

## MHS 6480—DEVELOPMENTAL COUNSELING OVER THE LIFESPAN



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**Fall 2007, 8/23/-12/13**

### Course Description

The purpose of this course is to provide an overview of developmental counseling as a way of enhancing human potential through therapeutic intervention focused on relational growth. Emphasis is placed upon the major developmental theories as well as developmental issues and tasks associated with various life stages in the context of diversity understood through Relational-Cultural Theory. Various topics and critical contexts related to human growth and development are addressed through relational development, critical thinking, and the central theme of how disconnection and shame play into development. Central issues include identity development, women and men's development, gay and lesbian issues, trauma and abuse, grief and loss, family development, addiction, spiritual development, and resilience. Implications for practice are discussed, giving students the opportunity to contextualize material from both traditional and relational models of development. **Prerequisite: None.**

### Multicultural Focus

MHS 6480 involves readings and discussions that incorporate the influence of cultural characteristics and dynamics such as race/ethnicity, gender, sexual orientation, religious affiliation/spirituality, age, ability, class, language, and nationality within an individual, group, and societal context as they relate to human growth and development. Development of counselor sensitivity and responsiveness to diversity and issues of social justice will be encouraged in the developmental counseling process.

### Teaching Philosophy

One of my students said about my teaching, "There are many professors, but few teachers. You are truly a teacher. You are the only teacher who has taught me from the inside out as opposed to the outside in. You have helped me find my truth and know my own intelligence..." These kind words from a courageous student have echoed on as my philosophy of teaching and learning.

### Applicable Professional Standards Addressed

#### *Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (2001)*

Section II, Subsection K-3:

HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- a. theories of individual and family development and transitions across the life-span;
- b. theories of learning and personality development;
- c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- d. strategies for facilitating optimum development over the life-span; and
- e. ethical and legal considerations.

Portions of this course also fulfill *in part* the following CACREP Standards:

Section II, Subsection K-1, PROFESSIONAL IDENTITY:

- b. professional roles, functions, and relationships with other human service providers
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

Section II, Subsection K-2, SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

Subsection A standards for MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY PROGRAMS:

A. FOUNDATIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY

1. history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy;
6. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy.

B. CONTEXTUAL DIMENSIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY

1. marital, couple, and family life cycle dynamics, healthy family functioning, family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems;
2. human sexuality issues and their impact on family and couple functioning, and strategies for their resolution; and

3. societal trends and treatment issues related to working with diverse family systems (e.g., families in transition, dual-career couples, and blended families).

**Florida's Accomplished Practices for School Counselors**

Key Tasks assess your mastery of knowledge, skills, and dispositions that the State of Florida requires of all entry-level educators (including school counselors). In this course, we will cover "Accomplished Practices" as follows:

**Indicator 7.1 (Knowledge):** Knows established human development/learning theories and concepts (including first and second language acquisition

**Indicator 7.2 (Skill):** Correctly identifies students' developmental levels and implements student service(s) activities consistent with established human development/learning theories.

Course Objectives/Competencies:	CACREP	Marital, Couple, Family	Florida DOE
Demonstrate an understanding of the theories of cognitive, socio-emotional, physical, learning, and personality development.	K3a, K3b, K2c, K4d	A1, B1, B3	7.1, 7.2
Demonstrate an understanding of issues around developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.	K3a, K3c, K2c, K4d	A1, B1, B3	7.1, 7.2
Demonstrate knowledge of the research pertaining to individual and family development and transitions across the life span and be able to identify various life stages as well as relevant developmental tasks for each stage.	K3a, K3b, K2c, K4d	A1, B1, B3	7.1, 7.2
Demonstrate an understanding of central developmental issues around identity development, women and men's development, gay and lesbian issues, trauma and abuse, grief and loss, family development, addiction, spiritual development, and resilience.	K3a, K2c, K2d, K4d	A6, B3	7.1, 7.2
Demonstrate an understanding attitudes and behavior of self and others across the life span based on age, race, gender, sexual orientation, socioeconomic status, spirituality and experiences involving issues of oppression and privilege.	K2b, K2d	A6, B1, B3	
Demonstrate an understanding the different research methods and ethical considerations used to study human development and benefits of preventive and counseling services.	K3d, K3e, K1h		
Demonstrate an ability to recognize potential transitional counseling issues and identifying strategies (individual, group, and family) for facilitating healthy, optimum development of diverse individuals over the life span.	K3a, K3d, K1b, K2c, K4d	A1, B1, B3	7.2

