

VANDERBILT UNIVERSITY  
PEABODY COLLEGE OF EDUCATION  
Department of Human and Organizational Development  
Human Development Counseling Program  
**Instructor: Andy Finch**  
**HDC 6130: Developmental Counseling Psychology**

### COURSE DESCRIPTION

Developmental Counseling Psychology is a course intended to give students a broad overview of human nature/behavior through knowledge of life-span developmental theory, personality development, modern & postmodern approaches to the study of human nature/behavior, and learning theory. Throughout the course, close attention will be given to human ecology or those social/historical/cultural/environmental forces furthering or impeding development. The course approaches foundational works of developmental theory through both a chronological and conceptual complexity progression. Rather than examining human development from the perspective of the human lifespan, this course will follow the evolution of developmental theory itself as it pertains to the human lifespan. Learning any new field involves learning its vernacular, and thus each class will contain a lesson in language. The semester is divided into four parts: **foundations** of developmental counseling, theories with a **biological-maturation** emphasis, theories with a **cognitive-structural** emphasis, and theories with a **social-contextual** emphasis.

### PREREQUISITES

There are no prerequisites for this course. This is a core requirement for all HDC students, and it is designed for master's-level work.

### TEXTBOOKS AND MATERIALS

**Required textbook.** Estimated cost ranges are based on prices for used copies found online. Additional readings will be posted in electronic reserves.

**Required Textbook.** Estimated cost ranges are based on prices used copies found online and expected cost to buy new at the VU bookstore.

Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press. ISBN: 9780674445888. **ESTIMATED COST: \$12.00-\$30.00.**

Dahlitz, M. (2017). *The psychotherapist's essential guide to the brain*. Brisbane, Australia: Dahlitz Media. **ESTIMATED COST: \$30.00-\$35.00.**

*Joy Luck Club*. Students will need to procure a copy of this film. There are multiple ways to access the film, including checking out from a local library, renting through an online provider, or purchasing a DVD/Blu-Ray copy. **ESTIMATED COST: \$5.00**

### COURSE OBJECTIVES

Standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) are adhered to in this class as well as all HDC courses. Human Growth and Development is one

of the eight common core areas required of all students in CACREP accredited graduate programs. (NOTE: CACREP standards are coded below and are assessed via quizzes [Q], personal development paper [P], arts & media project [A], or Warrior Exam [W].

**Knowledge and Skill Outcomes.** At the conclusion of the course, the student will be able to:

1. Understand theories of individual and family development and learning across the lifespan (2.F.3.a., 2.F.3.b - Q, P, A, W)
2. Understand the difference between “normal” and “abnormal” personality development (2.F.3.c.- Q, P, A, W)
3. Understand the impact of biological, neurological, and physiological factors on human development, functioning, and behavior (2.F.3.e.- Q, P, A, W)
4. Advocate for students with an understanding of institutional and social barriers that impede access, equity, and success (2.F.1.e., 2.F.3.f., 2.F.5.b., 5.C.3.e., 5.G.2.a., 5.G.3.h. - Q, P, A, W)
5. Understand risk factors and warning signs of students at risk for mental health and behavioral disorders (5.G.2.g – Q, P, A, W)
6. Form a general framework for understanding differing abilities and strategies for differentiated interventions (2.F.3.h.- Q, A, W)
7. Employ strategies for personal and professional self-evaluation and implications for practice (2.F.1.k. – P)
8. Understand the impact of heritage, attitudes, beliefs, understandings, acculturative experiences, power, and privilege on an individual’s views of others (2.F.2.d., 2.F.2.e. – Q, P, A, W)
9. Implement ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.2.a., 2.F.2.b., 2.F.3.i, 5.C.2.j. – Q, P, A, W)
10. Develop lesson plans and curricula to foster social-emotional, cognitive, and moral development (5.G.3.c, 5.G.3.m. – class activity)
11. Understand the neurobiological foundation and etiology of addiction and co-occurring disorders (2.F.3.d., 5.C.1.d. - Q, A, W)
12. Understand signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (5.G.2.i, Q, P, A, W)
13. Understand the impact of crisis, disasters, and trauma on development across the lifespan (2.F.3.g, 5.C.2.f., 5.C.2.g. – Q, P, A, W)

