



**COUN 5397: HUMAN GROWTH AND DEVELOPMENT
ACROSS THE LIFESPAN
FALL 2017, Term A**

Course COUN5397 is a required course for students interested in earning the Master's Degree in School Counseling, Licensed Professional Counselor, and Marriage and Family Therapy tracks. It should be taken early on in the course sequence in the first block of courses. There is no prerequisite other than admission into the Counseling Program.

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Online Office Hours: By appointment only (remote)

Class Format: ONLINE

Class day and time: No specific time to be online; student must follow deadlines.

Class location: ONLINE

COURSE DESCRIPTION: This course provides an overview of theory and current research concerning the growth and development of individuals over the lifespan. The major intent of the course is to relate theory and research to present concerns of those who work in the helping professions. Theoretical Models related to the cognitive, physiological, psychological, social, and spiritual development of humans throughout the lifespan are applied to present day situations. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice and training experiences.

TEXTBOOK: Broderick & Blewitt (2015). The LifeSpan: Human Development for the Helping Professional, Edition: 4. Boston: Pearson Education, Inc

This text presents materials in a chronological format. It has included information about research in the various areas we will be studying, making the reading very interesting and relevant to what you will be doing in practice. I believe you will enjoy this text!

PURPOSE OF THE COURSE:

The course is presented to teachers, administrators, counselors and others who are in the helping professions. Assignments will require that those taking the class involve themselves in self-study, and child and adult study situations.

IDEA Objectives:

Essential:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories,

Important:

- Developing skill in expressing oneself *orally* or in writing (This class is online, but you may call me during "office hours".)

- Learning to analyze and critically evaluate ideas, arguments, and points of view

COURSE OBJECTIVES:

This course was designed to meet various objectives and competencies (course objective, CACREP – Objectives [Council for the Accreditation for Counseling and Related Educational Programs], SBEC Standards [State Board for Educator Certification – Standards for the School Counselor Certification – TExES] and National Council for Accreditation of Teacher Education [NCATE]. This was done to ensure that students have covered topics in this course that will prepare them for exit and certification examinations as well as licensing requirements.

The class calendar will note how the class activity, topic, or assignments will fulfill the objective or competency required. The following abbreviations will be used: CO= Course Objectives, CA= CACREP objectives, SB= SBEC, and NC= NCATE competencies and standards.

STANDARDS MATRIX

OBJECTIVES/ LEARNING OUTCOMES	ACTIVITIES	PERFORMANCE ASSESSMENT	STANDARDS
Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.	Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Participation/ Discussion Board Tribute to My Parents Mid-Term Exam Service Learning Project Developmental Issues Paper Final Exam	CACREP: II.G.3.a-h
Demonstrate knowledge of theories of individual and family development and transitions across the life span	Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Participation/ Discussion Board Tribute to My Parents Mid-Term Exam Service Learning Project Developmental Issues Paper Final Exam	CACREP: II.G.3.a
Demonstrate knowledge of theories of learning	Class discussions, lectures, and	Participation/ Discussion Board	CACREP: II.G.3.b

and personality development, including current understandings about neurobiological behavior	PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Tribute to My Parents Mid-Term Exam Service Learning Project Developmental Issues Paper Final Exam	
Demonstrate knowledge of effects of crises, disasters, and other trauma-causing events on persons of all ages	Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Participation/ Discussion Board Tribute to My Parents Mid-Term Exam Service Learning Project Developmental Issues Paper Final Exam	CACREP: IL.G.3.c
Demonstrate knowledge of theories and models of individual, cultural, couple, family, and community resilience	Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Participation/ Discussion Board Tribute to My Parents Mid-Term Exam Service Learning Project Developmental Issues Paper Final Exam	CACREP: IL.G.3.d
Demonstrate knowledge of a general framework for understanding exceptional abilities and strategies for differentiated interventions	Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Participation/ Discussion Board Tribute to My Parents Mid-Term Exam Service Learning Project Developmental Issues Paper	CACREP: IL.G.3.e

		Final Exam	
Demonstrate knowledge of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior	Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Participation/ Discussion Board Tribute to My Parents Mid-Term Exam Service Learning Project Developmental Issues Paper Final Exam	CACREP: II.G.3.f
Demonstrate knowledge of theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment	Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Participation/ Discussion Board Tribute to My Parents Mid-Term Exam Service Learning Project Developmental Issues Paper Final Exam	CACREP: II.G.3.g
Demonstrate knowledge of theories for facilitating optimal development and wellness over the life span.	Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Participation/ Discussion Board Tribute to My Parents Mid-Term Exam Service Learning Project Developmental Issues Paper Final Exam	CACREP: II.G.3.h

Web addresses for standards:

CACREP: <http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>

THE UNIQUE ASPECTS OF AN ONLINE COURSE

Secondly, taking this class online will have some exciting features! You will be able to complete assignments and interact with your fellow students in your own time and without having to leave your home. In order to ensure that important elements of learning are not compromised by lack of a face-to-face class experience, we have many supplemental things to offer. The Discussion Thread feature will allow us to exchange ideas and respond to one another's comments. Many links to websites will be offered to allow you to explore information beyond our text. PowerPoints will be supplied to aid you in your readings in the text, both accessible on the Navigation Pane of BlackBoard and in DocSharing. I will post notes/lectures this way as well. Hopefully, this experience will be a wonderful opportunity to study in the privacy of your home and during the hours most convenient to you. I look forward to this experience together.

