

Maryland in Europe – Graduate Programs
EDCP 605 - Developmental Issues in Counseling Adults
Term 5 2002/03

COURSE DATES: Weekends 14/15, 29 Jun; 19/20 Jul; 2/3 Aug 0900 to 1700 hrs..

COURSE LOCATION: Ramstein/Kapaun

INSTRUCTOR: Dr. Clement Marcantonio earned the Doctor of Education degree in Psychology, Marriage and Family at the University of Northern Colorado; he did post-doctoral work at the Palo Alto Mental Research Institute and Graduate School of Marriage and Family at St. Rafael, CA.; he is a clinical member and Approved Supervisor for the American Association of Marriage and Family Therapists, Licensed Marriage and Family Therapist and National Certified Counselor; has taught graduate course for more than 20 years for the University of Southern Cal, Boston University and University of Maryland.

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In addition, students will be enrolled in a WebBoard conference. There will be assignments to be posted on the EDCP 605 WebBoard conference. Primary amongst these are “Reaction Papers”: at the end of each of the first three weekends, each student will write a reaction paper of the weekend experience. The paper is to approximately one page in length and is to focus on what the student has learned in that weekend, and how that learning will be personally and professionally beneficial. This can also be a critical reaction to the weekend, identifying what has been useful, and what would be useful in future classes. The Reaction Paper is to be posted on the WebBoard by Wednesday following each weekend. WebBoard assignments will count as part of your class participation.

OFFICE HOURS: 30 minutes after class or by appointment

REQUIRED TEXTS: Lemme, Barbara H. (2002) *Development in Adulthood* (3rd Ed.) Allyn & Bacon. Additional supplemental reading material will be made available by the instructor.

COURSE DESCRIPTION: This course is intended to provide an overview of concepts, theories and data dealing with human development in adulthood. It will explore the adult experience by organizing both assigned readings and class discussion around development issues of individual and families over the life span-, the interface of developmental level and problems that re presented in counseling as well as the impact of the cultural background on development.

COURSE OBJECTIVES: by the end of the course, students will be expected to

- Know the major theoretical approaches to adult development

- Become familiar with research paradigms that have been used to study development and ethical issues related to research in the field;
- Appreciate the interplay of the generations as individuals and families develop;
- Appreciate cultural factors including gender, race, social economic status and their influence on development;
- Become familiar with major writers about adult years;
- Be able to apply course content to understand one's own development and appreciate the importance of a knowledge base for counseling.

ASSIGNMENTS:

1. ***Read all assignments.*** Only a certain amount of class time will be devoted to readings. Lectures will supplement the readings and may not cover material explained in the text.
2. ***WebBoard Reaction Papers.*** As explained above, students will make use of the WebBoard to reflect on weekend experiences by providing support to class members, by sharing personal insights and contributions based on their awareness of the particular stages in their life-span journey.
3. ***Annotated bibliography.*** Each student must review three articles from current professional literature. Suggested journals to review include: *Journal of Counseling and Development*, *Journal of Marriage and Family Therapy*, *Developmental Psychology*, *Psychology and Aging*, *Journal of Counseling Psychology*. Articles must address adult developmental concepts and a written report will include:
 - a. Name of the article
 - b. Overview of the content article
 - c. Relationship to class material
 - d. Personal viewpoint/critique

Two of the three articles must be empirical. Students will be expected to give a brief summary and critique of the article in class.

4. ***Autobiographical Paper.*** This paper is to be a minimum of 10-12 pages (double-spaced) in length. Organize your writing around your present developmental stage. The following are some possible questions for you to consider:
 - What does it mean turning 20, 30, 40 etc. – to be your current age?
 - Based on theoretical perspectives, what developmental issues are presently at work in your life?
 - Looking at the horizontal stressors over your life-span. What historical/societal events impacted on who you are today?

- What do you consider to be the more resourceful assets, or resilient factors at work in your life?
- How are you the same or different today than you were ten years ago?
- How do you account for the continuities and for the changes in your life? How do you expect to be the same/different in future decades?

OR

In lieu of the autobiographical paper, students may request to write on a topic of their choice. Prior approval by the instructor is required.

COURSE SYNOPSIS:

I. Introduction to the course: requirements and expectations

**Why study adult development
Life-span developmental perspective
Research issues**

Theories of Psychosocial Development

**Bronfenbrenner's Ecological Systems Theory
Ages and Stages: Erickson, Levinson, Hainghurst
Trait Models: McCrae and Costa**

The Self: Development and Issues of Culture, Gender, Ethnicity, and Age

**Self-Concept, Self-Esteem
Self in Cross-Cultural Perspective
Race/Ethnicity and Development of Self
Effect of Age on the Self**

Review and Q&A on first weekend experience

READING: Chapters 1, 2, 3

II Cognitive Processes in Adulthood

**A Life –Span View
Evidence of Cognitive Decline
Evidence of Cognitive Growth**

Cognitive Processes in Adulthood: Influences and Explanations

**Psychosocial, Information-Processing, Physiological Explanations
Applications and Implications**

Review and Q&A on second weekend experience

READING: Chapters 4 & 5

III Social Development, Friendship and Mate Selection

Overview of Social Relationships

Impact of Early Experience
Friendship
Leaving Home
Mate Selection and Sexuality

Family Ties, Transitions, and Challenges
Family Development, Marriage and Parenthood
Intergenerational Ties
Adult Sibling Relationships
Family Violence

Review and Q&A
READING: Chapters 6 & 7

IV Work and Retirement: Nature of Work, Retirement and Leisure
Physical Development and Aging: Changes and Theories of Biological Aging
Health, Longevity, and Prevention: Health, Disease, and Disability, Prevention
Coping, Adaptation, and Mental Health
Death, Dying and Bereavement

READING; Chapters 8, 9, 10, 11, 12

FINAL EXAM: The final exam will be held on Sunday afternoon on 4 August. It will cover the text book and any other reading material assigned by the instructor.

GRADING: The final grade will be based on the following criteria

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| • Class Attendance and Participation | 50pts |
| • WebBoard Reaction Papers | 25pts |
| • Annotated Bibliography | 25pts |
| • Autobiographical Paper | 40pts |
| • Final Exam | 80pts |

A= 200-220 pts

B= 175-199 pts

C= Less than 175 pts

CONFIDENTIALITY: As in other counseling classes, there will be a great deal of self-disclosure in presentations prepared for EDCP 605. Students will please remember the importance of confidentiality and respect the privacy of their fellow students. Shared life experiences of other students should not be discussed outside the classroom with anyone not in class in such a way that the identity of the student would be disclosed or guessed.

GUIDELINES FOR ASSIGNED READINGS AND PAPERS: Assigned readings should be carefully read and studied before each weekend session. The first three chapters of the text book (Lemme) must be read before the first weekend. Papers are to be typed, double spaced in APA format; grammar, punctuation and spelling should be excellent. Your writing style should make your meaning clear. Poorly written papers will be returned for revision or will receive a lowered grade. Papers are expected on time (Sunday afternoon of the fourth weekend: August 4), so plan your work accordingly! Extensions will be granted upon request only for circumstances beyond the student's control To guard against loss, always make a second copy of your paper before giving the original to the instructor.

WELCOME TO EDCP 605 DEVELOPMENTAL ISSUES IN COUNSELING ADULTS!