

**Counseling and Lifespan Development  
(CECP 6080)  
Western Michigan University  
Grand Rapids Campus  
Spring, 2009**

**Course Syllabus**

**Instructor:** Craig Vander Maas, Psy.D., M.S.  
Licensed Psychologist  
Licensed Professional Counselor  
Phone: (616) 459-2110  
E-Mail: [cvandermaas@ameritech.net](mailto:cvandermaas@ameritech.net)

**Time Schedule:** Mondays, 6-9 pm  
January 5 to April 20, 2009

**Required Text:** Hutchison, E. (2008). Dimensions of human behavior: the changing life course. (3rd ed.). Thousand Oaks, CA: Sage Publications.  
ISBN 978-1-4129-4126-6

Albom, M. (1997). Tuesdays with Morrie. New York: Doubleday.  
ISBN 0-385-48451-8

Coursepack

**Course Description:**

This course describes counseling implications for assessing and enhancing human development across the life span. The content includes: a) theories of human development; b) the stages of family development; c) factors which influence human development (e.g. race, socioeconomic status, sexual/affectional orientation, childbearing status, marital status, and divorce or blending of families; and d) implications for assessing and enhancing the development of family members and family systems within each stage.

This class is interactive and requires active participation from all students. Thus, all required readings should be completed prior to each class meeting. Additionally, rather than simply reading the material, students are expected to have critically evaluated the content of each chapter. Such preparation will facilitate a productive and enjoyable class. Students are expected to engage in self-exploration of their own individual and family development and consequently to apply such information in working with other case examples.

**Program Goals Addressed in Course:**

- \* To create a context in which responsible and self-reflective learning can occur.
- \* To encourage a model of reflective practitioners.
- \* To integrate knowledge of theory, method, and practice.
- \* To focus on self-development

**Course Format:**

The course will be a combination of Power Point presentations, lectures, films, discussions, and experiential exercises. Students are expected to assume responsibility for the large majority of learning in this class. To this aim, students are expected to read the assigned chapters and do the assigned research, to critically evaluate their views of the information, and to be prepared to discuss their perspectives in an appropriate manner.

**Course Objectives:**

1. Students will have a basic understanding of family development.
2. Students will have a basic understanding of human development.
3. Students will gain insight into their own personal development.
4. Students will gain insight into their own family development.
5. Students will be able to apply systems concepts to a variety of families/systems.
6. Students will gain basic understanding of several models of family therapy.
7. Students will learn how to construct and interpret genograms.
8. Students will gain knowledge about various DSM-IV disorders.

*You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at [www.wmich.edu/catalog](http://www.wmich.edu/catalog) under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.*

**“Accommodations:** All students requesting accommodations are encouraged to contact the professor to schedule an appointment within the first two weeks of the semester. Students with disabilities are required to present documentation of disability with a letter indicating required accommodations from Disabled Student Resources & Services to the professor at the time of the scheduled appointment. Disabled Student Resources and Services can be contacted through Ms. Beth DenHartigh at 387-2116 or [beth.denhartigh@wmich.edu](mailto:beth.denhartigh@wmich.edu). I look forward to working with all students with disabilities to make this class an enjoyable learning experience.”

**Evaluation Criteria:**

- 20% Seasons of Life paper
- 50% Tests
- 15% class participation
- 15% Group presentation on family therapy

There will be 13 ten-point tests administered throughout the course. You will be allowed to drop your scores on two of the tests (i.e. your best 11 test scores will be used to compute your grade)

### Seasons of Life Paper

This will be a 10-page paper (APA style) that examines Daniel Levinson's seasons of men/women's lives and applies this model to your own life and the life of a famous person (which you examine by reading an autobiography of that person). **Due February 16.**

### Family Therapy group presentations

One-hour group presentations on Structural Family Therapy, Bowenian Family Therapy, Strategic/Systemic Family Therapy, and Behavioral Family Therapy. **Presentations on 4/20.**

More information will be given on these assignments in class.

### **Course Content:**

- 1/5    **#1    Introductions, Syllabus, Course Overview, Life Course Perspective, Seasons of Adult Life**  
Chapter 1
- 1/12   **#2    Conception, Pregnancy, and Childbirth**  
**(Genetics, Fetal Development, Gender, Sexual Differentiation, Genetic Diseases, Teratogens, Cerebral Palsy)**  
Chapter 2
- 1/19            **No Class** (Martin Luther King Holiday)
- 1/26   **#3    Infancy and Toddlerhood**  
**(Developmental Milestones, Mental Retardation, Attachment, Adoption)**  
Chapter 3  
*Test: sessions #1 and #2*
- 2/2    **#4    Early Childhood**  
**(Piaget, Kohlberg, Erikson, Parenting Styles, Parenting Skills)**  
Chapter 4
- 2/9    **#5    Middle Childhood**  
**(DSM Disorders of Childhood, Pedophilia)**  
Chapter 5  
*Test: sessions #3 and #4*
- 2/16   **#6    Adolescence**  
**(Hormones, Violence, Bullying, Eating Disorders, Substance Abuse, Suicide)**  
Chapter 6
- 2/23   **#7    Young Adulthood**  
**(History of Marriage, Marital Counseling)**  
Chapter 7  
*Test: sessions #5 and #6*  
**Seasons of Life paper due**

3/2                    **SPRING BREAK- NO CLASS**

3/9    **#8    Middle Adulthood**  
**(Health issues, Divorce)**  
Chapter 8

3/16   **#9    Late Adulthood**  
**(Dementia, Delirium)**  
*Discussion: "Tuesdays with Morrie"*  
Chapter 9  
**Test: sessions #7 and #8**

3/23   **#10   Very Late Adulthood**  
**(Nursing Care, Hospice, Death, Grief)**  
Chapter 10

3/30   **#11   Family Systems, Genograms, Family Dysfunction**  
Develop class groups  
**Test: sessions #9 and #10**

4/6    **#12   Gay and Lesbian issues**  
**(Gender Identity, Homosexuality, Counseling Issues)**

4/13   **#13   Spirituality**  
**(Models of Spiritual Development, spirituality in counseling)**  
**Test: sessions #11, #12**

4/20   **#14   Test: session #13**  
**Family Therapy presentations**  
Class presentations on Structural Family Therapy, Bowenian Family Therapy,  
Strategic/Systemic Family Therapy, and Behavioral Family Therapy.  
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