of crisis, disasters, and trauma on diverse individuals across the lifespan;  
   2.F.3.g.  Autobio Paper (KPI ASSIGNMENT)

7. a general framework for understanding differing abilities and strategies for differentiated interventions; and  
   2.F.3.h.  Autobio Paper (KPI ASSIGNMENT)

8. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.  
   2.F.3.i.  Autobio Paper (KPI ASSIGNMENT)

<table>
<thead>
<tr>
<th>Career Development</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</td>
<td>2.F.4.b.</td>
<td>Autobio Paper (KPI ASSIGNMENT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling and Helping Relationships</th>
<th>CACREP Standards</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a systems approach to conceptualizing clients</td>
<td>2.F.5.b.</td>
<td>Group Project</td>
</tr>
<tr>
<td>2. counselor characteristics and behaviors that influence the counseling process</td>
<td>2.F.5.f.</td>
<td>Autobio Paper (KPI ASSIGNMENT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling</th>
<th>CACREP Standards</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cultural factors relevant to clinical mental health counseling</td>
<td>CMHC C. 2.j.</td>
<td>Group Project</td>
</tr>
</tbody>
</table>

Note: KPI=Key Performance Assignment Indicator
Methods of Instruction

Instruction will be through assigned readings, class and small group discussion, didactic lecture, audiovisual presentation, experiential activities, role-playing, community exploration, and feedback on reflections, papers, and presentations. Students should be prepared to participate in large and small group work on a regular basis and to access Blackboard Learn weekly for reflection opportunities related to class material, direction related to assignments, and class-related announcements.

Special Note of Instruction

This course’s discussions, exercises, and activities may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk to the instructor or TA. As always, the counseling department offers counseling services to counseling students through its Counseling and Human Development Center (CHDC) in Welch St. Complex #2. If you feel it would be helpful, you can contact them for an appointment at (940) 565-2970.

Required Texts


Companion website: [https://study.sagepub.com/wong](https://study.sagepub.com/wong)

Companion website: [https://edge.sagepub.com/kuther](https://edge.sagepub.com/kuther)

Recommended Texts:


Assessment

A. Attendance, Participation, Contributions, and Professionalism  100 points
B. Interviews & Group Presentation  150 points
C. Developmental Conceptualization Paper (Key Performance Indicator)  200 points
D. Weekly Reflections  80 points
Total  530 points

Grading Scale

A=477-530  B=424-476  C= 371-423  D=318-370  F=<318
A. Attendance, Participation, Contributions, and Professionalism (100pts):

Attendance: Attendance is essential. Understanding the value of the course is based on your level of investment in personal growth and integration of the course material in your identity as a professional counselor. The structure of this course and its importance in your development as a future counselor/educator necessitates that you attend regularly. We are going to cover a considerable amount of information during each class session. In the event a student misses class, it is the student’s responsibility to obtain information regarding assignment and notes. Students may miss one course meeting with the expectation that they make up any missed work and get class notes from another student. Two absences will result in the final grade being lowered by 10 points. If due to extenuating circumstances, a second absence occurs, the student will have the option of completing an alternative assignment in addition to regular course work. This assignment will be identified after consultation with the instructor. Missing more than two classes for whatever reason may result in a failing grade. University policy will be followed for attendance concerns. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion. Please note: it is the student’s responsibility to drop this course, if necessary.

Participation and Contributions: Due to the experiential nature of this class, participation and contribution is essential. Participation is credited to all activities related to this course. Participation in class includes coming to class prepared and actively volunteering for activities, contributing to class discussions, fully engaging in course experiences, and relevant reflections/processing. A student may lose participation points for engaging in outside-related activities, such as web browsing, texting, and private conversations during class. Demeanor, attitude, and overall disposition toward peers, teaching assistant, and the instructor will be greatly taken into consideration. The instructor reserves the right to deduct points for a student's grade due to lack of participation.

Professionalism: Students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors (see Master’s Student Handbook), engage in ethical behavior as defined in the American Counseling Association Code of Ethics, and adhere to UNT’s Academic Integrity Policy. As professionals, students are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others.

Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for remediation per Counseling Program policies. The following chart serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if ALL indicators are met. However, one need only have ONE area in which s/he is below expectations to necessitate remediation. The following criteria will be used:
<table>
<thead>
<tr>
<th>Level</th>
<th>0—90 pts</th>
<th>Description</th>
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<tbody>
<tr>
<td>Excellent</td>
<td></td>
<td>Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence. Rarely tardy or late from break. Contributes more days than not. Attentive and respectful toward others when not contributing directly. No concerns regarding personal characteristics. Shows ethical integrity and adheres to <em>ACA Code of Ethics</em>. No concerns regarding academic integrity.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>89—80 pts</td>
<td>Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. No more than one absence. No more than two tardy arrivals to class or from breaks. Respectful toward others when not contributing directly. Little to no concerns regarding personal characteristics. Very few instances of unprofessional behaviors that interfere with learning environment such as private conversations, off-task/topic discussions, talking during lecture, inappropriate self-disclosure, etc.</td>
</tr>
<tr>
<td>Below Expectations</td>
<td>79—70 pts</td>
<td>Passive participation: present, awake, alert, attentive, but not actively involved or invested. Rarely contributes to class. Contributions reflect occasional preparation. Occasional or minor personal characteristics concerns. Minor, uninformed violations of academic integrity. One or more absences. Frequent, minor tardiness. Occasional unprofessional behaviors that interfere with learning environment such as private conversations, off-task/topic discussions, talking during lecture, inappropriate self-disclosure, etc. If ethical violation present, concern is minor and student takes immediate action to remedy.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>69—0 pts</td>
<td>Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions, and on laptop during class. Frequent unprofessional behaviors that interfere with the learning environment such as private conversations, off-task/topic discussions during class or course activities, talking during lecture, inappropriate self-disclosure/jokes, etc.</td>
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</tbody>
</table>
B. Weekly Reflections (80pts):

Each week the Instructor/TA will post a discussion prompt, sometimes in the form of a question, a video, a quote, additional reading, or other activity to which students will respond. The prompt will be posted to the “weekly reflections” submission folder on the course’s Blackboard Learn site. These prompts are designed to give you the opportunity to reflect on, synthesize, and make meaning from the readings and class discussions. Many of them will assist you in developing various aspects of your course paper—the Key Performance Indicator. You will respond to the prompt for credit and will need to participate in a minimum of 8 of the 13 weekly discussions for the opportunity to earn full credit. Each week’s discussion will be given a score of 0-10 points based on the quality, accuracy, and level of reflection demonstrated. Postings should be free from spelling/grammar errors and demonstrate application, analysis, and synthesis. In order to receive full points, you will need to respond thoughtfully to all aspects of the prompt, answer adequately and accurately, and demonstrate professional writing skills. Responses are due by Thursday at 5:30pm. Students may submit two additional reflections for a total of 10 bonus points added to your grade. If students choose to respond to more than eight prompts, their score will be calculated using their best eight responses.

Weekly Reflection Evaluation

9-10: Posting is thoughtful, reflective, and demonstrates a synthesis and application of knowledge from readings, course material, and overall learning. The student answered the prompt completely with congruence and support. The response was well-written and thought-provoking. Few if any spelling/grammar errors.

7-8: Posting demonstrated that the student integrated some knowledge into the response, yet it was incomplete (the entirety of the prompt was not addressed or posting contained contradictory or unsupportive statements). Quality of writing was average. A few spelling/grammar errors but does not distract from the content.

<=6: Posting did not demonstrate reflection, thoughtfulness, or a synthesis of information. Writing quality was below average and response did not address the discussion prompt. Posting contain many spelling/grammar errors.

0: No response or evidence of acceptable effort.

