



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

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| Course Number | COUN 514 |
| Course Title | Human Growth and Development |
| Call Number/Section | 70530 |
| Class Times | |
| Class Location | |
| Textbook | HDEV 5 Human Lifespan Development Spencer A. Rathus Supplemental Text: ACA Code of Ethics- https://www.counseling.org/resources/ethics CRC Code of Professional Practice https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf |
| Instructor | |
| Office | |
| Office Hours | |
| E-mail address | |
| Telephone number | |

Course Description:

A study of human development through the life span including physiological, social, emotional, cognitive, language, and cultural influences.

Student

Learning Objectives/Outcomes for the Course

This course is designed to meet CACREP Core Standards 2.F.3 (HUMAN GROWTH AND DEVELOPMENT). The following standards are covered in this course:

2016 CACREP Standards Addressed in COUN 514

| Standards | Evaluation |
|---|---|
| 2.F.3.a: theories of individual and family development across the lifespan | Developmental Case Study/Analysis, Life Span Biography |
| 2.F.3.b: theories of learning | life Span Biography |
| 2.F.3.c: theories of normal and abnormal personality development | Kohlberg's Dilemma's Assignment Life Span Biography |
| 2.F.3.d: theories and etiology of addictions and addictive behaviors | Developmental Case Study/Analysis, Life Span Biography |
| 2.F.3.e: biological, neurological, and physiological factors that affect human development, functioning, and behavior | Developmental Case Study/Analysis, Life Span Biography |
| 2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior | Kohlberg's Dilemma's Assignment, Developmental Case Study/Analysis, Life Span Biography |
| 2.F.3.g: effects of crisis, disasters, and trauma on diverse individuals across the lifespan | Life Span Biography An Intervention Proposal |
| 2.F.3.h: a general framework for understanding differing abilities and strategies for differentiated interventions | An Intervention Proposal Developmental Case Study/Analysis |
| 2.F.3.i: ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan | Developmental Issues Presentation and Handout Assignment |
| 5.G.2.g: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders | Developmental Issues Presentation and Handout Assignment An Intervention Proposal |

Course Goals:

Knowledge

Students will:

- A. Demonstrate an understanding of the various theories of individual and family development and transitions across the life span;
- B. Demonstrate an understanding of the various theories of learning and personality development;
- C. Recognize the various characteristics of human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- D. Compare and contrast theories of identify development contributing to enhancing multicultural counseling competencies used in professional counseling.

Skills

Students will:

- A. Demonstrate effective application of various counseling strategies/interventions for facilitating optimum development over the life span;
- B. Critically evaluate and explain various controversial and emerging factors related to professional counseling that influence human development;
- C. Critically evaluate ethical and legal issues, identifying professionally acceptable practice, given various characteristics of human behavior, the nature and needs of individuals at all developmental levels, in professional counseling;
- D. Demonstrate the use of technology in explaining developmental research studies and identify methods and design utilized in such studies.

Attitudes & Values

Students will:

- A. Appreciate the value of understanding the nature and needs of individuals at all developmental levels, in professional counseling;
- B. Recognize the importance of understanding the nature and needs of diverse individuals at all developmental levels in the ethical provision of counseling services;
- C. Be receptive to unique characteristics of individuals, couples, families, ethnic groups, and communities, as well as personal biases;
- D. Perceive multicultural and pluralistic trends of individuals at all developmental levels, including characteristics and concerns between and within diverse groups nationally and internationally.

Course Objectives:

1. Understand theoretical models and issues relevant to human growth and development;
2. Demonstrate an understanding of the major theories of how humans develop and the strengths and shortcomings of each;
3. Identify the sequence of human development as it relates to:
 - Physical characteristics
 - Intellectual ability
 - Emotional experience
 - Social skills
 - Moral maturity
4. Recognize the impact of context and culture on human development;
5. Be able to describe various research methods and their application for studying human development;
6. Demonstrate an understanding of the historical foundations of human development;
7. Demonstrate an understanding of the clinical applications of human development;
8. Express an awareness of developmental processes relevant to their own personal development;
9. Learn to be reflective practitioners.

