

Syllabus

ED 6308: Advanced Human Growth & Development Sul Ross State University Summer I- 2015

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Course Description:

A study of the human lifespan from conception to death focusing on the biological, cognitive, social, emotional, and moral development of the infant, child, and adult at various stages. Theories, research, and applications for effective educational, counseling, and interpersonal experiences will be covered.

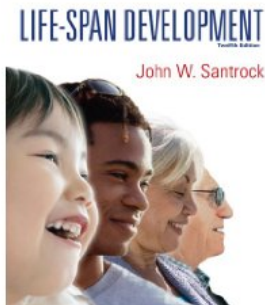
PROGRAM LEARNING OUTCOMES

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students /clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

Required Textbook:

Santrock, J.W. (2009). *Life-Span Development* (12th Ed.). New York: McGraw-Hill. ISBN: 978-0-07-337021-7

**Suggested Textbooks:**

All written assignments *must follow the APA writing style*. If you are unfamiliar with the APA writing style, it is strongly suggested that you purchase an APA 6th edition manual.

Student Learning Objectives:

Upon successful completion of this course, the student should be able to:

1. Identify and correctly list stages of development (biological, cognitive, moral, and social) during the life cycle of the individual as proposed by various psychological theories.
2. Describe the developing person at different periods in the life span.
3. Identify disturbances in the developmental process along with possible reasons for these disturbances.
4. List different methods of studying human behavior along with the strengths and weaknesses of each.
5. Apply implications from various developmental models to counseling and/or educational processes and situations.

6. Recognize the similarities and differences within and among people of all ages, cultures, and social backgrounds.
7. Identify major problems of children and adolescents as they grow toward maturity and think about possible solutions based on specific developmental theories.
8. Review research studies related to various aspects of human development and translate their meanings and implications for education and counseling.

Class Policies:

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site every day. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

LATE WORK IS NOT ACCEPTED

SRSU Disability Services: The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Disability Services Coordinator in Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203. Fax: 432-837-8363.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

TExES Competencies Covered in ED 6308:

School Counselor Standard I

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

School Counselor Standard II

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

School Counselor Standard III

Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

School Counselor Standard IV

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

School Counselor Standard V

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Reading Specialist

Competency 001. Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

The student will demonstrate knowledge of the stages of oral and written language development issues by conducting interviews of people of varying ages and writing a report, which analyzes the development of each individual.

Special Education Teacher

Competency 001 The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

The student will demonstrate their understanding of the ways in which physical disabilities and health impairments relate to development and behavior by conducting interviews of people of varying ages and writing a report which analyzes the development of each individual and comparing development with current theorists.

Educational Diagnostician

Competency 009. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

The student will demonstrate knowledge of family systems and the role of parents by conducting interviews of people of varying ages and writing a report, which analyzes the development of each individual and comparing development with current theorists.

Principal

Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The student will demonstrate knowledge of the diverse interests and needs of individuals of different ages and developmental levels by conducting interviews of people of varying ages and writing a report, which analyzes the development of each individual and comparing development with current theorists.

Course Assignments:

1. Chapter Quizzes: (30% of overall grade)

There will be 9 chapter quizzes worth 25 points each. There is no time limit for taking the quiz but you must complete the quiz in one setting. You may not logon, logoff, and logon again. You may take the quiz only one time. **You MAY NOT collaborate on the chapter quizzes.** To do so will violate stated rules regarding academic honesty and you will be dropped from the course. Answers will not be provided until all students have taken each quiz.

Quizzes are due at 12:00 a.m. (midnight) on the day they are scheduled. Quiz dates are: **June 9** (chapters 1 & 2), **June 11** (chapters 3 & 4), **June 16** (chapters 5, 6, & 7), **June 18** (chapters 8, 9, & 10), **June 23** (chapters 11, 12, & 13), **June 25** (chapters 14 & 15), **June 30** (chapters 16 & 17), **July 2** (chapters 18, 19), and **July 5** (chapter 20). Quizzes will consist of multiple choice, matching, discussion, and/or listing type questions.

2. Discussion Board Activities: (20% of overall grade)

Each week you will be responsible for three chapter discussion board POSTs and RESPONSEs. Chapter discussion board POSTS and RESPONSES are due each week by 12:00 a.m. (midnight) on Saturday. Each chapter discussion board post is worth 15 points and each discussion board response is worth 5 points=20 x 3=60 points total. A response is directed towards a fellow students posting. In other words, you are going

to review a fellow students chapter discussion board post and provide a response. Response postings must entail more than "great posting" or "good job". Although these phrases may be included, you must expand on your thoughts and present good responses.

3. *Developmental Studies: (50% of overall grade)*

The developmental case studies for this course will serve as both the midterm and final exams and are worth **100 points each**.

The first case study (childhood through adolescence) will serve as the midterm and is due Sunday, **June 14**, at 12:00 a.m. (midnight).

The second case study (young adulthood through older adulthood) will serve as the final exam and is due Sunday, **June 28**, at 12:00 a.m. (midnight).

