EDUC 5339: Human Growth and Development
Online

Instructor: Dr. Marilyn Adams
Phone: 281-650-8744 (cell)
Room
Office Hours:
Date/Time: Th. 5:00 PM – 8:00 PM
Phone/Email: adamsma@stthom.edu


*Additionally: One of the text listed below (According to which you choose for case study):


SOCIAL JUSTICE TEACHINGS OF THE CATHOLIC CHURCH

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St Thomas counseling program students, along with the grade school students in which they work with, receive confidentiality, respect and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course, equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.
COURSE DESCRIPTION

General processes of development from conception through death with attention to physical, cultural, social and emotional relationships.

HOW TO CONTACT YOUR INSTRUCTOR:

I can be contacted by e-mail through my UST e-mail address above or by phone. I will usually respond within 24 hours. If I will be away for a longer period of time, I will post my return date on the Announcement section ahead of time. I will also be checking my St Thomas email weekly to answer any questions that have been posted there by students. Text me if you need immediate answers.

COURSE GOALS AND OBJECTIVES:

Upon successful completion of the course, the student will possess the skills necessary to understand theoretical approaches to human development as follows:

1. Communicate a basic knowledge of developmental theories and research.
2. Distinguish between the different theoretical approaches to understanding and interpreting development.
3. Identify developmental tasks in major milestones of human development.
4. Discuss various aspects of prenatal development, birth, and postnatal development. Discuss aspects of physical development from infancy through old age.
5. Discuss aspects of physical, cognitive, language, emotional, and social factors in human development from birth to death and the interrelationship of their developmental areas.
6. Understand the effects of social forces on human development including family, peers, and other societal factors.
7. Interpret the influence of heredity and environment on human development.
8. Draw inferences from human development for professional and personal development.
9. Indicate a working knowledge of a social systems approach to human growth and development.
10. Indicate an understanding of our biological heritage.

STUDENT OUTCOMES

By the conclusion of this course, participants will demonstrate knowledge and understanding of:

1. The physical, cognitive and social/emotional development of the various stages of human growth.
2. An alignment of observations of individuals’ physical, cognitive and social/emotional development to the theories presented in the course.
3. Theories, methods and research findings of life-span psychology.
4. The major developmental theorists and discuss what each brings to or adds to the study of human development.
5. How people change in terms of their cognitive abilities, psychosocial development (including moral reasoning, affective development, and personality development), and biosocial status through the lifespan.
6. The research on the relative contributions of heredity (nature) versus environment (nurture) to various aspects of development.
7. Identify some of the factors that put people at increased risk for developing psychological problems at each stage of the lifespan.
8. Compare cultural differences affecting human growth and development.
METHODOLOGY

This course is conducted on-line. You are expected to be active learners and submit your assignments via Blackboard on time. You are expected to download the power points and listen to the lectures and to read every chapter and any other assigned reading.

ASSIGMENTS

- **Readings:** Weekly Readings in the textbook.
- **Lectures:** All Lectures are posted in the Course Documents of Blackboard. There is one lecture per week that relates directly to the week’s assignments.
- **Discussion Board:** You are required to engage in a weekly discussion. You are required to research the topic and include the citation at the bottom of your discussion thread. Your thread must be at least 10 lines. You must respond to at least three peers with a substantial response. If you miss two Discussions in a row I will assume you have dropped the course, unless you have notified me of your absence in advance. Due weekly. **Will open on Mondays, close on Sundays.**
- **Field Experiences Reports – Due week of 6/22/15**
  - You are required to observe six (6) individuals in various stages of the lifespan: (1) a child in early childhood (3-6); (2) a child in middle childhood (7-12); (3) an adolescent (13-17); (4) a young adult; (5) someone in Middle Adulthood; (6) someone in Late Adulthood.
  - In your written report, compare and contrast what you observed to Berger’s account of the person’s physical, cognitive and social/emotional stage of development. Use citations of outside readings. **Your paper should 1 page each stage; in APA format and have references, please.**
- **PowerPoint Presentation (Individual):** Create a 22 slide presentation on one of the topics listed below.
  - **Term Paper (Book Report):** Choose a book by Maya Angelou or John Elder Robison. **Due week of 6/22/15.**
  - **Final:** The final exam will consist of 100 questions covering the last four weeks of class (Ch. 1-Epilogue)
  - Late assignments will be counted off by 10% and not accepted after two days.