ASSIGNMENTS AND INSTRUCTIONS

SEE ASSIGNMENT TAB IN BLACKBOARD FOR DUE DATES

Orientation Survey

Complete this introductory survey based on the Graduate Psychology and Counseling Handbook AND the syllabus.

Developmental Issues Presentation and Handout (ASSIGNMENT TAB IN BLACKBOARD)

CACREP 2.F.3.i.; 5.G.2.g

Key Performance Indicator (KPI)- Students are required to earn an 80% or better to pass the KPI.

Choose a topic that interests you related to a developmental issue (e.g. mental retardation, autism, fetal alcohol syndrome, blended families, midlife crises, or Alzheimer's disease). The purpose of the project is for you to gain more knowledge or skill in an area that you can use in your current or future work in counseling. Please be sure to use the KEYWORDS and KNOWLEDGE of developmental theories that you have learned so far. You are required to prepare a PowerPoint presentation with voiceover using screencast with the following information included:

1. description of the problem / topic of investigation (review of the literature) and neurological, biological, and physiological factors that are present.
2. why this problem / topic is important
3. relevance of this problem / topic to minority populations
4. how is this problem / topic addresses by community counselors and school counselors (brief review of most relevant treatment, interventions, counseling strategies supported in the literature)
5. discuss strategies that will support resilience, optimum development, and wellness for the client
6. a conclusion summarizing the project including your personal perspectives and thoughts about the future of this topic

Prepare handouts for your classmates.

Kohlberg's Dilemma's (ASSIGNMENT TAB IN BLACKBOARD)

CACREP 2.F.3.c; 2.F.3.e.; 2.F.3.f.

Select **one** dilemma, answer the questions, and evaluate your level of moral reasoning based on research in the text. Answer the questions for the dilemma you have chosen, based on your knowledge of Kohlberg's stages of Moral Development. **Think key terms and application of the theory to the dilemma. Finally reflect on the activity.**

1. What are systemic and environmental factors that affect human development, functioning, and behavior?
2. Do you think these moral dilemmas accurately assess moral reasoning? Why or why not?

3.

Developmental Case Study/Analysis (ASSIGNMENT TAB IN BLACKBOARD)
CACREP 2.F.3.a, d, e, f

Please watch one of the movies listed. Using APA format (Times New Roman, 12pt font, double spaced), **choose a child character from one of the movies** below to observe with the following instructions in mind:

1. *Are We There Yet?* 2005.
2. *Eve's Bayou*. 1997.
3. *Playing with Fire*. 2019

- a) **Personal Meaning.** Write 3 paragraph not less than 750 words about how this movie is personally meaningful to you. Compare the child character's experience to your childhood experience during the same developmental stage. What "resonates" with your experience, and why? What did *not* resonate? What about the movie was "jarring" or "completely foreign" to your childhood experience? What did you like or dislike about what the child did in this movie, and why? Provide explanations and examples. *Demonstrate your powers of observation, seeing patterns, and making connections to the text in this section.*
- b) **Developmental Accuracy of Portrayal.** Write 2 paragraphs not less than 500 words about how accurately this movie portrayed your chosen child character based on what the course textbook and developmental theory led you to expect about this stage of Human Development. Did the movie *accurately* portray the child according to the course text's chapters on childhood? If so, in what ways? Did the movie *inaccurately* portray the child according to the course text's chapters on childhood? If so, in what ways? Provide explanations and examples. *Demonstrate your understanding of Human Development, expected norms, and departures from norms in this section.*

Please note that a plot summary is not necessary for this assignment.
Thank you for understanding.

An Intervention Proposal (ASSIGNMENT TAB IN BLACKBOARD)
CACREP 2.F.3.h; 5.C.1.b; 5.G.2.g

Imagine that you have developed an intervention for a population that you serve in a **hypothetical** societal setting and you would like to present the information to a board for approval. The purpose is for you to apply what you have learned in this class about the needs of the various groups (age, multicultural, gender, etc.). This intervention can take place in:

1. a school,
2. a community center,
3. a community faith group building, the YMCA, etc.