C. Developmental Interviews and Group Presentation (150 points):

Students will choose a phase of the lifespan and work in groups to create a presentation (poster, PowerPoint, Prezi, brochure, round table etc.) expanding on the developmental and counseling-related issues unique to that particular age group. Each group member will interview one person within that phase, bringing that information to the group. Individuals will bring their specific data and research to the group to reflect upon, aggregate, and illuminate. The group will assemble a poster, PowerPoint, Prezi, brochure, etc., reflecting their results to be displayed to the class. Based on the interview data, the Poster, PowerPoint, Prezi, brochure, etc., should also focus on providing specific counseling theory and therapies effective for the age group. The information provided must go beyond that which is presented in the course materials. One purpose of this assignment is to demonstrate the ability to read and interpret the conceptual and research literature relevant to your population of interest and present it in an effective and interactive manner. Groups must cite at least
will provide a handout and include the references (in APA Format) for each student in the class, TA, and instructor. Groups may submit an electronic copy of the handout if e-mailed to the instructor by 3:00 p.m. on the day of the presentation. The instructor will then print a hard copy for the class.

Each presentation must include:
- considerations of the impacts of chronological age, cognitive ability, social/emotional development, linguistic, spirituality, religiosity, culture, SES, family functioning, parenting style, environmental stressors, etc. on this age group;
- summary of the similarities and differences between and among the interviewees plus an accounting of the similarities and differences within the developmental context; and
- potential counseling treatment and intervention strategies (review of most relevant treatment, interventions, counseling strategies supported by the literature). Also included should be practical strategies to support healthy development/wellness in anticipated settings with this specific population.

See evaluation rubric on blackboard learn for full information.

D. Autobiographical Developmental Conceptualization Paper: Key Performance Indicator (200 points): This assignment will give you the chance to demonstrate your understanding of course material, as well as your ability to apply, think, and respond critically to what you are learning. The autobiography will also allow you to come to know yourself in a deep, meaningful way which will enhance your insight into your culture of origin, and value and belief systems. This paper will reflect your knowledge of human development as it applies to your own life. The purpose of this paper is for you to analyze and understand your own developmental journey in a way that may be applied to your future counseling practice.

Each student will write a term paper using APA style for cover page, running heads, margins, organization, and references. Your paper will demonstrate your knowledge of the major developmental constructs through the stages of **early childhood, middle childhood, adolescence, young adulthood, middle adulthood, and late adulthood** as they apply to you as well as your understanding of the major theories discussed in class. Students must choose at least one of the following theories through which to view their own development: psychoanalytic stages, Erickson’s stages, Piaget’s stages, Vygotsky, Brofenbrenner, Fowler, Kohlberg, Gilligan, and Kegan. Also, included will be a consideration of the impact of crisis and trauma on development, as well as a **personal wellness plan**. In parts of this paper, students may be asked to describe events or stages of development that they have yet to experience. In these cases, students should make hypotheses regarding the possible content of a stage or how a certain event could potentially impact their development or may have impacted development differently. You can use these hypothetical examples to strengthen various aspects of your paper for which you may have less lived experience. For example:

1. The traumatic event of September 11, 2001 may have had a significant developmental impact on an individual, but this impact may have had different implications for individuals in various developmental stages. How might you have experienced this event differently had you been in early childhood or near the end of life? How might an event
like being diagnosed with cancer impact a person who is 90 years of age differently than a person who is 14 years of age?

2. As a person who has not yet reached late adulthood, I view that stage in a certain way, with specific excitement and fears. I imagine that some of these views may change and others may not as I approach that stage of life. It would be fine to discuss this stage from this context.

3. You may also want to interview family members to gain information about your own development that you may not be able to recall.

This paper is due by electronic submission to Foliotek on or before November 29, 2018.

Length: No more than 12 pages of text not including title page and reference section.
Format: APA 6th Edition
Grading: The paper will be graded on a 200-point scale.

See grading rubric on blackboard for specific requirements.

COURSE REQUIREMENTS

Expectations:
Students are expected to read the assigned textbooks and literature prior to class, appropriately participate in class, and turn in assignments no later than the beginning of class on the day they are due. Extensions will be granted at the discretion of the instructor PRIOR to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date. Late assignments will be penalized 5% for each day they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit. Cell phones and pagers must be silenced during class for the respectful learning of all, unless otherwise requested. If you need to respond to an emergency call, please leave the class with minimal disruption.