IMPORTANT INFORMATION about your ONLINE Course:

- Attendance. You will be expected to be “present” online through discussion boards and by submitting assignments on time. Because discussion forums are one way for me to measure attendance, you may NOT opt out of doing a forum discussion. Each forum that you do not participate in is considered an absence. One “0” grade entry under the forum discussion counts as an absence and equates to a letter grade drop. All assignments are due by midnight on Sundays, except the **final exam, which will be due by midnight on Friday, October 13.**
- Late assignments will not be accepted without a **doctor's excuse**. Late posts to the discussion board will receive reduction in grade. (It's best not to wait until the last minute to do your discussion board postings as BlackBoard could unexpectedly go down.)
- **All written assignments** (A Tribute to Parents), except the two exams, should be double-spaced and **in APA format (including title page, abstract page, and references page)**. Information about APA formatting will be accessible through DocSharing (Students are encouraged to access the Writing Center). <http://www.shsu.edu/~wctr/>

You do not have to be on campus to utilize the Writing Center services. You can email work to them and they will help with corrections. They only ask that you not wait until the last minute as they need time to respond. Handouts from the APA Publication Manual will be posted for you in BlackBoard in Doc Sharing.

** The syllabus is subject to change pending notification, if unexpected circumstances or opportunities arise.

Suggested journal readings:

Developmental Psychology, Child Development, Pediatric Nursing, Pediatrics, Journal of Gerontology, Infant Behavior and Development, Journal of Research on Adolescence, Journal of Adult Development, Journal of Gerontological Nursing, Psychology and Aging, Human Development.

The following journals include articles on various aspects of human development:

Journal of Educational Psychology, Journal of Cross-Cultural Psychology, Journal of Marriage and the Family, and Journal of Consulting and Clinical Psychology.

Online Rules of Conduct: Students are expected to use good taste and good manners online and to assist in maintaining a “classroom environment” that is conducive to learning. Students are to treat faculty and students with respect. Many opportunities are given in this course to “voice” your opinions, attitudes, values, and insights, as well as to share personal information, as you deem appropriate. We will maintain an open and respectful policy for sharing of ideas.

ASSIGNMENTS

***Students must complete all assignments to pass the course.**

- **Participation:** Class participation in discussions and group activities is expected. You will have 6 online **Discussion Threads** worth 10 points each for a total of **60 points**. The discussions will include your Introduction to the class and your reflections about each of the developmental stages about which you will be learning. **Your original posting to the Discussion Threads must always be completed by Thursdays at midnight to allow everyone time to read your post and respond; the final posts are due on midnight on Sundays in order to receive credit, and include your original thoughts and responses to at least two of your classmates.** Because discussion forums are one way for me to measure attendance, you may NOT opt out of doing a forum discussion. Each forum that you do not participate in is *considered an absence*. One “0” grade entry under the forum discussion count as an absence and equates to a letter grade drop.
- **Grading Rubric:** 10 points for original post and at least two peer responses; 8 points for original post and one response; 5 points for original post and no peer responses; 0 points for no submissions. **60 points total**

Tribute to My Parents: Write a tribute to your parent(s) (or other primary caregivers) that describes the legacy you received from them in terms of teachings, values, opportunities, experiences, family life, wisdom, or lack of any of the above, etc. This paper does not need to imply that everything you received was positive, but should reflect how you have made sense of your experiences and upbringing. It should take into account the roles they played in your life, what you received from your experiences, how you feel you have been affected, and how they culminated in who you are today. The purpose of this assignment is to help you make meaning for yourself of your own experiences and to contribute to your awareness of how family, childhood and adolescent experience affect development and influence choices in life, and to help you consider the roles of both nature and nurture in the nature/nurture debate. Your paper may be as long as it needs to be to fulfill the assignment. Be sure to write it in APA 6 format unless you are writing a letter directly to your parent(s). (See pages 22, 40+ in your text.) **Due September 10.**
50 points

Midterm Exam: Due September 24th . This exam will consist of 5 essay questions. 100 points

Final Exam: A final examination worth 100 points will be given. It may include multiple choice, short answer, essay questions, or a combination of these. **Final Exam is due by midnight on Friday, October 13th.**
100 points total

Total points for the class: 310

GRADING SCALE

A = 279-310 B = 248-278 C = 217-257 F = < 217

As previously stated, all postings and assignments will be due at midnight on Sundays, except for the final exam, which will be due at **midnight on Friday, October 13th**. I will be grading your assignments during the following week, and post your grades the next weekend, along with your graded and annotated papers. Be sure to check periodically your Grade Center on BlackBoard to be sure I have correctly entered the grades you have received.

