
CHICAGO STATE UNIVERSITY

I. Course: Advance Lifespan and Counseling Applications 5660 ☐ 3 Credit Hours [Spring Semester 2010]

II. Professor: Dr. A.C. DeCarlo ☐ Telephone: Ext. 2118 ☐ email: (adecarlo@csu.edu)

Prerequisites: Psych 141 & English, Math and Reading qualifying examinations.

Office Hours: 4-5pm TWTH, or by Appointment

III. Attendance Policy:

Attendance is mandatory. The structure of this course and its importance in your development as a future counselor necessitates that you attend regularly. We cover a considerable amount of information during each session. Points may be deducted from your final grade if you are absent, tardy or leave class early therefore it is important that you inform the instructor if you must miss class. University policy will be followed for attendance problems. More than two absences will result in a letter grade reduction and possibly administrative withdrawal from the course per CSU attendance guidelines. More than 3 tardy occasions beyond 20 minutes will result in one letter grade reduction.

IV. ADA Policy:

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisite:

PSYC 5600/406 or 5611/411 or concurrent enrollment.

VI. Conceptual Framework:

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's

Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content
- T – Technology
- S – Standards

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description:

Examines development and counseling across the lifespan and addresses issues that impact counseling such as ethnicity, economics, disabilities, and abuse/neglect. Introduces concepts of family development and learning theory.

VIII. Method of Instruction:

The method of instruction includes “socratic” teaching, which involves teaching by questioning more so than by telling as well as group discussion, lecture, analysis of readings, construction in a research proposal and class presentations. Therefore the teaching technique is highly interactional between the student and the professor as well as among the classmates. Moreover, a deep emphasis is placed on the use of a culturally sensitive pedagogy relative to all subject matter. Electronic technology including internet, powerpoint, web-based assignments are used frequently. Each student is expected to come prepared to lead the discussion each class session. Individual consultation with each graduate student is ongoing a throughout the semester.

The fundamental purpose of this course is to assist graduate students in counseling to recognize the complexities and subtleties of human development across the lifespan. We will intensely scrutinize the theoretical and empirical evidence forwarded relative to the “how” and “what” of development from infancy through old age. This will include thinking critically about how humans cultivate their physically, cognitive, social, emotional, and moral selves into one. We will examine psychological theories about

human development that describe the trajectory of developmental tasks associated with each phase of life and the challenges and dilemmas inherent with those phases. In addition, all developmental phases will be discussed in the context of culturally sensitive pedagogy. Thus, an analysis of the impact of race, ethnicity, gender, as well as oppression on human development will be a necessary component of our discussion in order to intelligibly understand the psychological mechanisms that drive human development in this society.

Use of Technology:

You will be required to use a computer on a regular a basis. You will need to access, the internet, email, blackboard, moodle, and electronic research databases from the library and other sources. You are responsible for ensuring that your computer Software and hardware meets the minimum standards to carry out the aforementioned tasks.

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

- 1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.***
2. Students will demonstrate knowledge in assessment, research, and evaluation.
3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.
- 4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.***
5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.
6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively working with the client.
- 7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.***
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

X. Course Objectives and Assessments/Student Outcome Measures

***STANDARDS CACREP = COUNCIL FOR ACCREDITATION OF COUNSELING**

CMH = CLINICAL MENTAL HEALTH

COURSE OBJECTIVES	*STANDARDS	ASSESSMENTS/OUTCOME MEASURES
Understand attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster understanding of self and culturally diverse clients	CACREP = 2a	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Know and apply theories of learning and personality development	CACREP = 3b CMH = G1	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Recognize the effects of crises and other trauma-causing events on persons of all ages	CACREP = 3c	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Refine your understanding of how various theoretical perspectives affect or determine research and applications that	CACREP = 3a, 3b	Comprehensive individual, group lead discussion, written weekly guided critical