**Curriculum Standards Addressed.**

CACREP Core Standards – 2.F.3 HUMAN GROWTH AND DEVELOPMENT		How Measured in HDC 6130
2.F.3.a	Theories of individual and family development across the lifespan	Quizzes, personal development paper, arts & media project, Warrior Exam
2.F.3.b	Theories of learning	Quizzes, arts & media project, Warrior Exam
2.F.3.c	Theories of normal and abnormal personality development	Quizzes, personal development paper, arts & media project, Warrior Exam
2.F.3.d	Theories and etiology of addictions and addictive behaviors	Quizzes, arts & media project, Warrior Exam
2.F.3.e	Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Quizzes, personal development paper, arts & media project, Warrior Exam
2.F.3.f	Systemic and environmental factors that	Quizzes, personal development paper, arts &

	affect human development, functioning, and behavior	media project, Warrior Exam
2.F.3.g	Effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Quizzes, personal development paper, arts & media project, Warrior Exam
2.F.3.h	A general framework for understanding differing abilities and strategies for differentiated interventions	Quizzes, arts & media project, Warrior Exam
2.F.3.i	Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Quizzes, personal development paper, arts & media project, Warrior Exam

CACREP School Counseling Standards		How Measured in HDC 6130
5.G.2.a.	School counselor roles as leaders, advocates, and systems change agents in P-12 schools	Quizzes, personal development paper, arts & media project, Warrior Exam
	Understand signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (5.G.2.i, Q, P, A, W)	
5.G.3.c.	Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Group lesson plan class activity
5.G.2.g	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Quizzes, personal development paper, arts & media project, Warrior Exam
5.G.3.h.	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Quizzes, personal development paper, arts & media project, Warrior Exam
5.G.3.m.	Strategies for implementing and coordinating peer intervention programs	Quizzes, arts & media project, Warrior Exam, group lesson plan class activity

Other CACREP Core & Specialty Standards		How Measured in HDC 6130
<b>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>		
2.F.1.e.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Quizzes, personal development paper, arts & media project, Warrior Exam
2.F.1.k.	Strategies for personal and professional self-evaluation and implications for	Quizzes, personal development paper, arts & media project

	practice	
<b>SOCIAL AND CULTURAL DIVERSITY</b>		
2.F.2.a.	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Quizzes, personal development paper, arts & media project, Warrior Exam
2.F.2.b.	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Quizzes, personal development paper, arts & media project, Warrior Exam
2.F.2.d.	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Quizzes, arts & media project, Warrior Exam, group lesson plan class activity
2.F.2.e.	The effects of power and privilege for counselors and clients	Quizzes, personal development paper, arts & media project, Warrior Exam
<b>COUNSELING AND HELPING RELATIONSHIPS</b>		
2.F.5.b.	A systems approach to conceptualizing clients	Quizzes, personal development paper, arts & media project, Warrior Exam
<b>CLINICAL MENTAL HEALTH COUNSELING</b>		
5.C.1.d.	Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	Quizzes, parts & media project, Warrior Exam
5.C.2.f.	Impact of crisis and trauma on individuals with mental health diagnoses	Quizzes, personal development paper, arts & media project, Warrior Exam
5.C.2.g.	Impact of biological and neurological mechanisms on mental health	Quizzes, arts & media project, Warrior Exam
5.C.2.j.	Cultural factors relevant to clinical mental health counseling	Quizzes, personal development paper, arts & media project, Warrior Exam
5.C.3.e.	Strategies to advocate for persons with mental health issues	Quizzes, personal development paper, arts & media project, Warrior Exam

Following Anderson and Krathwohl's<sup>1</sup> (2001) revision of Bloom's taxonomy, students will build knowledge of these areas across four dimensions:

- ***Factual Knowledge***—terminology and specific details/elements
- ***Conceptual Knowledge***—classifications and categories, principles, and theories, models, and structures
- ***Procedural Knowledge***—conceptualization skills, specific techniques and methods, and application criteria
- ***Metacognitive Knowledge***—evaluation of existing theories/models, variable contexts and conditions, and personal biases and beliefs

#### **METHOD OF INSTRUCTION**

<sup>1</sup> Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives*. New York, NY: Longman.

This is a foundational course; thus, the class has a lecture component at its base. Personal exploration and openness to new realms of conceptual complexity are necessary for thorough comprehension and application of the material. The course will utilize a philosophical discourse, placing human development across the following categories. Students should question what each theory or model posits about the following philosophical or psychological disciplines<sup>2</sup> (most theories/models will focus on one or two more than the others):

- Ontology: the study of what exists/what is real — what “is”, being, features of what exists.
- Epistemology: the study of knowledge — how we know.
- Logic: the study of valid reasoning — how to reason.
- Ethics: the study of right and wrong — how we should act/moral reasoning.
- Phenomenology: the study of our experience — how we experience/how we are “in the world”.
- Human Ecology: the study of environmental contexts – societal and cultural influences.
- Neuroscience: the scientific study of the brain and nervous system.