It should meet the needs of any group commonly found in societal groupings. Please ensure that the intervention is developmentally appropriate for the population being served, as well, using the text to **incorporate developmental theory and keywords** to indicate understanding of the needs of the population.

Topics to be covered in this proposal include as **APA subheadings** but are not limited to:

- * definition of population
- * justification/rationale for differentiated interventions that meet differing abilities
- * objective(s)
- * measurable goals and
- * detailed plans
- * assessment(s)/evaluation tool(s)
- * time limitations
- * cost concerns
- * recruiting participants
- * content/process

The paper has a 4-page minimum proposal APA format. The rule to follow is: *If someone were to find your proposal lying on a street corner, they would be able to carry it out completely because it is so specific. When the proposal is complete, post it as an attachment on Blackboard.*

Life Span Biography **CACREP 2.F.3.a-g**

You will complete an autobiography capturing your own human, social and emotional, development 8-10 pages.

FORMAT: In APA format, please use the headings and sub-headings listed for each entry.

CONTENT:

- Developmental concepts from each chapter **MUST** be incorporated into each of your responses.
- Sample text concepts include but are not limited to: **stages of psychosocial, cognitive, physical, and moral development**; nature vs nurture; birth order, parenting styles and

attachment; six functions of friendships and peer pressure; career exploration, selection and maintenance; risky behaviors, ambivalence between independence and dependence; spiritual issues; gender, age and cultural ‘-isms’; health concerns.

Infancy:

- Describe what your family recalls about your eating, sleeping habits, motor development, potty training, temperament.
- Share what they stated in relation to the biggest changes they noticed during this time.
- What neurological, biological, and physiological factors were present during infancy?

Childhood:

- Discuss your family relationships, times together, parenting style of your parents & what style you believe in; similarities & differences between you and your siblings [parents if an only child]; friendships [how did they form, conflicts that arose, lessons learned]; activities [types, how were they chosen, triumphs& trauma, ties to fine& gross motor skills, their benefits & limits]
- Share your favorite childhood memories; and who were your hero[es] and why
- Describe your childhood affects you today
- Discuss any crises or disasters your family experienced

Adolescence:

- Discuss your family relationships, role changes, communication patterns; identity and independence issues; friendship development and changes, peers’ influences and responses to them; types, as well as the positive and negative impact of extra-curricular activities; morality, spiritual, academic and vocational issues; gender influences. Recall a big decision that you made during adolescence. Describe the thought processes, your feelings of preparedness to make the decision, people you talked with, and those that talked to you about it, how you made the decision, and the outcome.
- Share your favorite adolescent memories; and who were your hero[es] and why
- Describe how your adolescence affects you today

Early Adulthood:

- Discuss when and why and how you made college decisions; changes in family, friend and dating relationships; hobbies and interests, outside activities; work experiences; changes in self-concept and identity; gender issues.
- Recall a big decision that you made during adolescence. Describe the thought processes, your feelings of preparedness to make the decision, people you talked with, and those that talked to you about it, how you made the decision, and the outcome.
- Share your favorite early adulthood memories; and who are/were your hero[es] and why
- Describe how your early adulthood is affecting/affects you today

- Discuss how any childhood crisis, disasters, or trauma impacted your life and family

Middle Age:

- Describe your perceptions of when middle age starts; what your life will be/is like at this stage; relationships with family and friends; parenting issues [with your parents and, if you have them, with your children]; vocational, spiritual and health issues
- Share your positive expectations of middle age/favorite middle age experiences; and who might be/are your hero[es] and why Describe how this stage will possibly affect your future development /affects you today

Late Adulthood:

- Describe your perceptions of and feelings about retirement; anticipated changes [e.g., lifestyle, health, memory, family and friendships, financial, residences, activities] and plans for retirement; personal and media influences on these expectations
- Share your positive expectations of older age; and who your hero[es] might be and why
- Describe how this stage will impact your developmental process

Summary

Share your experiences with death; trauma, crises; stage you were at when they occurred & perception of what these events meant; rituals involved; others' responses to these events & your own; how they impacted your development o Reflect on your life thus far & discuss whether you see yourself as a product of your childhood or other influences. Describe the most significant change in your life to date, what has most influenced who you are now, & what has been the most important lesson you have learned so far.