GRADING: A=100-91% B=90-81% C=80-71% D=70-61%

Chapter Quizzes	30 %
Discussion Boards	20 %
Developmental Studies	50 % (25% each)
Total.....	100%

Graduate students must maintain a 3.0 GPA to remain in good standing.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

Discussion Board Assignments:

Discussion Board #1-Due June 6

Chapter 1

Discuss the following myth: My baby started walking and talking earlier than other babies. I know he will be smart.

Chapter 3

Chapter 3 illustrates a number of the issues discussed in the Nature of Development box presented in chapter 1. Which of the following topics taken from chapter 3 correctly illustrates the chapter 1 topic paired with it? Choose the best answer and explain why.

- a) germinal, embryonic, and fetal periods: stability
- b) embryonic development: maturation
- c) teratology: biological determinants and influences
- d) miscarriage/abortion: discontinuity
- e) what to expect when you are expecting: cognitive processes

Chapter 5

Explain Piaget's concept of a scheme, and give an example of both a behavioral scheme and a mental scheme. Explain the processes of assimilation and accommodation (discussed in chapter 2) using these concepts.

Discussion Board #2-Due June 13

Chapter 6

Describe the development of attachment in infancy.

Chapter 8

When he discusses gender issues in chapter 8, Santrock clearly indicates how a variety of theoretical perspectives attempt to understand developmental gender phenomena. However, his treatment of other topics in the chapter is not so explicitly linked to theoretical perspectives. For this question, your task is to decide which of the following topics is a reasonable match with the perspective paired with it. Choose the best answer and explain why.

- a) effects of divorce on children: psychoanalytic theory
- b) effects of television viewing: social cognitive theory
- c) self-understanding: behavioral theory
- d) working-parent solutions: ethological theory

Chapter 10

Bullying a serious problem. Discuss bullying and include 3 types.

Discussion Board #3-Due June 20

Chapter 11

Explain why physical development during puberty seems to cause so much more concern to individuals at this age than physical development does at any other ages.

Chapter 13

Identify the changes in physical development in young adults, specifically obesity.

Chapter 15

Discuss gender differences in health and the effect of socioeconomic status (SES).

Discussion Board #4-Due June 27

Chapter 16

Chapter 16 presents a number of theories and perspectives on socioemotional development in middle adulthood. Which of these best captures the contrasting lives of Sarah and Wanda sketched in the Images of Life-Span Development insert that opens the chapter. Choose the best answer and explain why.

- a) Erikson's generativity versus stagnation
- b) Gould's midlife crisis
- c) Levinson's transition to middle adulthood
- d) Contemporary life-events theory
- e) Individual variation (e.g., Farrel and Rosenberg's study)

Chapter 18

Throughout the text, you have learned about different approaches to cognitive development. For example, in chapter 1 you learned about the Piagetian and information-processing approaches; in chapters 5 and 7 you learned about other approaches; and in chapter 13 you learned about the stage theories of LaBouvie-Vief and Schaie. Which of these approaches has generated what we know about cognitive changes in old age? Choose the best answer and explain why.

- a) Piagetian approach
- b) information-processing approach
- c) individual differences approach
- d) LaBouvie-Vief's approach
- e) Schaie's approach

Chapter 20

Discuss the phases of grief.

Developmental Studies:

You will write two developmental studies during this course. The first developmental study will be written on a child/youth/adolescent. You may choose the developmental level (Infancy, Early Childhood, Middle & Late Childhood or Adolescence) and include multiple theories/theorists (Piaget, Bruner, Vygotsky, Erikson, Kohlberg, Bandura, etc.) which you will investigate as a part of this paper. You will provide the following information for your subject: **I. Identifying Information; II. Developmental Changes (Physical, Emotional, Social, Cognitive, Language and Moral); III. General Assessment.** This paper will serve as your midterm examination.

The second developmental study will be exactly as the first with the exception that it will be written on an adult. You may choose the developmental level from **Early Adulthood, Middle Adulthood, or Late Adulthood.** You will provide the following information as is relevant for your subject: **I. Identifying Information; II. Developmental Changes (Physical, Cognitive, Personality, Careers, Work, Leisure, Relationships, Religion, Meaning in Life, Health, and Aging); III. General Assessment.** Select the theories/theorists that are appropriate for your subject on which to base your assessment in each area. This paper will serve as your final examination.

NOTE: Each paper must be written using APA guidelines using appropriate documentation. *This is NOT an opinion paper.* You must analyze the development of an individual of your choosing. You MAY NOT use your spouse or your own children as the subject of the developmental study. You MAY use a parent, grandparent, or other such relative. The written body of the papers should be 3 – 5 pages in length (Times New Roman 12 pt. font, double-spaced) and provide specific information related to how the subject you are analyzing “fits” in the categories used for analysis (see above) according to the theory/theorist you have chosen to review. *You must use the textbook and other supporting information to support your statements. A minimum of 25 points will be deducted from a paper with no supporting documentation. References must be cited within the body of your paper. Papers with multiple errors and/or excessive similarity reported through SafeAssign will receive a reduction in grade.*