

Syllabus

ED 6308: Advanced Human Growth & Development Sul Ross State University Summer 2021

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Virtual Office Hours: Daily, Daily, email for appointment

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.

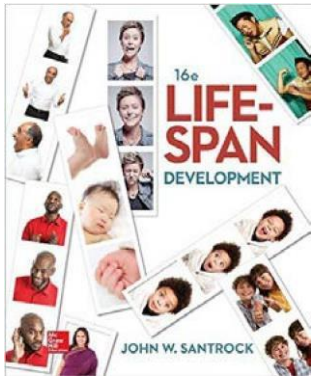
STUDENT LEARNING OUTCOMES

This course contributes to the following required student 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. (2017). Life-Span Development (16th Ed.). New York: McGraw-Hill.
ISBN: ISBN: 13: 978-1259550904**



American Psychological Association (2019). The publication manual of the American Psychological Association. Seventh Edition. Washington, D.C. American Psychological Association.

COUNSELOR EDUCATION MARKETABLE SKILLS:

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

Student Learning Objectives:

Upon successful completion of this course, the student will 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.

CACREP STANDARDS FOR CMHC STUDENTS

Section 2: Professional Counselor Identity Subsection

F3: Human Growth and Development

- a. Theories of individual and family development across the life span
- b. Theories of learning
- c. Theories of normal and abnormal personality development
- d. Theories and etiology of addictions and addictive behaviors
- e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. Systematic and environmental factors that affect human development, functioning, and behavior
- g. Effects of crisis, disasters and trauma on diverse individuals across the lifespan
- h. A general framework for understanding differing abilities and strategies for differentiated interventions
- i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Section 5: Entry-Level Specialty Areas Clinical Mental Health Counseling

Subsection C2: Contextual Dimensions

- g. impact of biological and neurological mechanisms on mental

Class Policies:

ATTENDANCE POLICY: Distance Learning Non-Participation Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance learning courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

not logging on to the course not
submitting assignments not participating
in scheduled activities
not communicating with the instructor by phone or email, and/or not
following the instructor's participation guidelines stated in the syllabus

PARTICIPATION REQUIREMENT

Each student will be expected to stay in regular communication with his/her professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days. If a timely response is not received, 50 points will be deducted from your overall grade. (No Excuses)

Technology Requirements: Since the Counselor Education Program is a predominately web delivered program, students are required to have their own computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, YouTube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

SRSU Disability Services:

ADA (Americans with Disabilities Act) Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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.

Course Assignments:

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

Chapter discussion board POSTS and RESPONSES are due by 12:00 a.m. (midnight) on the given due date. **Each chapter discussion board post is worth 15 points and each discussion board response is worth 5 points=20 points total.** A response is directed towards a fellow student's posting. In other words, you are going to review a fellow student's 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.

2. *Chapter Quizzes: (30% of overall grade)*

There will be 20 chapter quizzes **worth 40 points each**. There is no time limit for taking each quiz but you must complete each 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.

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 **Thursday, July 22**, at 12:00 a.m. (midnight).

The second case study (young adulthood through older adulthood) will serve as the final exam and is due **Thursday, August 5**, at 12:00 a.m. (midnight).

Developmental Studies:

You will write two developmental studies during this course. The ***first developmental study*** will be written on a child/youth/adolescent that you have observed. You may choose the developmental level from (**Infancy, Early Childhood, Middle & Late Childhood or Adolescence**) and include analysis using 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 that you have observed. You may choose the developmental level from (**Early Adulthood, Middle Adulthood, or Late Adulthood**) and include analysis using 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 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.***

Example theory/theorist:

Erickson: Stages of Identity

Development Kohlberg: Levels of Moral Development

Piaget: Stages of Cognitive Development

Super: Life Stages

NOTE: Each paper must be written using APA guidelines using appropriate documentation. ***This is NOT an opinion paper.*** You must analyze the development, in real time, of an individual of your choosing. You MAY NOT use your spouse, your own children, previous encounter, or a deceased individual, 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 4 – 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.***

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

Writing Programs: SafeAssign

SafeAssign

What is the Safe Assignment Tool?

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment’s flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism.

You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like.

This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

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Calendar of Assignments

NOTE: LATE ASSIGNMENTS ARE NOT ACCEPTED.

Be ready to dive right in, one assignment is due nearly every day.

Chapter 1-Due 12:00(midnight)

Discussion Board Postings and Responses- Chapter 1-Due: Friday, March 19 Chapter 1 Quiz, Due: Saturday, July 10

Chapter 2-Due 12:00(midnight)

Chapter 2 Quiz, Due: Sunday, July 11

Chapter 3-Due 12:00(midnight)

Discussion Board Postings and Responses- Chapter 3-Due: Tuesday, March 23 Chapter 3 Quiz, Due: Monday, July 12

Chapter 4-Due 12:00 (midnight)

Chapter 4 Quiz, Due: Tuesday, July 13

Chapter 5 Quiz, Due: Wednesday, July 14

Chapter 5-Due 12:00 (midnight)

Discussion Board Postings and Responses-Chapter 5-Due: Thursday, July 15

Chapter 6-Due 12:00(midnight)

Chapter 6 Quiz, Due: Friday, July 16

Chapter 7-Due 12:00 (midnight)

Discussion Board Postings and Responses-Chapter 7-Due: Saturday, July 17

Chapter 7 Quiz, Due: Sunday, July 18

Chapter 8-Due 12:00(midnight)

Chapter 8 Quiz, Due: Monday, July 19

Developmental Study:

Due Thursday, July 22, 12:00 (midnight)

Chapter 9-Due 12:00 (midnight)

Discussion Board Postings and Responses-Chapter 9-Due: Friday, July 23

Chapter 9 Quiz, Due: Saturday, July 24

Chapter 10-Due 12:00 (midnight)

Chapter 10 Quiz, Due: Sunday, July 25

Chapter 11-Due 12:00(midnight)

Discussion Board Postings and Responses-Chapter 11 Due: Monday, July 26

Chapter 11 Quiz, Due: **Tuesday, July 27**

Chapter 12-Due 12:00 (midnight)

Chapter 12 Quiz, Due: **Tuesday, July 27**

Chapter 13-Due 12:00(midnight)

Discussion Board Postings and Responses-Chapter 13-Due: Wednesday, July 28

Chapter 13 Quiz, Due: Thursday, July 29

Chapter 14-Due 12:00(midnight)

Chapter 14 Quiz, Due: Friday, July 30

Chapter 15-Due 12:00 (midnight)

Discussion Board Postings and responses

Chapter15-Due: Saturday, July 31

Chapter 15 Quiz, Due: Sunday, August 1

Chapter 16-Due 12:00(midnight)

Chapter 16 Quiz, Due: Monday, August 2

Chapter 17-Due 12:00 (midnight)

Discussion Board Postings and Responses-Chapter 17-Due: Tuesday, August 3

Chapter 17 Quiz, Due: Wednesday, August 4

Adult Developmental Study: Due

Thursday, August 5, 12:00(midnight)

Chapter 18-Due 12:00(midnight)

Chapter 18 Quiz, Due: Friday, August 6

Chapter 19-Due 12:00(midnight)

Discussion Board Postings and Responses-Chapter

19-Due: Saturday, August 7

Chapter 19 Quiz, Due: Sunday, August 8

Chapter 20-Due 12:00(midnight)

Chapter 20 Quiz, Due: Monday, August 9