Describe a closing statement that depicts who you are; your journey in life so far.

CONFIDENTIALITY - Because self-analysis is so important to promote understanding ourselves, and therefore important to counseling, each of you will be introspecting and analyzing yourselves. This is a course that will involve some self-examination and some degree of sharing personal information with the class. Therefore, students must be sensitive to the right to privacy of other students. It is important to be discrete and appropriate in your personal sharing in our "classroom"; therefore, be VERY mindful of what personal information you post onto *Blackboard*. It is important to self-disclose about yourself; BUT ALSO, to be very mindful of what you share in "class" and NOT to share those personal things that you might regret sharing, at some later point. Further, you must be sensitive to the privacy of your fellow students, and that all information shared REMAIN CONFIDENTIAL!

Grading Scale

| Assignment | Points |
|--------------------|--------|
| Orientation Survey | 100 |

| | |
|---|------------|
| Discussion Board Entriesx16 (25 pts each) | 400 |
| Kohlberg's Dilemma's | 100 |
| Developmental Issues Presentation and Handout | 50 |
| Developmental Case Analysis | 50 |
| Life Span Biography | 100 |
| Total | 800 |
| | |

Grading Scales

| Percentage | Grade | Qualities | Range if Total Point = 800 |
|------------|-------|---|--|
| 94% - 100% | A | Student work exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concept or process with ability to transfer knowledge. The student communicates well, thinks concretely and abstractly, and analyzes and interprets mathematical and pedagogical ideas. | 752-800 |
| 92% - 93% | A- | | 736-751 |
| 90% - 91% | B+ | The student articulates concepts and communicates ideas clearly. The work completed shows evidence of original thought or creativity, reflection or thoughtful questioning. The quality of work exceeds the requirements in some ways. | 720-735 |
| 86% - 89% | B | | 688-719 |
| 84% - 85% | B- | | 672-687 |
| 82% - 83% | C+ | The student meets the objectives but not exceed them. The student can do the basics of the tasks required. Communication may be clear or not. .. | 656-686 |
| 78% - 81% | C | | 624-655 |
| | | | |
| 76% - 77% | C- | Inadequate work, below minimum requirements. | 608-623 |
| 74% - 75% | D+ | | 592-607 |
| 70% - 73% | D | | 560-591 |
| 68% - 69% | D- | | 510-524 |
| below 68% | F | Missing or well below minimum requirements. | 0-543 |
| | | | Actual points may vary by +- 1 according to rounding |

SERVICES FOR PERSONS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

COMMITMENT TO DIVERSITY

The College of Education, Humanities, and Behavioral Sciences is committed to providing students with appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand accept, and embrace diversity and equity in the learning process.

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

Grading Turn Around Time

Assignments within this online course are due on **Sunday by 11:59 p.m.** Instructors are given 7 days after the end of each Unit to grade submitted work. If an assignment, however, is extremely comprehensive such as an APA formatted assignment or major project, then grading may take a bit longer, so your patience is appreciated.