Power Point Assignment on Mental Disorders:

You will create a PowerPoint presentation (22 slides) on a Disorder below. Include the following from the DSM V and any other reference. At least 3 references, please. Attach a hard copy in Blackboard for the instructor and classmates along with your presentation.

1. Diagnostic Features
2. Associated Features
3. Associated Laboratory Findings
4. Associated physical examination findings and general medical condition
5. Specific age and gender features
6. Prevalence
7. Course
8. Familial Patterns
9. Differential Diagnosis
Disorders:

1. Down Syndrome - Jaime Gomez - 6/15/15
2. Asperger Syndrome – Laura Gomez – 6/15/15
3. Eating Disorder of Infancy or Early Childhood - Toni Mack – 6/15/15
4. Tourette’s Disorder – Curtis Graham – 6/8/15
5. Mental Retardation – Tomas Guerra – 6/8/15
6. Learning Disorder (include, Reading, Writing & Math) - Thuy Kim – 6/8/15
7. Communication Disorders – Expressive Language
8. Autistic Disorder
9. Attention Deficit/Hyperactive Disorder – Laura Hees – 6/15/15
10. Conduct Disorder - Priscilla Hernandez – 6/15/15
11. Oppositional Defiant Disorder - Becky Jimenez – 6/15/15
12. Separation Disorder
13. Selective Mutism
14. Delirium
15. Amnestic Disorders - Cecilia Mora – 6/22/15
16. Substance Induced Disorders
17. Alcohol Intoxication (Alcohol Induced Disorder)
18. Dementia
19. Alzheimer - Chevelle Kirkpatrick – 6/22/15

Book Report - (Term Paper): There are 2 case study options, which include Maya Angelo’s I Know Why the Caged Bird Sings, and John Elder Robinson’s Look Me in the Eye: My Life with Aspersers. For this assignment, students will write a 6 – 10 page paper, double spaced, 12 point font (no exceptions) utilizing APA formatting. The paper will discuss childhood experiences of development. You may use course materials (text, supplementary readings, class notes, etc.) to build a framework of theory and research to analyze development. This assignment will help you, as a student, to understand the complex issues of race/disabilities, gender, and social class in development. Due week of 6/22/15

COURSE REQUIREMENTS:

1. Students will complete all responsibilities for the course and adhere to the on-line schedule. Please know that late entries may result in a lower grade.

2. Students must demonstrate proficiency in written composition, as written communication skills are basic to teaching. The essay component of examinations will be graded on correctness of grammatical usage, word choice, and spelling, as well as content.

3. Students must follow the rules of the publication manual of the American Psychological Association (APA) (6th. edition) in citing references. All papers must be written using the American Psychological Association (APA) style.
4. Students should consult the current catalogue for information regarding the last day to drop or resign from the University without grade penalty. Students are responsible for completing required forms when they find it necessary to discontinue University work prior to the end of the semester. Students are responsible for following the proper procedures when dropping this course.

5. Students will not be given make-up exams without a valid written excuse for the absence.

**STUDENT EVALUATION**

Students will be administered one exam, a final exam. The final grade will include grades from the examination, from on-line discussion, from an individual presentation and a scholarly term paper.

**EXAMS**
The Final exam will include material covering Chapters 1-Epilogue.

**ATTENDANCE**
Attendance on line includes completing your weekly assignments on time, responding to your peers on the Discussion Board and responding to your instructor’s requests.

**GRADE DISTRIBUTION**

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<tr>
<th>Component</th>
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<tr>
<td>Book Term Paper</td>
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<td>Weekly Assignments</td>
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<td>Field Experience Report</td>
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<td>Discussion Board</td>
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<td>Power Point Assign.</td>
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**PROFESSIONAL STANDARDS OF BEHAVIOR**

Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements.