As this is a graduate level course, and no class instruction can address every important point, **YOU ARE RESPONSIBLE FOR READING YOUR TEXT.** You must assume responsibility for your own learning, but please feel free to ask the instructor for assistance as needed.

Tentative Calendar: (Topic dates are subject to change, but this can guide your textbook readings)

Week of...	Assignment(s)	Due Dates
1: Week of 8/23	Introductions & Nature/Nurture Debate Text: Chapter 1 (32 pages); Text: Chapter 2 (33 pages) DT: May I Introduce Myself	8/27
2: Week of August 28	Early Childhood: Neural & Cognitive Development Text: Chapter 3 (44 pages) DT due: Early Childhood: The social child Early Childhood: Emotional Development Text: Chapter 4 (34 pages) Early Childhood: The Emerging Self & Socialization Text: Chapter 5 (27 pages)	9/3
3: Week of September 4	Tribute to Parents Due Middle Childhood: Realms of Cognition Text: Chapter 6 (36 pages) Middle Childhood thru Early Adolescence: Self & Moral Development Text: Chapter 7 (31 pages) DT: Middle Childhood	9/10 9/10
4: Week of September 11	Middle Childhood thru Early Adolescence: Gender & Peer Relationships Text: Chapter 8 (35 pages) Adolescence: Physical, Cognitive, & Identity Development Text: Chapter 9 (38 pages) DT: Adolescence	 9/17
5: Week of September 18	Midterm Exam due	9/24
6: Week of September 25	Adolescence: The Social World Text: Chapter 10 (31 pages) Young Adulthood: Physical & Cognitive Text: Chapter 11 DT: Young Adulthood	 10/1
7: Week of October 2	Young Adulthood: Socioemotional & Career Development Chapter 12 Adulthood: Cognitive, Personality, & Social Development; Text: Chapter 13 (42 pages) DT: Adulthood	 10/8
8: Week of October 9	Adulthood: Stress, Coping & Life Satisfaction	

	Text: Chapter 14 Late Adulthood: Gains & Losses Text: Chapter 15 (34 pages) Final Exam due	10/13/17
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Grades are due in to Registrar by noon on 10/16/17.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - **Academic Dishonesty:** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.
 - [Students with Disabilities #811006](#)
 - Students who have a disability that affects academic performance are expected to arrange for a conference via telephone with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Students with a physical disability may contact the Director of the Counseling Center for assistance at (936) 294-1720 or call the instructor for more information and assistance.
 - [Student Absences on Religious Holy Days #861001](#)
 - Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. Please inform the instructor if you anticipate being “absent” for the purpose of observing a religious or holy day activity including travel in which internet services will be unavailable to you.
 - [Academic Grievance Procedures for Students #900823](#)
 - **Student Syllabus Guidelines:** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>
 - [SHSU Academic Policy Manual-Curriculum and Instruction](#)
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: You may take full benefit of technology during instruction. Many links to websites will be offered to allow you to explore information beyond our text. PowerPoints will be supplied to aid you in your readings in the text, both accessible on the

Navigation Pane of BlackBoard and in DocSharing. I will post notes/lectures this way as well.

- Technology during exams: All technology may be used during exams, which are untimed and you may take each exam at your own pace, following submission deadlines.
- Technology in emergencies: In an emergency, you may need additional time to complete an assignment; you will be given the new deadline. If it is a personal emergency, I require that you contact me to let me know details of your emergency, so that other accommodations may be provided.
- Visitors in the Classroom- Only registered students may access class on BlackBoard. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance:

You will be expected to be “present” online through discussion board and by submitting assignments on time. All assignments are due by midnight on Sundays, except the final exam, which will be due by midnight on the Friday before grades are due.

Course Expectations

- Late assignments will not be accepted without *prior* approval by the professor. Late posts to the discussion board will receive reduction in grade. (It’s best not to wait until the last minute to do your discussion board postings as BlackBoard could unexpectedly go down.)
- All written assignments should be double-spaced and *in APA format (including title page, abstract page, and references page)*. Information about APA formatting will be accessible through DocSharing (Students are encouraged to access the Writing Center).

<http://www.shsu.edu/~wctr/>

You do not have to be on campus to utilize the Writing Center services. You can email work to them and they will help with corrections. They only ask that you not wait until the last minute as they need time to respond. Handouts from the APA Publication Manual will be posted for you in BlackBoard in Doc Sharing.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University’s adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students’ assessments of courses are taken are systematically reviewed by the Dean, Associate Deans,



Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.