



COUN 5397: HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN SPRING, 2018

COUN5397 is a required course for M.A. Clinical Mental Health Counseling, M.A. Marriage, Couples, and Family Counseling, and M.Ed. School Counseling

College of Education, Department of Counselor Education

Instructor: **Emily DeFrance, Ph.D.**
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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 research concerning the growth and development of individuals over the lifespan. The 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. Curricula for this course include (1) knowledge of the literature of the discipline and (2) student engagement in research related to professional practice and training experiences.

Textbook(s):

Broderick, P. C., & Blewitt, P. (2015). *The life span: Human development for helping professionals* (4th ed.). Boston: Pearson Education, Inc.

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.

2016 KEY PERFORMANCE INDICATOR (KPI): Students are able to demonstrate knowledge of the theories of individual and family development across the lifespan, as assessed by the Service Learning Project assignment. This KPI will be assessed again on the CPCE.

Course Objectives:

- 1) Learn theories of individual and family development.
- 2) Understand theories of learning.
- 3) Understand theories of normal and abnormal personality development.
- 4) Understand theories of etiology of addictions and addictive behavior.
- 5) Learn biological, neurological and physiological factors that affect human development, functioning, and behavior.
- 6) Understand systemic and environmental factors that affect human development and functioning.
- 7) Understand ethical and cultural relevant strategies for promoting reliance and optimum development and wellness across the lifespan.

2016 KEY PERFORMANCE INDICATOR (KPI): Students are able to demonstrate knowledge of the theories of individual and family development across the lifespan, as assessed by the Service Learning Project assignment. This KPI will be assessed again on the CPCE.			
OBJECTIVES/ LEARNING OUTCOMES	ACTIVITIES	PERFORMANCE ASSESSMENT	STANDARDS CACREP 2009 CA09 CACREP 2016 CA16
CA09: Theories of individual and family development and transition across the lifespan. CA16: 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	CA09: IL.G.3.a CA16: IL.F.3.a

CA09: Theories of learning and personality development, including current understandings about neurobiological behavior CA16: Theories of learning	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 Developmental Issues Paper Final Exam	CA09: IL.G.3.b CA16: 2.F.3.b
CA09: Theories of learning and personality development, including current understandings about neurobiological behavior CA16: Theories of normal and abnormal personality development	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 Developmental Issues Paper Final Exam	CA09: IL.G.3.b CA16: 2.F.3.c
CA09: Theories of learning and personality development, including current understandings about neurobiological behavior CA16: Biological, neurological, and physiological factors and affect human development, functioning, and 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 Developmental Issues Paper Final Exam	CA09: IL.G.3.b CA16: 2.F.3.e

<p>CA09: Effects of crises, disasters, and other trauma-causing events on persons of all ages</p> <p>CA16: Demonstrate knowledge of effects of crises, disasters, and other trauma on diverse individuals across the lifespan</p>	<p>Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research</p>	<p>Participation/ Discussion Board</p> <p>Tribute to My Parents</p> <p>Mid-Term Exam</p> <p>Service Learning Project</p> <p>Developmental Issues Paper</p> <p>Final Exam</p>	<p>CA09: IL.G.3.c</p> <p>CA16: 2.G.3.g</p>
<p>CA09: Theories and models of individual, cultural, family, and community resilience</p> <p>CA16: Systemic and environmental factors that affect human development, functioning, and behavior.</p>	<p>Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research</p>	<p>Participation/ Discussion Board</p> <p>Tribute to My Parents</p> <p>Mid-Term Exam</p> <p>Service Learning Project</p> <p>Developmental Issues Paper</p>	<p>CA09: IL.G.3.d</p> <p>CA16: 2.F.3.f</p>
<p>CA09: A general framework for understanding exceptional abilities and strategies for differentiated interventions</p> <p>CA16: A general framework for understanding exceptional abilities and strategies for differentiated interventions</p>	<p>Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research</p>	<p>Participation/ Discussion Board</p> <p>Tribute to My Parents</p> <p>Mid-Term Exam</p> <p>Service Learning Project</p> <p>Developmental Issues Paper</p> <p>Final Exam</p>	<p>CA09: IL.G.3.e</p> <p>CA16: 2.F.3.h</p>