**Course Requirements**

- Class participation.** Since this course focuses on experiential learning of awareness, knowledge, and skills through lecture, discussion, small group exercises, and process group, you must attend and participate in class activities (each unexcused absence, i.e., those that do not involve urgent personal or family crisis of some sort, will result in a **2 point deduction** from your overall grade). Each class session will begin with "**Developmental Thoughts to Live By**" that will consist of a thought, quote, insight, memory, brief poem, or joke that relates to developmental issues. This component will count toward class participation and will be led by the discussion group facilitators for that particular date.
- Developmental Fact Sheet.** You will prepare a double-sided fact sheet plus references that provides an overview of findings in current professional literature regarding a specific developmental issue (e.g., transition to college, mid-life career changes, parenting issues for older parents, impact of the Internet on children, surviving natural disasters, etc) that is of particular interest to you. *Content:* Your fact sheet is to be a brief summary of findings from a literature review that you conduct. Define and clarify the developmental issue and its impact on developmental processes (e.g., cognitive, physical, emotional, spiritual development); highlight the developmental impact of the issue on social, cultural, familial, spiritual, and educational spheres of persons' lives as well as any transitional issues that need consideration; provide a brief description of current counseling techniques or strategies recommended to assist persons going through this developmental issue. The fact sheet must include references from a minimum of four (4) different professional journal articles, preferably from American Counseling Association journals. *Style:* Make your fact sheet visually appealing and practical. *Delivery:* **You will discuss your fact sheet in class during the same class session that you co-facilitate.** Make and distribute copies of the fact sheet to your classmates during that class session and be prepared to briefly summarize. **Due: See Course Outline.**
- Discussion/Growth Group Facilitation.** You will be assigned to a chapter and corresponding date, then, using process questions at the beginning of the chapter for that topic, you will co-lead an open discussion/growth group once during the semester intended to process awareness and understanding of the issue for participants. You are expected to utilize process skills, observational skills, offer feedback, use immediacy, use sensitivity and empathy, assess group process, demonstrate initiative and appropriate facilitation, particularly emphasizing application of RCT concepts and developmentally-focused techniques and skills (e.g., "*How does this issue affect who you were in the past, who you are now, and who you are becoming in the future?*") Remember that the

purpose of this segment is to both give you practice with using group facilitation skills to address developmental issues, and to allow participants a deeper, firsthand exploration of the topic area as it pertains to them and their experience both as a person and as a counselor-in-training. **Due: See Course Outline.**

#### **In-Class Experience as Discussion Group Participant:**

As part of helping your colleagues develop group facilitation skills, you will be participating as a group member in the class discussion group experience. This requirement is designed primarily to give first-hand experience as a group participant and group facilitator. You are expected to be yourself, self-disclosing honestly about your experiences and perceptions. You are free to decide the level of self-disclosure, involvement, and participation in the group discussion. There are no points assigned for this aspect of the assignment since this is simply an opportunity for you to experience a process group from the perspective of a participant.

4. **Critical Incident/Oral report.** This autobiographical writing assignment provides an opportunity for you to reflect on a developmental event in your life and relate that event to at least four (4) developmental theories covered in class. Select a topic pertaining to some developmental issue which is personally relevant to you. Review the literature in professional journals regarding your topic and write a paper citing current research, interventions, and your own personal experiences in facing the issue. As such, your paper should be no more than 4-6 pages, and will cover the areas listed below. You will briefly present your critical incident to the class on the scheduled date. **Due: See Course Outline.**

5.