Considerations for Scoring High in Discussion Board:

Be Active Discussion Boards

You are required to participate in the Discussion Board, and you should post on the board at least 5 to 7 times (during that single week). For more information about Discussion Board requirements, click on the Discussion Board Tips menu option

For our course, we will be using the discussion board to engage in discussion based off of the text, other readings and assignments. When commenting on a peer's post, please do not give evaluative feedback (Good job, I really liked your post, etc.) Rather, discuss in detail:

- A. what you read in their post,
 - B. whether or not you agree, and why.
 - C. Hence, it is important to offer an analysis and work to move the conversation forward.
-
- Try your best to post in the board by Wednesday or Thursday of every week (at the latest) and continue to post throughout the week. Post on the board at least 5 out of 7 days (as a minimum).
 - Remember, the discussion board closes at midnight on Sunday of each week. That does not mean we expect students to discuss up until midnight. That is simply when the board officially closes and you can no longer post on the unit's board.
 - Each discussion board forum you participate in is graded based on a rubric scoring plan. See the Discussion Board rubric for more information.
 - Every student must actively participate in the learning activities such as projects, discussion, and completing all assignments.
 - All students are encouraged to make contributions to the class by demonstrating their strengths they brought in and sharing their experiences in board discussions, when necessary.

Understanding the Course Structure

Each unit flows on a 7-day calendar. You have 24/7 access to this course. Each new unit begins on a Monday and ends the following Sunday (at 11:59 p.m.). That means that all unit assignments must be submitted and completed by Sunday (11:59 p.m, your time).

Be Self-Directed

As an online student, your instructor will not call you to "walk you through" each assignment and remind you about pending due dates; that is your responsibility. This course is designed and organized in such a fashion that there should be no question as it relates to what assignments you have to complete each week. Thus, it is vital to read all unit information and submit all assignments prior to their due date. However, if you find discrepancies in what is on Blackboard and the syllabus, please be sure to let me know.

Be Visible, Engaged and Present

Many students enroll in online courses because they think it will be easier. That is a false perception. Online courses actually can be more challenging because they require the student to be visible, engage and present; there is no sitting in the back of the class in an online course. When you are not present or engaged, everyone will notice. Thus, you need to be visible, engaged and present in all activities in the course. Showing up on the last day of each week attempting to get your work done will not work.

Connectivity

As an online student, you are expected to maintain an active and persistent connection and presence in this class. Saying that your computer is not working is not an acceptable excuse, nor is not submitting an assignment due to computer software related issues. You have to have a back-up plan if you plan on taking an online course. Failure to stay connected and engaged in the class will lead to unsuccessful attempt at passing this class.

In addition, your instructor is your instructor. He or she is not an IT Specialist. Thus, you will need to work with AAMU as much as possible to resolve computer issues or your computer company for more robust computer issues. The library and university computer labs are always an option. Again, you have to have a back-up plan in place when taking an online course.

Best Ways to Troubleshoot:

1. Make sure you have downloaded all the software required in this course as outlined under the START HERE button.
2. If you are having trouble with one of the Web 2.0 products in the course (i.e, Screenr), trouble shoot using their site.
3. If you are having trouble with Internet Explorer, try another Web Browser like Firefox or Chrome.
4. Use a different computer.
5. If you do not have a different computer, use AAMU's library computer or a local library computer.
6. Use a friend's computer or family computer

Late Work

Assignment Deadlines: We have 16 Modules in this class. You have one week to complete each Module. Each online week runs for 7 days. The week begins every Monday and ends on the following Sunday at 11:59 p.m. All work, then, must be submitted no later than each Sunday (night) by 11:59 p.m.

Late Work: Late assignments are NOT accepted UNLESS they are accompanied by an official university excuse. **Please do not contact me regarding an extension otherwise.** As this is an online course, you have access to all the information and assignments well in advance. While I do understand that emergencies arise, it is your responsibility to obtain an official university excuse, when necessary.

Discussion Board Make-up: Discussions Board activity **cannot** be made up since it is dependent on interaction with other students and is a core component to taking an online course.

Note to Students: Post all questions related to your Syllabus in the Q&A Chatroom. Failure to post any questions provides the institution with the understanding that you understand and support the full contents of this syllabus.