arise from them		analysis of the readings, and a paper.
Refine your understanding of theories and models of resiliency as well as theories for facilitating optimal development and wellness over the lifespan, including prevention, education, advocacy activities.	CACREP = 3d, 3h CMH = D3	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Develop a broad balanced view of normative development and the ability to apply this understanding, gleaned both from developmental descriptive literature and researched based readings.	CACREP = 3a	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Refine and apply your critical thinking skills when considering all aspects of human growth and development.	CACREP = 3a,3b,3c, 3d, 3e, 3f, 3g, 3h	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Refine and apply your ability to understand contextual challenges development across the lifespan including developmental crises, disability, psychopathology, and environmental factors that affect both normal and abnormal behavior.	CACREP = 3f	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Refine your understanding of general similarities and differences within and among people of all ages, cultures, and backgrounds	CACREP = 3d	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Refine your understanding of how social, political, and cultural trends affect the individual and families	CACREP = 3a, 3h	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Explore and explain possible causes or sources of developmental change and reasons for disturbances in the developmental process	CACREP = 3c, 3f, 3g	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Provide a perspective on the changes and transitions that take place during an individual's life from birth to death	CACREP = 3a, 3h	comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Discuss theories of the life-span physiological, intellectual, emotional, attitudinal, and social development of human beings	CACREP = 3b	comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Understand the individual diversity of human growth and development	ISBE = 1	comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.
Understand the personal and social development needs of the school-age population	ISBE = 2	comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.

Professional Standard Sets

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards <<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

ASSESSMENTS/OUTCOME MEASURES

Assessments of the aforementioned objectives include comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings, and a paper.

XI. THE GRADING POLICY

The final grade will be determined based on the total number of points accumulated over the entire semester.

- 90- 100 A
- 80 – 89 B
- 70 – 79 C

EVALUATION CRITERIA AND PROCEDURES

Paper	50 points
Questions	50 points
Total	100

You may earn a maximum of 6 points per class session for generating questions or thoughts about the readings. There will be a minimum of 9 class sessions where you will have to produce these questions, which provide you with at least 54 points for the questions. In this case you may earn a total of 104 points. Please be advised that you will be graded on a 100-point scale. The additional 4 points will simply serve as possible extra credit points toward your final grade should you need them. If you do not attend class you will not receive points. If the questions are not e-mailed to me by 6 pm the day before class you will not receive points.

THE COURSE REQUIREMENTS

The course will consist of lectures and class discussions designed to highlight and amplify material from the readings. **This course is an advanced level.** As such, it entails a great deal of reading and thought outside of class to prepare for informed discussions and or debate. Each student is expected to contribute two discussion questions or thoughts each class period. Introspection alone is not adequate. *Think carefully, organize your points, state your ideas backed by clear and logical patterns. These should be thoughtful, critical, substantive concerns about the readings, and should have the potential for creating quality class discussions.* In addition, you will be responsible during class for making certain that cogent issues are brought up relative to your discussion question. The questions are to be e-mailed to me by 6PM the night before each class discussion period. If you are not in class or your paper is not emailed before the deadline you will not receive credit.

Each student will also develop his or her own area of expertise in developmental psychology. At the end of the semester, this expertise will be demonstrated in the production of an important paper, highlighting the major issues in an area and summarizing relevant information.

- The paper should be prepared in the following manner - literature review [10 pages]
- How are the current literatures and research useful [2 pages]
- What would you like to see added to this body of knowledge [2 pages]
- How is this addition useful [1 page]
- **Page designations represent the minimum. Feel free to add any additional subsections but you must have those mentioned above. The paper must be submitted on the date announced. No late papers accepted!**

XII. Required Texts:

REQUIRED TEXT(S) AND/OR READING(S).

An extensive reader/course pack will be used. Additional readings and lecture material will also be taken from the readings below.

Supplemental Readings:

Counseling Across the Lifespan: Prevention and Treatment. Cindy L. Juntunen & Donald R. Atkinson (2002). ISBN 0-7619-2395-0,

Theories of developmental psychology (4th ed.). Miller, P. H. (2002). New York, NY:Worth.