Section	Content	Description
1.	<b>Issue/Context</b>	Brief description of developmental issue(s); events surrounding the critical incident, as well as relevant circumstances and cultural context including age, gender, ethnic background, family, socioeconomic status, oppression/privilege, and other pertinent issues
2.	<b>Developmental Theories</b>	Relation to at least four (4) developmental theories including stage(s) and implications for further development: <ul style="list-style-type: none"> <li>• Psychoanalytic Theory (Freud)</li> <li>• Early Feminist Voice (Horney)</li> <li>• Psychosocial Theory (Erikson)</li> <li>• Constructivist Model (Piaget)</li> <li>• Sociocultural Theory (Vygotsky)</li> <li>• Theory of Moral Judgment (Kohlberg)</li> <li>• Model of Ethic of Care (Gilligan)</li> <li>• Theory of Self-Actualization (Maslow)</li> <li>• Relational-Cultural Theory of Relational Development (Miller)</li> <li>• White Racial Identity Development Model (Hardiman)</li> <li>• Racial/Cultural Identity Development Model (Sue &amp; Sue)</li> <li>• Womanist Identity Development Model (Ossana et al.)</li> <li>• Feminist Therapy/Theory (Brown)</li> <li>• Theory of Grief (Kubler-Ross)</li> <li>• Stages of Faith (Fowler)</li> </ul>
3.	<b>Outcome/Implications</b>	Description of outcome of the critical incident in terms of resolution—what was learned, how it contributed to your overall development as a person and professional; and summary of implications for counseling with clients experiencing similar developmental issues

5. **Exam.** The comprehensive exam at the end of the semester will consist of 100 multiple choice questions taken from topics covered in the textbook and class discussions. **Due: See Course Outline.**

#### **Evaluation**

Requirement	Points
Class Participation	10
Developmental Facts Sheet	10
Discussion Group Facilitation	20
Critical Incident/Oral Report	20
Final Exam	40
<b>Total</b>	<b>100</b>

#### Grading Scale:

90-100	A
87-89	B+
80-86	B
77-79	C+
70-76	C
<70	F

**Note: All papers are expected to be typed, double-spaced, carefully proofread, and consistent with APA 5<sup>th</sup> edition style when appropriate. You are expected to complete your assignments on time, and to abide by the UF Honor Code.**

#### **Florida's Accomplished Practices for School Counselors**

**Task Description:** The candidate will demonstrate knowledge of established human development/learning theories and concepts (including first and second language acquisition) through successful performance on two comprehensive examinations administered in the class.

<b>Indicator Number &amp; Description:</b>	<b>MET</b>	<b>MET WITH WEAKNESS</b>	<b>NOT MET</b>
7.1 Knows established human development/learning theories and concepts (including first and second language acquisition).			
<b>Assignment directions: Exam.</b> The comprehensive exam at the end of the semester will consist of 100 multiple choice and short answer questions taken from topics covered in the textbook and class discussions.	The candidate will have achieved a minimum total of 80 score points on the exam.	The candidate will have achieved a minimum total of 70-79 score points on the exam.	The candidate will have achieved a total of 69 or fewer score points on the exam.
<b>Task Description:</b> The candidate will correctly identify students' developmental levels and implement student service(s) activities and/or interventions consistent with established human development/learning theories through a developmental facts sheet assignment and description of a critical developmental incident. With each respective assignment, the candidate will apply the guidelines for working with developmental issues, including to: (a) identify the critical developmental issue(s), (b) identify critical contextual elements, (c) apply knowledge of life-span development to formulate and implement a counseling activity and/or intervention, and (d) assess consequences (both positive and negative) of implementing the activity or intervention.			
<b>Indicator Number &amp; Description:</b>	<b>MET</b>	<b>MET WITH WEAKNESS</b>	<b>NOT MET</b>
7.2 Correctly identifies students' developmental levels and implements student service(s) activities consistent with established human development/learning theories.			
<b>Assignment Directions: Developmental Fact Sheet.</b> You will prepare a double-sided fact sheet plus references that provides an overview of findings in current professional literature regarding a specific developmental issue (e.g., transition to college, mid-life career changes, parenting issues for older parents, impact of the Internet on children, surviving natural disasters, etc) that is of particular interest to you. <i>Content:</i> Your fact sheet is to be a brief summary of findings from a literature review that you conduct. Define and clarify the developmental issue and its impact on developmental processes (e.g., cognitive, physical, emotional, spiritual development); highlight the developmental impact of the issue on social, cultural, familial, spiritual, and educational spheres of persons' lives as well as any transitional issues that need consideration; provide a brief description of current counseling techniques or strategies recommended to assist persons going through this developmental issue. The fact sheet must include references from a minimum of four (4) different professional journal articles, preferably from American Counseling Association journals. <i>Style:</i> Make your fact sheet visually appealing and practical. <i>Delivery:</i> You will discuss your fact sheet in class during the topic discussion to which it relates. Make and distribute copies of the fact sheet to your classmates during that class session and be prepared to briefly summarize.	The candidate's paper and oral report for the assignment contains the following: (a) selection of a developmental issue pertinent to the population/age level with whom he or she will be working; (b) discussion of impact of issue on social, cultural, familial, spiritual, and educational spheres of students lives; (c) discussion of current research drawn from a minimum of four counseling journal articles.	The candidate achieves the three criteria but not to the full extent within each criteria.	The candidate achieves fewer than three of the criteria.
<b>Assignment Directions: Critical Incident/Oral report.</b> This autobiographical writing assignment provides an opportunity for you to reflect on a developmental event in your life and relate that event to at least four (4) developmental theories covered in class. Select a topic pertaining to some developmental issue which is personally relevant to you. Review the literature in professional journals regarding your topic and write a paper citing current research, interventions, and your own personal experiences in facing the issue. As such, your paper should be no more than four (4) pages, and will cover the areas listed below. You will briefly present your critical incident to the class on the scheduled class meeting date which most closely corresponds to the developmental issue you are covering.	The candidate's paper and oral report for the assignment contains the following: (a) introduction with description of the developmental issue; (b) events/context; (c) developmental theories; (d) outcome and implications for working with students in the school setting.	The candidate achieves the four criteria but not to the full extent within each criteria.	The candidate achieves fewer than four of the criteria.

