## School of Education

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<tr>
<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Name</td>
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<tr>
<td>Summer 2015</td>
<td>Dr. L.A. Parker</td>
</tr>
<tr>
<td>Number</td>
<td>Telephone</td>
</tr>
<tr>
<td>COUN 5339</td>
<td>832-272-5800</td>
</tr>
<tr>
<td>Title</td>
<td>Email</td>
</tr>
<tr>
<td>Human Grow and Development</td>
<td><a href="mailto:parker11@stthom.edu">parker11@stthom.edu</a></td>
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### Text

Berger, K. (2011) *The developing person through the life span (9th ed.).* Worth Publishers

**Format for All Written Assignments**


### General Description

**Social Justice Teaching**

**Proposed Integration within the Counselor Education Program for the Coming Academic Year**

**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. I each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

**General processes of development from conception through death with attention to physical, cultural, social and emotional relationships.**
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.
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<tr>
<th><strong>Plagiarism</strong></th>
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<tr>
<td><strong>Plagiarism</strong> involves taking credit for another person’s work. Students must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism. Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if a student remains uncertain about the guidelines for using and citing source material after these issues are addressed in class, the student should seek input from the instructor.</td>
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<tr>
<th><strong>Language Diversity</strong></th>
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<td><strong>The University of Saint Thomas values the speaking of more than one language.</strong> The Master of Education Program in Counselor Education at the University of Saint Thomas is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Master of Education Program in Counselor Education.</td>
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<th><strong>Americans with Disabilities Act</strong></th>
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<td><strong>In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990,</strong> the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance.</td>
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<th><strong>Class Attendance and Participation (CAP)</strong></th>
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<tr>
<td><strong>Readings:</strong> Weekly Readings in the textbook.</td>
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<td><strong>Lectures:</strong> All Lectures are posted in the Course Documents of Blackboard. There is one lecture per week that relates directly to the week’s assignments.</td>
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| **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 two 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.

**Field Experiences and Reports**
You are required to observe eight (8) individuals: (1) an infant/toddler (0-2) (2) a child in early childhood (3-6), (3) a child in middle childhood (7-12), (4) an adolescent (13-17), (5) a young adult (18-26), (6) Adulthood (27-45) (7) Middle Adulthood (46-65) (8) Late Adulthood (66 and older). In your written report, compare what you observed to Berk’s account of the person’s physical, cognitive and social/emotional stage of development. Use citation of outside readings and present your paper in APA format.

**PowerPoint Presentation (Individual):** Create an 18-20 slide presentation on one of the topics listed below.

**Paper (Individual):** See details below.

**Midterm:** The midterm will consist of 50 multiple-choice questions covering the first four weeks (Ch. 1-6).

**Final:** The final exam will consist of 50 questions covering the last four weeks of class (Ch. 7-11)

Late assignments will be counted off by 10% and not accepted after two days.

**PowerPoint and Paper Topics**
You will individually develop a paper of 600-700 words and create a PowerPoint presentation (18-20 slides) on the topic.

The paper must be written in APA style and contain at least 6 references. The references can include a mixture of internet resources, books and journals.
2. Stay at Home Moms versus Working Mothers: Impact on Child Rearing
3. Personality Development in Young Children: From Freud to Carl Jung
5. Technology’ Influence in Adolescent Social Behavior
6. Middle Adults Returning to College
7. Euthanasia: Pros and Cons of Mercy Killing
8. Teaching Social Skills to Increase Emotional Intelligence
Class Meet Dates

**Date:** May 28, 2015

**Orientation Module**

Read the syllabus
Complete Orientation

**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.

**Learning Module One:** History, Theory and Research Strategies
Read Chapters 1 and 2.

- View Lecture #1
- Discussion Assignment: *Nature v. Nurture*: What are the effects of genetics and environment on an individual? Which has a greater influence on the final product? Include the theories from your text or other readings in your discussion. Research this topic. Enter a thread and respond to at least 2 peers.

**Learning Module Two:** Foundations of Development - Prenatal Development, Birth, and the Newborn Baby

Read Chapters 3 and 4

View Lecture #2

Discussion Assignment: *Toys*: Evaluate and discuss several toys designed for infants and toddlers with respect to the perceptual capacities needed to respond appropriately to the toys, the motor skills required to play with the toys and the abilities that the toys are designed to promote. You can inspect these toys at a toy store, on the internet, or at home if you have children.