XIII. Required reading: Selected readings from articles made available by the instructor

XIV. Course Calendar

COURSE OUTLINE/REQUIRED READINGS

Week Topic**02/02 Lecture. You too can be a developmental specialist**

- a) Theoretical Propositions of Life-Span Developmental Psychology: On the Dynamic between Growth and Decline. *Developmental Psychology*. (1987). V. 23. 5. 611-626. new(AVAILABLE ALSO AS DOWNLOAD FROM BLACKBOARD)
- b) Design, Measurement analysis in Developmental Research. D. Hartmann & T. George. (1998). *Handbook of child psychology*, 5th edition (Vol. 1). NY, NY: Wiley & Sons.
- c) Chapter 1 and 2 - Counseling Across the Lifespan: Prevention and Treatment

**02/09 Lecture. Temperament: The good, the bad and the difficult
Discussion. Issues regarding temperament**

- a) Kochanska, G., Friesenborg, A., Lange, L., Martel, M., (2004). Parents' Personality and infant' Temperament as Contributions to Their Emerging Relationship. *Journal of personality and Social Psychology*. V. 86. 744-759.
- d) The Individual Child: Temperament, Emotion, Self & Personality. R. Thompson. (1998). *Handbook of child psychology*, 5th edition (Vol. 1). NY, NY: Wiley & Sons.
- e) McCrae, R., Costa, P., Ostendorf, F., Angelitner, A., Avia, M., Sanz, J., Sancez-Bernardos, M., Smith, P. (2000). Nature Over Nurture: Temperament, Personality, and Life Span Development. *Journal of Personality and Social Psychology*. V. 78, 1., 173-186.
- f) Chapter 4 - Counseling Across the Lifespan: Prevention and Treatment

**02/16 Attachment: The strange situation.
Discussion. Issues regarding attachment [choose 2 – locate 1 on attachment and gender]**

- a) Polan, J. and Hofer, M (199). Psychobiological origins of infant attachment and separation responses. In *handbook of attachment: Theory, research and clinical applications*. Cassidy, J. and Shaver, P. R. (Eds). Guilford Press: New York, New York.
- b) Allen, J. P. and Land, D. (1999). Attachment in adolescence. Lyons-Ruth, K. and Jacobvits, D. Attachment disorganization: Unresolved loss, relational violence and lapses in behavioral and attentional strategies. . In *handbook of attachment: Theory, research and clinical applications*. Cassidy, J. and Shaver, P. R. (Eds). Guilford Press: New York, New York.
- c) Lyons-Ruth, K. and Jacobvits, D. (1999). Attachment disorganization: . In *handbook of attachment: Theory, research and clinical applications*. Cassidy, J. and Shaver, P. R. (Eds). Guilford Press: New York, New York.

**02/23 Perceptual & cognitive development
Lecture. A gross overview of Piaget's theoretical notions plus some notions about egocentrism
Discussion. Cognitive development [choose 2 – locate 1 on cognitive development]**

- a) Bornstein. M. & Arterberry, M. (1999) Perceptual Development. In *Developmental psychology an advanced textbook*. Bornstein, M and Lamb, M. (Eds). Earlbaum and Associates: Manwah, New Jersey.
- b) Lutz D. & Sternberg, R. (1996) Cognitive development. In *Developmental psychology an advanced textbook*. Bornstein, M and Lamb, M. (Eds). Earlbaum and Associates: Manwah, New Jersey.

**03/02 Lecture: You may get dumber with age, but not me.
Discussion: Intelligence [read all]**

- a) Siegler, R. S. (1994). The other Alfred Binet. In R. D. Parke, P. A. Ornstein, J. J. Rieser & C. Zahn-Waxler (Eds), *A century of developmental psychology*. Washington, D. C.: American Psychological Association. (175-202).
- b) Suzuki. (1997). Race-Ethnicity and Measured Intelligence: Educational Impliactions. *American Psychologist*. V. 52. 1102-1114.
- c) Schaie, K. W. and Willis S., L. (1996). Learning and Memory; Acquiring and retaining information.