#### GRADING SCALE

A	94–100	C+	77–79
A–	90–93	C	74–76
B+	87–89	C–	70–73
B	84–86		
B–	80–83		

- **Late papers** will lose five points for the first day late, and one point for each additional day. The Vanderbilt Honor Code applies to all assignments, including rationale for submitting assignments late.
- Students who earn less than 70 on a project or paper may request to re-submit the assignment.

#### ATTENDANCE AND PARTICIPATION POLICY

**Peabody Honor Code.** The Peabody Honor Council Constitution is designed to clarify the compact of academic integrity expected of all students in graduate and professional programs in Peabody College. Should disagreements between students, faculty, and/or other personnel arise within the context of the Honor Code, they will be reviewed, advised, and heard through the Peabody Honor Council. By registering for a course, all students pursuing graduate and professional studies at Peabody College acknowledge the authority of the Peabody College Honor Council. All Peabody College students must be familiar with the Peabody Honor Code and elements of the Peabody Honor Council Constitution.

**Attendance and Participation.** Students are expected to be holistically present and on time to each live session. Participation will be evaluated by monitoring physical attendance and oral participation in class discussions. Please contact the instructor if you must miss a class. Misrepresenting the reason you are missing class (such as presenting artificial doctor’s notes or falsely claiming a family emergency) is considered an Honor Code violation as an “action designed to deceive faculty, staff, or other students.” Arrangements should be made with the instructor ahead of time about how you intend to access missed material/activities.

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<sup>2</sup> Philosophical descriptions are from Smith, D. W. (2011, fall). Phenomenology. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. <http://plato.stanford.edu/archives/fall2011/entries/phenomenology/>

**Equity, Diversity, and Inclusion.** As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples' varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

**Student Access.** Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact Student Access Services (615) 322-4705 (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so as soon as possible. You are also encouraged to see your instructor(s) privately in regards to this matter, ideally no later than the second live session of the semester, so that we can ensure that your needs are met appropriately and in a timely manner. I am very happy to work with you to honor any accommodations for which you have been officially approved. However, for me to do so, you will need to share with me our official notification of the accommodations you have received through Student Access Services.

**Personal Reactions Statement.** At times this semester, we will be discussing topics that may be disturbing and even traumatizing to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with the instructor(s), we would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.

**Mandatory Reporter Obligations.** All University faculty and administrators are mandatory reporters. What this means is that I am required to report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator. This includes events that have occurred anytime, including prior to your enrollment at Vanderbilt, and reported in any fashion, in person or in assigned coursework (e.g., papers, presentations, etc.). In addition, it is suggested all faculty should report any allegations of discrimination and harassment as well. I am very willing to discuss with you such incidents should you so desire, but I can only do so in the context of us both understanding my disclosure obligations. If you want to talk with someone in confidence, officials in the Student Health Center, the University Counseling Center, and officials in the Office of the Chaplain and Religious Life (when acting as clergy) can all maintain confidentiality. In addition, officials in the Project Safe Center (Crisis Hotline: 615-322-7233) have limited confidentiality, in that they have to report the incidents they are told of, but can do so without providing identifying information about the victim(s).

## COURSE CALENDAR

### ***INTRODUCTION AND APPLICATION OF DEVELOPMENTAL COUNSELING***

- WEEK 1      Introduction to Developmental Counseling Psychology  
 1) **E-RESERVE:** “Introduction to Human Development Counseling Program”  
 2) **KEGAN (*In Over Our Heads*):** Chapter 8, “Learning”  
 3) **E-RESERVE:** Charles Seashore, “In Grave Danger of Growing”
- WEEK 2      Using Developmental Psychology in Counseling  
 1) **E-RESERVE:** Thomas Kuhn – “The Nature and Necessity of Scientific Revolutions” (Outline prepared by Professor Frank Pajares)  
 2) **E-RESERVE:** Robert Kegan – “Natural Therapy” (pp. 255-267)

### ***COMPONENTS OF HUMAN DEVELOPMENT***

- WEEK 3      Human Ecology  
 1) **E-RESERVE:** Ellen P. Cook, “Behavior is Contextual”  
 2) **E-RESERVE:** Richard M. Lerner & Janette B. Benson, “Embodiment and Epigenesis”
- WEEK 4      Cultural Identity Development  
 1) **E-RESERVE:** W.E.B. DuBois, Selections from *The Souls of Black Folk*  
 2) **E-RESERVE:** Lisa Bowleg, “The Problem With the Phrase ‘Women and Minorities’: Intersectionality— an Important Theoretical Framework for Public Health”
- WEEK 5      Neurobiological Development  
 1) **DAHLITZ:** *Psychotherapist’s Essential Guide to the Brain* (pp. 1-44)
- WEEK 6      Neurobiological Development  
 1) **DAHLITZ:** *Psychotherapist’s Essential Guide to the Brain* (pp. 45-55, 63-72; and 93-128)