Sharing and Confidentiality:
This course will require you to spend time considering your own developmental journey. It will involve self-examination and some degree of sharing personal information with the class. It is important that you strive to be appropriate in your personal sharing in our classroom. Although we will discuss confidentiality in class in order to promote an emotionally safe learning environment, confidentiality cannot be guaranteed. Therefore, be mindful of what you choose to share—I encourage you to take risks and to challenge yourself, while maintaining any personal boundaries that are important to your continued health and development as a professional in training and person.

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect.
EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

**Student Perceptions of Teaching (SPOT)**

Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you near the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**Disability Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in
housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Campus Carry Notification**

The class meets [at times] in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to [campuscarry.unt.edu](http://campuscarry.unt.edu) for more information.

**Meeting with Counseling Program Faculty Members in Welch Street Complex 2**

The Counseling Program faculty welcomes undergraduate and master’s students to meet with them. Best times are during office hours or by appointment – but students are welcomed to take their chances by coming by at any time during regular business hours. To meet with a faculty member in Welch Street Complex 2, do not enter the faculty office suite via the door between the CHDC and the suite. Instead, always enter through the main entrance on Welch Street, and tell a front office staff member which faculty member you would like to see.
### REVISED COURSE SCHEDULE:
*Course Content and Schedule Subject to Change*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>8/30</td>
<td>Course Orientation&lt;br&gt;Introduction to Classic Developmental Constructs&lt;br&gt;Ecological Systems Theory&lt;br&gt;Social Constructivism</td>
</tr>
<tr>
<td>Wk 2</td>
<td>9/6</td>
<td>(Re)Introduction to Stage Theory: Psychoanalytic Personality Development Theory and Ericksonian Psychosocial Theory&lt;br&gt;Neuroscience: Genetics and Environment</td>
</tr>
<tr>
<td>Wk 3</td>
<td>9/13</td>
<td>Neuroscience: Genetics and Environment Cont.&lt;br&gt;Cognitive Development in the Traditions of Piaget, Bandura and the Behaviorists</td>
</tr>
<tr>
<td>Wk 4</td>
<td>9/20</td>
<td>Parenting and Attachment Theory, Early Social Relationships, and Childhood Development</td>
</tr>
<tr>
<td>Wk 5</td>
<td>9/27</td>
<td>Meaning Making &amp; DCT&lt;br&gt;Sociocultural Theory of Vygotsky&lt;br&gt;Kegan’s Subject-Object Theory</td>
</tr>
<tr>
<td>Wk 6</td>
<td>10/4</td>
<td>Impact of Crisis and Trauma on Human Development&lt;br&gt;Child Development (Infancy to Late Childhood)</td>
</tr>
<tr>
<td>Wk 7</td>
<td>10/11</td>
<td>Adolescence&lt;br&gt;Gender &amp; Sexual Identity Development</td>
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<tr>
<td>Wk 8</td>
<td>10/18</td>
<td>Young Adulthood&lt;br&gt;Racial Identity Development</td>
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<tr>
<td>Wk 9</td>
<td>10/25</td>
<td>Middle Adulthood&lt;br&gt;Lifespan Developmental Issues for Men &amp; Women</td>
</tr>
<tr>
<td>Wk 10</td>
<td>11/1</td>
<td>Moral and Spiritual Development</td>
</tr>
<tr>
<td>Wk 11</td>
<td>11/8</td>
<td>Wellness, Resiliency, and Prevention</td>
</tr>
</tbody>
</table>
| Wk 12 | 11/15 | Late Adulthood, End of Life and Life review  
Death, Grief, and Loss | Wong et al.: Ch 12 & 13  
Kuther: Ch 17 & 18  
**Due: Weekly Discussion** |
| Wk 13 | 11/22 | Fall Break-No class 😊 |
| Wk 14 | 11/29 | Conceptualization and Development of Clinical Judgment  
Developmental Assessment & Didactic Conclusions  
Group Consultation  
Group Presentations | **Due: Developmental Autobiography**  
**Due: Weekly Discussion** |
| Wk 15 | 12/6 | Group Presentations in Class | **Due: Weekly Discussions**  
**Due: Group Presentations** |
| Wk 16 | 12/13 | Finals week: No class meeting **UNLESS** required to meet course objectives. |