- d) Caspi, A. (1998). Personality development across the life course. In W. Damon & N. Eisenberg (Eds.). Handbook of child psychology, 5th Ed., Vol. 3. NY, NY: Wiley & Sons. (311-388)

03/09 Lecture: Parent & relationships. Whose foolin who? Discussion: Issues of parenting [choose 3 locate – 1 on parenting and racial, ethnic, or gender differences]

- a) Taylor, R. Roberts, D. and Jacobson, L. (1997). Stressful Life Events, Psychological Well-Being, and Parenting in African American mothers. Journal of Family Psychology. V. 11, 4, 436-446.
- b) Middlemiss, W., (2003). Brief Report: Poverty, Stress, and Support: Patterns of Parenting Behavior Among Lower Income Black and Lower Income White Mothers. Child Development. V. 12, 293-300.
- c) Sorbring, E., Rodholm-Funnermark, M., and Palmerus, K. (2003). Boys' and Girls; Perceptions Parental Discipline in Transgressions Situations. Infant Child Development. Vol 12, 53-69.
- d) Ethnic difference in the link between physical discipline and later adolescent externalizing behaviors. new(AVAILABLE ALSO AS DOWNLOAD FROM BLACKBOARD)
- e) Chapter 12 - Counseling Across the Lifespan: Prevention and Treatment

03/22 Lecture. Self understanding and the self concept

Discussion. The Self

- a) Harter, S. (1998). The development of self-representation. In W. Damon & N. Eisenberg (Eds.), The handbook of child psychology, 5th edition, Vol 3. NY, NY: Wiley & Sons. (pp 553-618)
- b) Hart D., & Fegley, S. (1994). Social imitation and the emergency of a mental model of self. See above volume, (149-165)
- c) Gopnik, A. & Meltzoff, A. (1994). Minds, bodies and persons: Young children's understanding of the self and others as reflected in imitation and theory of mind research. See above volume, (166-186).
- d) Chapter 7 - Counseling Across the Lifespan: Prevention and Treatment

03/29 Lecture. Some stuff you need to know so that you can really understand adolescents

Discussion. The lost and confused [choose 4]

- a) Spencer, M., Markstrom-Adams, C. (1990). Identity processes among racial and Ethnic Minority children in America child development, 61, 290-310.
- b) Utsey, S. and Gernat, C. (2002). White racial identity attitudes and the ego defense mechanisms used by white counselor trainees in racially provocative counseling situations. Journal of counseling and development. Vol. 60.
- c) Vandiver, B. (2001). Psychological Nigrescence revisited: Introduction and Overview. Multicultural counseling and development. Vol. 29
- d) Kroger, J. (2000). Ego Identity status research in the new millennium. International journal of behavioral development. 24 (2) 145-148.
- e) Greig, R. (2003). Ethnic Identity Development: Implications for Mental Health in African-American and Hispanic Adolescents. Issues in Mental Health Nursing. V. 24. 317-331.

04/06 Lecture: Self concept and adult development

Discussion: The impact of identity formation on human development in American culture
The Film - THIS IS THE ONLY DAY AVAILABLE FOR EXTRA CREDIT.

- a) Constantine, M. G. (2002). Racism attitudes, white racial identity attitudes, and multicultural counseling competence in school counselor trainees. Counselor education & supervision. Vol. 41

- b) Cross, W. E., Strass, L., and Fhagen-Smith, P. (1999). African American Identity development across the life span: educational implications.
- c) Henry, H. (1998). Ethnic Minority Elders: Issues and Interventions. Educational Gerontology. V. 24, 4., 1269-1277
- d) Identity and Spirituality: A Psychosocial Exploration of the Sense of Spiritual Self. (2006) Developmental Psychology. V.42. (6) new(AVAILABLE ALSO AS DOWNLOAD FROM BLACKBOARD)
- e) Chapter 16 - Counseling Across the Lifespan: Prevention and Treatment
- f) **REMINDER: PAPERS DUE AT 5:30PM ON 05/04 – NO EXCEPTIONS!**

04/20 Lecture: Aggression: Is it learned or what?