**Learning Module Three:** Physical Development, Cognitive Development and Emotional & Social Development in Infancy and Toddlerhood

Read Chapters 5, 6 and 7

View Lecture 3

Discussion: *Neighborhoods*: Neighborhood environments are important context for development. Reflect on your childhood neighborhood and your current neighborhood and discuss how neighborhoods have changed. Why have they changed? Discuss the pros and the cons those changes bring. Research this topic. Enter a thread and respond to at least 2 peers.
Date: June 4, 2015

Learning Module Four: Physical, Cognitive Development, and Social/Emotional Development in Early Childhood

Read Chapters 8, 9 and 10

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.

Learning Module Five: Physical, Cognitive and Social/Emotional Development in Middle Childhood: 6 to 11

Read Chapters 11, 12 and 13

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.

Learning Module Six: Mid Term Exam

The exam will cover Chapters 1-13. 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.

Prior to the exam you may discuss the exam with your peers on the Discussion Board. A review sheet is available to help you prepare for your exam.

Learning Module Seven: Physical Cognitive and Emotional/ Social Development in Adolescence

Read Chapters 14, 15 and 16

View lecture 6

Discussion Assignment: Early Pregnancy and Drug Consumption: What can society, the education and medical communities and churches etc. do to tackle the drug problems of adolescence and reduce teen age pregnancies? Research several prevention programs. Insert a thread and respond to at least two of your peers.

4 Field Experience Reports are due this week in the Assignments folder of this learning module. Attach the files and submit them.
Date: June 11, 2015

Learning Module Eight: Emerging Adulthood

Read Chapters 17, 18 and 19

View Lecture 7: Physical, Cognitive, & Social/Emotional Development in Early Adulthood

Discussion Assignment: Family Structure: Discuss today’s high rate of divorce and re-marriage and the changing structure of family life including children raised by single parents, grandparents, foster parents, gay parents. What is a dysfunctional family? What is a functional family? Research this topic. Insert a thread and respond to at least two of your peers.

Learning Module Nine: Physical, Cognitive, & Social/Emotional Development in Adulthood

Read Chapters 20, 21 and 22

View Lecture 8

Discussion Assignment: Mid-Life Crisis: Individuals past 40 years old begin to re-evaluate their lives. Discuss some of the behaviors of the 'mid-life' crisis and how people find various ways to cope with it. Research this topic. Insert a thread and respond to at least two of your peers.

Learning Module Ten: Physical, Cognitive, & Social/Emotional Development in Late Adulthood

- Read Chapters 23, 24 and 25
- View Lecture 9
- Discussion Assignment: Retirement in Late Adulthood: People are living longer and are generally healthier because of medical advances. Discuss whether the retirement age of 65 should be raised. Address the pros and cons. Research this topic. Insert a thread and respond to at least two of your peers.

Date: June 18, 2015

Learning Module Eleven: Death, Dying and Bereavement

- Read Epilogue
- View Lecture 10
- Discussion Assignment: Death and Dying: Discuss the following: 1) Why do the majority of individuals fear death? 2) Most religions promise believers the reward of a good life after death. Is this reward another way to deny the reality and sadness of death? 3) What does this denial and subsequent fear of death do to us when a loved one or when are facing death? 4) What are some ways that individuals deny death? Research this topic. Insert a thread and respond to at least two of your peers.
Learning Module Twelve: Individual Papers

- Submit your Paper to the Assignments folder in this learning module.

Date: June 25, 2015

Learning Module Thirteen: Individual PowerPoint Presentations

- Presentations: Attach your PowerPoint Presentation to the Assignment Folder called “PowerPoint Presentation”.
- View your peers’ Power Point Presentations
- Discussion Board: Ask questions and offer comments on the Power Points Presentations you examined.
- Study for Final Exam

Learning Module Fourteen: Final Exam

- Final Exam: Chapters 10-19
- 4 Field Experience Reports are due this week in the Assignments folder of this learning module. Attach the files and submit them.

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<tr>
<th>GRADING</th>
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<tr>
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