### Professionalism

**You are expected to comply with the ACA Code of Ethical Standards found at the following link:**

[http://www.counseling.org/Content/NavigationMenu/RESOURCES/ETHICS/ACA\\_Code\\_of\\_Ethics.htm](http://www.counseling.org/Content/NavigationMenu/RESOURCES/ETHICS/ACA_Code_of_Ethics.htm)

**You are expected to abide by the University of Florida Academic Honor Code listed in the University Catalog:**

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

### Accommodating Students with Special Learning Needs

"In accordance with university policy, students with documented sensory and/or learning disabilities should inform the instructor so that special needs may be accommodated. As such, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

### Required Text

Comstock, D. (Ed.). (2005). *Diversity and Development: Critical Contexts that Shape Our Lives and Relationships*. Belmont, CA: Thomson Brooks/Cole.

### Recommended/Supplemental Text & Article

Ivey, A. E., Ivey, M. B., Myers, J. E., & Sweeney, T. J. (2004). *Developmental Counseling and Therapy: Promoting Wellness Over the Lifespan*. Boston: Houghton Mifflin/Lahaska.

Garrett, M. T., & Garrett, J. T. (2002). Ayeli: Centering technique based on Cherokee spiritual traditions. *Counseling and Values*, 46,149-158.

### Instructor Bio

Michael Tlanusta Garrett, Eastern Band of the Cherokee Nation, is Associate Professor in the Department of Counselor Education at the University of Florida. He holds a Ph.D. in Counseling and Counselor Education and a M.Ed. in Counseling and Development from the University of North Carolina at Greensboro, and a B.A. in psychology from North Carolina State University. Michael's overall research interests center around the relationship between cultural values, acculturation, and wellness focusing specifically on counseling Native Americans, multicultural counseling and supervision, multicultural group work, narrative analysis of oral traditions, counselor self-care, culturally-based individual and group techniques, group work with children and adolescents, innovative approaches in school counseling, spirituality in counseling, and indigenous spiritual traditions as healing. Author and coauthor of more than 50 articles and chapters dealing with multiculturalism, group work, wellness and spirituality, school counseling, working with youth, and counseling Native Americans, Michael has authored the book, *Walking on the Wind: Cherokee Teachings for Harmony and Balance* (1998) and coauthored the books, *Medicine of the Cherokee: The Way of Right Relationship* (1996), *Cherokee Full Circle: A Practical Guide to Ceremonies and Traditions* (2002), and *Native American Faith in America* (2003). His experience with Native people, both professionally and personally, lends a unique perspective and expertise with Native American issues and concerns. Michael has worked as a school counselor at the middle and high school levels, with Native American and other minority students in higher education, as an individual and group therapist in a family services agency setting, and as a project director in an urban Indian center serving the local Indian community. Michael's specialized focus has been in applying traditional Native American group concepts and techniques to contemporary group counseling as a way of bridging the cultural gap. He has been an active member of the American Counseling Association (ACA), several divisions therein (AMCD, ASGW, ACES, ASERVIC), and the American School Counselor Association (ASCA) since 1992. Michael grew up on the Cherokee Indian reservation in the mountains of western North Carolina, and currently resides in Newberry, Florida.