Discussion: An examination of social learning theory in real life. [choose 2 – locate 1 on social learning theory]

- a) Patterson, G., Derayse, B. & Ramsey, E. (1989). A developmental perspective on antisocial behavior. Bandura, A. The social learning perspective: mechanisms of aggression. (Ed). 1979. Psychology of crime and criminal justice. (pp. 198-236).
- b) Eron, L. D. (1997). The development of antisocial behavior from a learning perspective; Eron, Leonard D.; In: Stoff, David M. (Ed); Breiling, James (Ed); 1997. Handbook of antisocial behavior. pp. 140-147. [Chapter]
- c) Connor, Daniel F. (2002) Aggression and antisocial behavior in children and adolescents: Research and treatment. New York, NY, US:
- d) **REMINDER: PAPERS DUE AT 5:30PM ON 05/04 – NO EXCEPTIONS!**

04/27 Lecture: Gender Sex Orientation. Sex Gender Orientation. Just sex. Just Gender.

Discussion: Human development and homosexuality in American culture Gender Sex [choose 1 – locate 1 on homosexuality and in adolescence, young adulthood, or old age]

- a) Fitzgerald, B. (1999). Children of lesbian & gay parents: A review of the literature 162-173.
- b) Benson, J. (1998). Gender difference in the development of relationships. 263-283.
- c) Smith, N. and Ingram K. (2004). Workplace heterosexism and adjustment among lesbian, gay, and bisexual individuals: The role of unsupportive social interactions. Journal of counseling psychology. V. 51, 1, 57-67.

05/04 Additional articles and discussion of old age and very old age.

- a. Chapter 18, 19, 20 - Counseling Across the Lifespan: Prevention and Treatment

b. PAPERS DUE AT 5:30PM – NO EXCEPTIONS!

Evidence of critical thinking is also a criterion, which must be demonstrated in each assignment. Critical thinking is a unique type of purpose thinking in which standards involve the careful examination and evaluation of beliefs and actions in order to arrive at well reasoned ones. This purposeful and responsive thinking is guided by intellectual standards of relevance, clarity, depth, and breadth. Critical thinkers routinely ask the following questions:

- ✓ What is the purpose of my thinking here (goal/objective)?
- ✓ What precise question (problem) am I trying to answer?
- ✓ What point of view (perspective) am I thinking?
- ✓ What concepts or ideas are central to my thinking?
- ✓ What am I taking for granted, what assumptions am I making?
- ✓ What information am I using (data, facts, observations)?
- ✓ What conclusions am I coming to?
- ✓ If I accept the conclusions, what are the implications?

- ✓ What would the consequences be if I put my thoughts into action?

For each element, the thinker considers the standards that shed light on the **effectiveness** of their thinking. It is self-assessing (self-critical), and self-improving (self-corrective). The thinker assesses his or her thinking, using appropriate standards. If you are not assessing your thinking, you are not thinking critically.

Many students find it difficult to prepare graduate level papers. Part of the problem is simply a paucity of practice. I strongly urge you to proofread your work and then have it reviewed by an objective individual that has a good command of writing mechanics. Below are a list of some of the most common errors related to grammar, punctuation, and other sentence-level matters. It may be wise to use the items below as a checklist during the preparation of your paper.

1. Missing coma after an introductory element pronoun reference	10. Unnecessary shift in pronoun
2. Missing comma in a compound sentence	11. Sentence fragment
3. Wrong word	12. Wrong tense or verb form
4. Missing comma(s) with a nonrestrictive element	13. Lack of subject-verb agreement
5. Wrong or missing verb ending	14. Missing comma in a series
6. Wrong or missing proposition	15. Lack of agreement between pronoun and antecedent
7. Comma Splice	16. Unnecessary comma(s) with a restrictive element
8. Missing or misplaced possessive apostrophe	17. Fused sentence
9. Unnecessary shift in tense	18. Misplaced or dangling modifier
	19. Its/It's confusion