CA09: Human behavior, including an understanding of developmental crises, disability, psychopathology, and situation and environmental factors 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	CA09: IL.G.3.f
CA09: Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment CA16: Theories and etiology of addictions and addictive behaviors.	Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Mid-Term Exam and Final	CA09: IL.G.3.g CA16: 2.F.3.d

CA09: Theories for facilitating optimal development and wellness over the lifespan	Write a tribute paper	Tribute paper	CA09: IL.G.3.h
CA16: Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Class discussions, lectures, and PowerPoints; Readings in text; Website activities and explorations; Videos Field research	Participation/ Discussion Board	CA16: 2.F.3.i
		Tribute to My Parents Mid-Term	
		Exam	
		Service Learning Project	
		Developmental Issues Paper	
		Final Exam	

Web address for CACREP standards:

- 2016 CACREP Standards: <http://www.cacrep.org/wp-content/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf>
- 2009 CACREP Standards: <http://www.cacrep.org/wp-content/uploads/2017/07/2009-Standards.pdf>

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/Instructor Requirements

THE UNIQUE ASPECTS OF AN ONLINE COURSE

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 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*. Two “0” grade entries under the forum discussion count as 2 absences and equate 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.**
- 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**, 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.

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 10 online **Discussion Threads** worth 10 points each for a total of **100 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 posting to the Discussion Threads must always be completed by 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. Two "0" grade entries under the forum discussion count as 2 absences and equate to a letter grade drop.

- **The purpose of this assignment** is to demonstrate knowledge of a) the nature and needs of persons at all developmental levels in multicultural contexts (CACREP II.G.3.a-h), b) etiology of addiction and its effects on behavior (CACREP II.G.3.g), c) theories for facilitating optimal development and wellness across the lifespan (CACREP II.G.3.h). **Content areas being evaluated noted in parentheses.**
- **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. **100 points total**

Scoring Rubric Total:

Novice (70%) or score of 70

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Proficient (80%) or score of 80

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

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. 25 points

- 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.)

- **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.

Midterm Exam: It may include multiple choice, short answer, essay questions, or a combination of these. **100 points**

- **The Purpose of this assignment** is to demonstrate knowledge of CACREP standards CA16: 2.G.3.a-h; CA16:2.F.3.a-h
- **Scoring Rubric:**

Novice (70%) or score of 70

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Proficient (80%) or score of 80

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

Service learning project

Volunteer to help out for a minimum of two hours at a facility or organization of your choice. It should be a place or program that addresses the needs of a specific developmental age or stage. Examples include, but are not limited to, day care center, senior citizens organization or facility, teen club or program, Girl or Boy Scouts, Awanas, or other examples you may think of. Develop a 12 slide PowerPoint (not including title slide) that tells **how** that particular organization or facility is or is not addressing the specific physical, emotional, cognitive, social, and spiritual (however you would personally define that term) needs of the age/stage group it purports to serve, and what developmental issues you encounter while volunteering there. **Use terms consistent with theories.** Supply name of organization and a contact person/phone #. **50 points** (25 points for volunteering and 25 points for your PowerPoint presentation; 50 points total.)

- **Scoring Rubric:**

Novice (70%)

Student demonstrates minimal understanding for the material and minimal ability to apply

information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Proficient (80%)

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%)

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

Developmental Issues Paper

Watch either the movies *Anne of Green Gables* and *Anne of Avonlea*, featuring child development. (approximately 4 hours of movie watching) OR *Terms of Endearment* and *Evening Star* (also about 4 hours of movie watching), for adult development. These can be rented or purchased or found on NetFlix or or Amazon Prime or checked out from a public library. Choose a developmental topic from the checklist that follows, and **write a three page Developmental Issues Paper** from a list of topics that will be provided. Be sure to write it in APA format.