### Course Outline (Subject to Change)

Date	Topic	Read	Discussion Group Facilitators	Assignment Due
Aug 23	Introduction to Developmental Counseling			
<b>Aug 30</b>	<b>Traditional Models of Development</b>	<b>Ch. 1</b>	<b>All class members</b>	<b>[See chart below]</b>
Sep 6	Video Illustration of Developmental Concepts			
Sep 13	Relational-Cultural Theory	Ch. 2	<b>A: TA</b>	<b>Fact Sheet</b>
Sep 20	Critical Thinking about Lifespan Development Identity Development	Ch. 3 Ch. 4	<b>A: Stephanie A., Adrienne A: Kristen, Stephanie B.</b>	<b>Fact Sheet Fact Sheet</b>
<b>Sep 27</b>	<b>Discussion of Critical Incidents</b>			<b>Critical Incidents</b>
Oct 4	Women's Development	Ch. 6	<b>A: Jenna, Clark</b>	<b>Fact Sheet</b>
Oct 11	Men's Development	Ch. 7	<b>A: Kimberli, Robin</b>	<b>Fact Sheet</b>
Oct 18	LGBT Development	Ch. 8	<b>A: Pamela, Millicent</b>	<b>Fact Sheet</b>
Oct 25	Developmental Impact of Trauma Grief, Loss, and Death	Ch. 9 Ch. 12	<b>B: Kristian, Caroline B: Amy</b>	<b>Fact Sheet Fact Sheet</b>
Nov 1	Familial and Relational Transitions	Ch. 13	<b>B: Gabriela, Perry</b>	<b>Fact Sheet</b>
Nov 8	Relational Impact of Addiction	Ch. 14	<b>B: Shannon, Anton</b>	<b>Fact Sheet</b>
Nov 15	Spiritual Development	Ch. 15	<b>B: Catie, Xiaodi</b>	<b>Fact Sheet</b>
Nov 22	<i>No Class – Thanksgiving Holiday (Enjoy!)</i>			
Nov 29	Fostering Resilience	Ch. 16	<b>B: TA</b>	<b>Fact Sheet</b>

<b>Dec 13</b>	<b>Final Exam</b>		
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**Aug 30—Traditional Models of Development**

<b>Developmental Theory</b>	<b>Chapter</b>	<b>Pages</b>	<b>Presenters</b>
Sigmund Freud's Psychoanalytic Theory	1	5-7	<b>Stephanie A., Adrienne, Kristen</b>
Karen Horney's Early Feminist Voice	1	7-8	<b>Stephanie B., Jenna</b>
Erik Erikson's Psychosocial Theory	1	8-11	<b>Clark, Kimberli, Robin</b>
Jean Piaget's Constructivist Model	1	11-12	<b>Pamela, Millicent, Kristian</b>
Lev Vygotsky's Sociocultural Theory	1	12-14	<b>Caroline</b>
Lawrence Kohlberg's Theory of Moral Judgment	1	14-16	<b>Amy, Gabriela, Perry</b>
Carol Gilligan's Model of Ethic of Care	1	16-18	<b>Shannon, Anton</b>
Abraham Maslow's Theory of Self-Actualization	1	18-20	<b>Catie, Xiaodi</b>

**CLASS LIST**

	<b>Name</b>		<b>Email</b>	<b>Phone #</b>
001	ALDRIDGE STEPHANIE MA	ACD	steph83@ufl.edu	
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020				