

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 and 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 life span, this course will follow the evolution of developmental theory itself as it pertains to the human life span. 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.

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**

Siegel, D. J. (2015). *The developing mind: How relationships and the brain interact to shape who we are* (2nd ed., paperback). New York, NY: Guilford Press. ISBN-13: 978-1462520671. **ESTIMATED COST: \$25.00–\$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.

- Understanding of individual development theories and transitions across the lifespan (CACREP Section II.G.3a).
- Understanding of learning and personality development theories, including current understandings about neurobiological behavior (Core Section II.G.3b).
- Understanding of the effects of crises, disasters, and other trauma-causing events on persons of all ages (Core Section II.G.3c).
- Understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including (d) theories and models of individual, cultural, couple, family, and community resilience and (h) theories for facilitating optimal development and wellness over the lifespan (Core Section II.G.3d).
- Understanding of developmental crises as well as situational and environmental factors that affect normal behavior (CACREP Section II. G.3f).
- Understanding of theories for facilitating optimal development and wellness over the lifespan (CACREP Section II.G.3g).

In addition to core standards, the following track standards are also met in this course.

School Counseling

- Assesses barriers that impede students' academic, career, and personal/social development (SC School H.5).

Following Anderson and Krathwohl's¹ (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

¹ 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.

METHOD OF INSTRUCTION

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 disciplines² (most theories/models will focus on one or two more than the others):

- Ontology: the study of beings or their being—what “is”/what exists and 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		

Papers with the potential to earn less than 70 must be resubmitted.

ATTENDANCE AND PARTICIPATION POLICY

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. Arrangements should be made with the instructor ahead of time about how you intend to access that missed material/activities.

Trigger statement. At times this semester, we may be discussing topics that may be disturbing to some students. If you feel the need to step outside during any of the live sessions, either for a short time or for the rest of the class session, you may do so without academic penalty

² 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/>

(please do keep up with any academic material you miss and touch base with the instructor afterward so that we can make sure you're okay). If you wish to discuss your personal reactions to this material, either with the class or with the instructor, 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.

Diversity statement. It is our intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diverse populations and identities, such as gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Disability statement. 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 the Office of Equal Opportunity, Affirmative Action, and Disability Services at Baker Building, Suite 108, (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, so that we can ensure that your needs are met appropriately and in a timely manner.

COURSE CALENDAR

INTRODUCTION AND APPLICATION OF DEVELOPMENTAL COUNSELING

- WEEK 1 Introduction to Developmental Counseling Psychology
Readings:
1. **E-RESERVE:** [Roger F. Aubrey, *Technology of counseling and the science of behavior: A rapprochement*](#)
 2. **KEGAN (*In over our heads*):** Chapter 8. Learning
 3. **AVAILABLE ON 2VU PLATFORM:** Charles Seashore, *In grave danger of growing*

- WEEK 2 Using Developmental Theory in Counseling
Readings:
1. **AVAILABLE ON 2VU PLATFORM:** Thomas Kuhn, *The nature and necessity of scientific revolutions*
 2. **AVAILABLE ON 2VU PLATFORM:** Robert Kegan, *Natural therapy*

COMPONENTS OF HUMAN DEVELOPMENT

- WEEK 3 Social-Ecological Model of Development
Readings:
1. **AVAILABLE ON 2VU PLATFORM:** Ellen P. Cook, *Behavior is contextual*
 2. **E-RESERVE:** [Gloria Ladson-Billings, *From the achievement gap to the education debt*](#)

- WEEK 4 Cultural Identity
1. **AVAILABLE ON 2VU PLATFORM:** W. E. B. DuBois, Selections from *The souls of Black folk*
 2. **E-RESERVE:** [Claude Steele, *Thin ice: "Stereotype threat" and college students*](#)
 3. **INTERNET SOURCE:** [Jessica Hamzelou, *Scans prove there's no such thing as a "male" or "female" brain*](#)

- WEEK 5 Neurobiological Development
Readings:
1. **SIEGEL:** Chapter 1. Mind, brain, and relationships: The interpersonal neurobiology perspective
 2. **SIEGEL:** Chapter 2. Memory
 3. **SIEGEL:** Epilogue. A framework for cultivating integration
 4. **SIEGEL:** Glossary (pp. 389–399)

BIOLOGICAL-MATURATIONAL THEORIES

- WEEK 6 Psychosocial Theory
Readings:
1. **AVAILABLE ON 2VU PLATFORM:** Erik Erikson, *Eight ages of man*
 2. **AVAILABLE ON 2VU PLATFORM:** James E. Marcia, *Life transitions and stress in the context of psychosocial development*
 3. **AVAILABLE ON 2VU PLATFORM:** James Arnett, *Emerging adulthood(s): The cultural psychology of a new life stage*
 4. **VIDEO:** *Everybody Rides the Carousel*
- WEEK 7 Attachment Theory
Readings:
1. **SIEGEL:** Chapter 3. Attachment
 2. **SIEGEL:** Chapter 8. Interpersonal connection

COGNITIVE-STRUCTURAL THEORIES

- WEEK 8 Cognitive-Structural Developmental Theory
Readings:
1. **AVAILABLE ON 2VU PLATFORM:** Robert Kegan, *The unrecognized genius of Jean Piaget*
 2. **E-RESERVE:** [Brian Whitelaw, A Piagetian perspective for the practicing counselor](#)
 3. **INTERNET SOURCE:** [Henrike Moll, Children understand far more about other minds than long believed](#)
- WEEK 9 Theories of Moral Reasoning and Ego Development
Readings:
1. **E-RESERVE:** [Alexander F. Smith, Lawrence Kohlberg's cognitive stage theory of the development of moral judgment](#)
 2. **AVAILABLE ON 2VU PLATFORM:** Michael D'Andrea, *The counselor as pacer: A model for revitalization of the counseling profession*
- WEEK 10 Constructive Developmental Theory
Readings:
- 1) **KEGAN (*In over our heads*):** Chapter 1. The hidden curriculum of youth: "Whaddya want from me?"
 - 2) **KEGAN (*In over our heads*):** Chapter 2. Coaching the curriculum: A bridge must be well anchored on either side

WEEK 11 Understanding Robert Kegan's Developmental Model in Diverse Contexts and Settings

Readings:

1. **KEGAN (*In over our heads*):** Chapter 3. Parenting: Minding our children
2. **KEGAN (*In over our heads*):** Chapter 4. Partnering: Love and consciousness

WEEK 12 Applying Structural Theory

Readings:

1. **E-RESERVE:** [Lawrence Kohlberg and Rochelle Mayer, *Development as the aim of education*](#)

SOCIAL-CONTEXTUAL THEORIES

WEEK 13 Social-Cognitive Learning Theory

Readings:

1. **AVAILABLE ON 2VU PLATFORM:** Lauren Slater, *Quieting the mind: The experiments of Leon Festinger*

WEEK 14 Vygotsky's Cognitive Mediation and Selman

Readings:

1. **AVAILABLE ON 2VU PLATFORM:** Lev Vygotsky, *Interaction between learning and development*
2. **AVAILABLE ON 2VU PLATFORM:** Robert Selman, *Fostering intimacy and 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:

1.	Personal Case Conceptualization Paper. Due by WEEK 9 Live Session	30%
2.	Quizzes on readings	30%
3.	Arts and Media assignment. Due by WEEK 13 Live Session	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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