The State Board for Educator Certification (SBEC) has designated the University of St. Thomas as a Center for Professional Development. As part of your professional development, students are expected to maintain the highest standards for scholarship and professionalism.

**PLAGIARISM:**
The University of St. Thomas prohibits plagiarism. All sources, including electronic sources, must be documented. If there is any question about plagiarism occurring, the paper will be checked according to the university procedures.
“All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, and is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

ADA STATEMENT ON DISABILITIES

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:
1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crocker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

WEEKLY ASSIGNMENTS/COURSE CALENDAR:

Week 1 – May 26 – June 2, 2015

Orientation Module

- Read the syllabus
- Read Chapters 1-7
- Complete Orientation Practice Quiz
- **Special Assignment:** I find it helpful to introduce myself and let you introduce each other on the Discussion Board. I will begin the discussion with my brief biography and respond to your biographies. Please respond to other student’s biographies and tell us if this is your first online course or if you have experienced this type of learning before.
- Become familiar with your online learning environment. Click around the pages and make sure you see where to submit assignments, take quizzes and tests, and view/read lectures.
- View Lecture
- Discussion Board Assignment: Nature v. Nurture
- Case Study Assignment
- Application Assignment
- **NEXT WEEK POWER POINT DUE** – Jaime, Laura and Toni

**Week 2 – June 1 – 8, 2015**

**Learning Module One:**

- Read Chapters 8-10 Early Childhood
- View Lecture
- Discussion Board Assignment:
- Power Point Assignments – Jaime G., Laura G., and Toni M. **Discuss with class through Bb.**
- Case Study
- Application
- Self Quiz

**Week 3 June 8 – 15, 2015**

**Learning Module Two:** Physical, Cognitive Development, and Social/Emotional Development in Middle Childhood through Adolescent

- Read Chapters 11-16
- View Lecture 4
- **Discussion Assignment:** **Friends:** Discuss the differences between a "friend" and a "close friend" in relation to the following age groups: a teenager - a young adult - an older adult. Explain the roles that friends play in early childhood. Research this topic. Insert a thread and respond to at least two of your peers.
- Case Study
- PowerPoint – Curtis, Tomas, and Thuy **Discuss with class through Bb.**
- Application
- **Mid Term Exam – Timed:** June 10, 2015 - 9:00 AM until 11:59 PM

**Week 4 – June 15 – 23, 2015**

**Learning Module Three:** Physical, Cognitive and Social/Emotional Development in Early Adulthood through Late Adulthood

- Read Chapters 17-Epilogue
- View Lecture 5
- **Discussion Assignment:** **Obesity in Middle Childhood** There is an epidemic of childhood obesity in the United States and throughout the world. This is especially troublesome in middle childhood when children are approaching puberty. Research this topic and discuss what educators, parents and society in general can do to deal with this problem. Insert a thread and respond to at least two of your peers.
- Application
• Case Study
• PowerPoint – Laura, Priscilla and Becky - Discuss with class through Bb

Week 5 – June 22 – 26, 2015

Learning Module Four: Final Exam: June 24, 2015 – Timed: 9:00 AM until 11:59 PM

• The exam will cover Chapters 1-Epilogue. Please be prepared even though it is an open book exam. You may only enter the Exam Room once and you have 3 hours to complete it. Once in a while a student may be knocked out in the middle of an exam. If this happens please e-mail or call me immediately.

• Field Experience Report Due: You are required to observe six (6) individuals in various stages of the lifespan: (1) a child in early childhood (3-6); (2) a child in middle childhood (7-12); (3) an adolescent (13-17); (4) a young adult; (5) someone in Middle Adulthood; (6) someone in Late Adulthood. In your written report, compare and contrast what you observed to Berger’s account of the person’s physical, cognitive and social/emotional stage of development. Use citations of outside readings. Your paper should be 1 page each stage, be in APA format and have references, please.

• Book Report – Term Paper Due
• PowerPoint – Cecilia, and Chevelle – Discuss with class through Bb.
• Review Sheet for Final Exam