- Discuss how the character in the story reacted and how a person of this same age and same issue might react today (either as a child/adolescent or an adult).
- What influencing factors are present today?
- What ethical issues would you, as a counselor working with this person, need to be aware of?

- **The Purpose of this assignment** is to demonstrate knowledge of CACREP standards CA16: 2.G.3.a-h; CA:2.F.3.a-h

- **Grading Rubric:**
25 points for watching the movies
25 points for the paper
50 points total

Scoring Rubric:

Novice (70%) or score of 35

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Proficient (80%) or score of 40

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%) or score of 45

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

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.

100 points total

- **The Purpose of this assignment** is to demonstrate knowledge of CACREP standards CA16: 2I.G.3.a-h; CA:2.F.3.a-h

Scoring Rubric:

Novice (70%) or score of 70

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Proficient (80%) or score of 80

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

Grades:

Total points for the class: 425

A = 382-425 B = 340-381 C = 297-339 F = < 297

- All postings and assignments will be due at midnight on Sundays, except for the final exam, which will be due at **midnight on Friday**.
- 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 Schedule: (Topic dates are subject to change, but this can guide your textbook readings)

Week of...	Assignment(s)	Due Dates
Week of January 18	Introductions Text: Chapter 1 (32 pages) DT: May I Introduce Myself	1/21/18
Week of January 22	Nature/Nurture Debate Text: Chapter 2 (33 pages) DT due: Nature/Nurture Debate	1/28/18
Week of January 29	Early Childhood: Neural & Cognitive Development Text: Chapter 3 (44 pages) DT: Early Childhood: Cognitive Development	2/4/18
Week of February 5	Early Childhood: Emotional Development Text: Chapter 4 (34 pages) No Discussion Thread	
Week of February 12	Tribute to Parents Due Early Childhood: The Emerging Self & Socialization Text: Chapter 5 (27 pages) DT: Early Childhood	2/18/18 2/18/18
Week of February 19	Middle Childhood: Realms of Cognition Text: Chapter 6 (36 pages) DT: Middle Childhood	2/25/18
Week of February 26	Middle Childhood thru Early Adolescence: Self & Moral Development Text: Chapter 7 (31 pages) No Discussion Thread	
Week of March 5	Midterm Exam Due	3/11/18
Week of March 12-16	MIDTERM BREAK	

Week of March 19	Middle Childhood thru Early Adolescence: Gender & Peer Relationships Text: Chapter 8 (35 pages) DT: Moving into Adolescence	3/25/18
Week of March 26	Adolescence: Physical, Cognitive, & Identity Development Text: Chapter 9 (38 pages) DT: Adolescence	4/1/18
Week of April 2	Service Learning Project Due Adolescence: The Social World Text: Chapter 10 (31 pages) No Discussion Thread	4/8/18
APRIL 6	LAST DAY TO DROP WITH A "Q"	4/8/18
Week of April 9	Young Adulthood: Physical & Cognitive, Socioemotional & Career Development Text: Chapters 11 & 12 (62 pages) DT: Young Adulthood	4/15/18
Week of April 16	Developmental Paper Due Adulthood: Cognitive, Personality, & Social Development; Text: Chapter 13 (42 pages) DT: Adulthood	4/22/18
Week of April 23	Adulthood: Stress, Coping, & Life Satisfaction Text: Chapter 14 (24 pages)	
Week of April 30	Late Adulthood: Gains & Losses Text: Chapter 15 (34 pages) DT: Later Adulthood	5/6/18
Week of May 8	Final Exam due	5/11/18

Grades are due in to Registrar by noon on 5/14/18.

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STATE UNIVERSITY

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- 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 9pm on Sundays, except the final exam, which will be due by midnight on Friday.

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 DocSharing.



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STATE UNIVERSITY
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.