XV. Bibliography:

- Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.
- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual (4thEd.)*. New York: Guilford Press.
- Bicknell-Hentges, L. & Lynch, J. (2006). Educational interventions for Post Traumatic Stress Disorder (PTSD) in urban students: Differentiating Attention Deficit Disorder (ADD) and other disorders from PTSD. *Illinois Schools Journal*, 85 (1), 35-52.
- Bicknell-Hentges, L. (2004). Teach me your world: Lessons in culture from a family in crisis. In LeCroy, C. & Daley, J. (Eds), *Child and adolescent case studies*. Brooks-Cole/Wadsworth.
- Bicknell-Hentges, L. & Lynch, J. (2004). Helping families with Reunification: Returning a child to a less than perfect family. In LeCroy, C. & Daley, J. (Eds.) *Child and adolescent case studies*. Pacific Grove, California: Brooks-Cole/Wadsworth Publishing.
- Bowers, J., Hatch, T. (2009). *The ASCA national model: A framework for school counseling programs, 2nd Edition*. ASCA.
- Canino, I. A. & Spurlock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: Guilford.
- Corey, G. & Corey, M. (2003). *6th Edition. Issues and Ethics in the Helping Professions*.
- Gazda, G. M. et al. (1984). *Human relations development: A manual for educators*. Boston: Allyn and Bacon, Inc.
- Kazdin, A. E. & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.
- Landreth, G.L. (2002). *Play therapy: The art of the relationship (2nd Ed.)*. New York: Brunner Routledge.
- Lawson, D. M. (2009). Understanding and treating children who experience interpersonal maltreatment: Empirical findings. *Journal of Counseling and Development*, 87, (2), 204 – 215.
- MacCluskie, K.C. & Ingersoll, R. E. (2000). *Becoming a 21st century counselor: personal and professional explorations*. Pacific Grove, CA: Brooks/Cole.
- Patterson, A., Albalá, A., McCahill, M., & Edwards, T. (2006). *The therapist's guide to psychopharmacology: Working with patients, families and physicians to optimize care*. New York: Guilford.
- Pearce, J. W., & Pezzot-Pearce, T. D. (2007). *Psychotherapy of abused and neglected children*. New York: Guilford.
- Poussaint, A. & Alexander, A. (2000). *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis among African-Americans*. Boston: Beacon Press.

- Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.
- Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity and gender: Multiple identities in counseling*. Upper Saddle River, N.J: Prentice-Hall.
- Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision*, 48, (1), 61 – 71.
- Stout, C. E., & Hayes, R.A. (Eds). (2005). *The evidence-based practice methods, models, and tools for mental health professionals*. Hoboken, NJ: Wiley.
- Trolley, B.C., Mars, H.S. (2009). *A school counselor's guide to special education*. Corwin Press.
- Weisz, J.R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples*. Cambridge, UK: Cambridge University Press.

UNATTENDED CHILDREN

Unattended children are not allowed in the Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.

ETHICS STATEMENT

Students are expected to follow the Academic Honesty Policy established by the University. Academic honesty is crucial. Violations for plagiarism and/or dishonesty can result in penalties ranging from receiving a failing grade on the assignment to expulsion. Students are encouraged and expected, with assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty. Students are expected to follow the Academic Honesty Policy established by the University. Academic honesty is crucial. Violations for plagiarism and/or dishonesty can result in penalties ranging from receiving a failing grade on the assignment to expulsion. It is recommended that students ask the advice of instructors as to the proper procedures to avoid such violations.

The Following acts are examples of plagiarism:

1. Submitting an assignment that someone else has prepared and claiming the work as your own.
2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without documenting the sources (s) for each portion of the assignment not written by you.
Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting the source for each paraphrase. (Changing around a few words in a sentence for the source is not sufficient to avoid plagiarism.)

CIVILITY IN ACADEMIC SETTINGS

Civil behavior enhances the academic setting, and is expected at all times. Respect for other and courtesy creates a pleasant learning environment.

THE DISCLAIMER

This syllabus is not necessarily a contract between you (the student) and Chicago State University. Hence the professor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional technique without notice or obligation.