ASSIGNMENT CALENDAR

| CACREP STANDARDS | Week | TOPIC ASSIGNMENT | ASSIGNMENT |
|-------------------------|----------------------------|---|---|
| 2.F.3.a, b, c | 1 January 10-16 | Histories, Theories and Methods <i>CACREP STANDARDS</i> 2.F.3.a, b, c | Review syllabus and familiarize self with canvas Introduce yourself in the Discussion Board Read chapters 1 and 2 |
| 2.F.3.a, b, c | 2 January 17-23 | Heredity and Prenatal Development <i>CACREP STANDARDS</i> 2.F.3.a, b, c | Read Chapter 3 Discussion Board |
| 2.F.3.a, b, c | 3 January 24-20 | Birth and the Newborn Baby: In the New World <i>CACREP STANDARDS</i> 2.F.3.a, b, c | Read Chapter 4 COMPLETE ORIENTATION QUIZ Discussion board |
| CACREP 2.F.3.c; | 4 January 31-February 6 | Infancy: Physical Development <i>CACREP STANDARDS</i> 2.F.3.c | Read Chapter 5 Discussion Board |
| 2.F.3.a, b, c | 5 February 7-13 | Infancy: Cognitive Development <i>CACREP STANDARDS</i> 2.F.3.a, b, c | Read Chapter 6 Discussion board |
| 2.F.3.i.; 5.G.2.g | 6 February 14-20 | Infancy: Social and Emotional Development <i>CACREP STANDARDS</i> 2.F.3.i.; 5.G.2.g | Read Chapter 7 Developmental Issues and Handout Presentation Discussion Board |
| 2.F.3.a, b, c | 7 February 21-27 | Early Childhood: Physical and Cognitive Development <i>CACREP STANDARDS</i> | Read Chapter 8 Discussion board |

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| | | 2.F.3.a, b, c | |
| 2.F.3.e.; 2.F.3.f. 2.F.3.i | 8 February 28- March 6 | Early Childhood: Social and Emotional Development <i>CACREP STANDARDS</i> 2.F.3.e.; 2.F.3.f. 2.F.3.i | Read Chapter 9 Discussion Board Kohlberg's Dilemma Due. |
| 2.F.3.e | 9 March 7-13 | Middle Childhood: Physical and Cognitive Development <i>CACREP STANDARDS</i> 2.F.3.e | Read Chapter 10 Discussion board |
| 2.F.3.e 2.F.3.h; 5.C.1.b; 5.G.2.g | 10 March 14-20 | Middle Childhood: Social and Emotional Development <i>CACREP STANDARDS</i> 2.F.3.e 2.F.3.h; 5.C.1.b; 5.G.2.g | Read chapter 11 Developmental Case Analysis Due Discussion Board |
| 2.F.3.a, b, c | 11 March 21-27 | Adolescence: Social and Emotional Development <i>CACREP STANDARDS</i> 2.F.3.a, b, c | Read chapter 13 Discussion board |
| SPRING RECESS | 12 March 28-April 3 | SPRING RECESS | SPRING RECESS |
| 2.F.3.a, b, c 2.F.3.h; 5.C.1.b; 5.G.2.g | 13 April 4-10 | Early Adulthood: Social and Emotional Development And Middle Adulthood: Physical and Cognitive Development <i>CACREP STANDARDS</i> 2.F.3.a, b, c 2.F.3.h; 5.C.1.b; 5.G.2.g | Read chapter 16 and 17 Discussion Board Intervention Proposal Due |
| 2.F.3.a, b, c | 14 April 11-17 | Entering Mid-life <i>CACREP STANDARDS</i> | Read chapter 18 and 19 Discussion board |

Lifespan Spring 2022

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| | | 2.F.3.a, b, c | |
| 2.F.3.a, b, c | 15 April 18-24 | Late Adulthood: Social and Emotional Development And Life's Final Chapter <i>CACREP STANDARDS</i> 2.F.3.a, b, c | Discussion Board Lifespan Biography Due |
| | 16 April 25-May 1 | | |

If you notice discrepancies in the syllabus vs what is presented in Blackboard, please let me know. My only goal is to ensure that we are ALL organized and successful!