### ***BIOLOGICAL-MATURATIONAL THEORIES***

- WEEK 7      Psychosocial Theory  
 1) **E-RESERVE:** Erik Erikson, “Eight Ages of Man”  
 2) **E-RESERVE:** James E. Marcia, “Identity, psychological development and counselling”  
 3) **E-RESERVE:** James Arnett, “Emerging Adulthood(s)”
- WEEK 8      Attachment Theory  
 1) **E-RESERVE:** William Crain, “Bowlby & Ainsworth on Human Attachment”  
 2) **E-RESERVE:** Daniel Siegel, “Attachment”

### ***COGNITIVE-STRUCTURAL THEORIES***

- WEEK 9      Cognitive Developmental Theory

- 1) **E-RESERVE:** Brian Whitelaw, "A Piagetian Perspective for the Practicing Counselor"
- 2) **E-RESERVE:** Myers, Shoffner, and Briggs, "Developmental Counseling and Therapy: An Effective Approach to Understanding and Counseling Children"
- 3) **INTERNET SOURCE:** [Henrike Moll, \*Children understand far more about other minds than long believed\*](#)

WEEK 10      Theories of Moral Reasoning & Ego Development

- 1) **E-RESERVE:** Alexander F. Smith, "Lawrence Kohlberg's Cognitive Stage Theory of the Development of Moral Judgment"
- 2) **E-RESERVE:** Michael D'Andrea, "The Counselor as Pacer: A Model for Revitalization of the Counseling Profession"

WEEK 11      Constructive Developmental Theory

- 1) **KEGAN (*In Over Our Heads*):** Ch. 1, "The Hidden Curriculum of Youth"
- 2) **KEGAN (*In Over Our Heads*):** Ch. 2, "Coaching the Curriculum: A Bridge Must Be Well Anchored on Either Side"

WEEK 12      Constructive Developmental Theory

- 1) **KEGAN (*In Over Our Heads*):** Ch. 3, "Parenting: Minding Our Children"
- 2) **KEGAN (*In Over Our Heads*):** Ch. 4, "Partnering: Love & Consciousness"

### ***SOCIAL-CONTEXTUAL THEORIES***

WEEK 13      Social Learning Theory & Self-Efficacy

- 1) **E-RESERVE:** Lauren Slater, "Quieting the Mind: The Experiments of Leon Festinger"
- 2) **E-RESERVE:** Albert Bandura, "Self-Efficacy"

WEEK 14      Cognitive-Mediation/Social-Historical Theory

- 1) **E-RESERVE:** Lev Vygotsky, "Interaction between Learning and Development"
- 2) **E-RESERVE:** Robert Selman, "Fostering Intimacy & Autonomy"

WEEK 15      **Warrior Exam**

### **ASSIGNMENTS**



An assignment sheet is available within the Tool Box for each project, and a grading rubric will be designed based on the components of the assignment. *Late papers will lose 5 points for the first day late, and 1 point for each additional day.* The Vanderbilt Honor Code applies to all assignments. Class requirements and their weight in terms of your course grade are as follows:

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|----|--|-----|
| 1. | Personal Case Conceptualization Paper. <b>Due by WEEK 9 Live Session</b> | 30% |
| 2. | Quizzes on readings  | 30% |
| 3. | Arts and Media assignment. <b>Due by WEEK 13 Live Session</b>            | 25% |
| 4. | Warrior Exam   | 15% |
- **Personal Case Conceptualization Paper—30%:** This paper will be a personal developmental case conceptualization applying theories with *social-ecological theory, cultural identity, psychosocial theory, and attachment theory* to you.
  - **Quizzes—30%:** A series of short take-home, open-book quizzes on the readings will be administered online. Quizzes will be available once the last item from the covered weeks has been marked as “COMPLETE,” and must be completed one week following the time period covered (e.g., the quiz for Weeks 1–2 will be available once the last item from Week 2 has been marked complete; and must be completed before the start of the Week 3 live session). Five quizzes will be created to cover:
    - WEEKS 1–2
    - WEEKS 3–4
    - WEEK 5
    - WEEKS 8–10
    - WEEKS 13–14
  - **Arts and Media Assignment—25%:** You will find or create media artifacts that will help fellow students understand the theories discussed in class. For extra credit, you can write and perform an original creation (e.g., a song, poem, skit).
  - **“Warrior” Exam—15%:** The final exam, to be administered during our finals period, utilizes the “Warrior Exam” approach used at the Naropa Institute. Questions for the Warrior Exam will be distributed during the Week 12 live session, after which students will be required to post a practice response to one of the questions on a discussion board. The exam will be administered during Week 15.

## REFERENCES

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