University of St. Thomas
Houston, Texas
Counselor Education Department
COUN 5339 - Human Growth and Development
Summer 2015

Instructor: Dr. Denise Chevalier  Phone: 832-541-3208
Room: The Woodlands  Office Hours: By appointment
Day/Time: Wednesday/ 5:00p-9:00p  Email: chevald@stthom.edu

Required Texts


*Additionally one of the listed texts:


Or


General Course Description

The development of the individual is an exciting process, beginning with the rapid metamorphoses of cells at conception and continuing through intricate changes of growth and aging. The study of development is also intriguing because each of us, and everyone we care about, is constantly developing. This course therefore embraces both scientific discoveries and personal insights. It is important to remember that each of us analyzing
the developing individual is only human, and thus our interpretation of behavior and change is filtered through our own biases. So that you may identify biases where they occur, we will spend time becoming familiar with the major theories of human development and the terms these theories use, paying special attention to the research that supports or contradicts each perspective. Critical thinking, as well as mastery of the material, is a goal of this course. Probably no other field of study more abounds with free advice than child rearing, yet much of this advice has been handed out in ignorance of the available experimental data and/or established techniques for objective testing. We will work to develop skills for evaluating the views and advice you will continue to hear long after you close your books. To that end, the course will include an individualized project to help you compare and contrast the perspectives taken by the experts.

Social Justice Teachings

Subsidiary: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within norm 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.

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Specific Competencies & Assumptions

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

1. Describe development—including biosocial, cognitive, and psychosocial— as an ongoing set of processes, involving both continuity and change, by giving examples from the literature
2. Analyze different developmental events from the perspectives of the major theories of development—cognitive, learning, humanistic, and psychoanalytic—and recognize those theories when used by others to analyze events.
3. Explain how research contributes to the understanding of development and evaluate and use research findings to investigate a topic of interest to you.
4. Recall important developmental concepts and be able to recognize and apply these concepts in various situations.
5. Formulate relevant questions about developmental processes and events and use standardized techniques for gathering objective answers to these questions.
6. Communicate a basic knowledge of developmental theories and research.
7. Distinguish between the different theoretical approaches to understanding and interpreting development.
8. Identify developmental tasks in major milestones of human development.
9. Discuss various aspects of prenatal development, birth, and postnatal development. Discuss aspects of physical development from infancy through old age.
10. Discuss aspects of physical, cognitive, language, emotional, and social factors in human development from birth to death and the interrelationship of their developmental areas.
11. Understand the effects of social forces on human development including family, peers, and other societal factors.
12. Interpret the influence of heredity and environment on human development.
13. Draw inferences from human development for professional and personal development.
14. Indicate a working knowledge of a social systems approach to human growth and development.
15. 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.

**TExES Competencies**
1. Competency 001
2. Competency 001
3. Competency 003

**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 Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

Expectations/Policies for Class

1. Students are expected to be present for and participate in all class discussions. All assigned readings are expected to have been completed at the time class begins. Absence can result in the renegotiation of this contract. Three absences will result in a reduction in grade. Four absences will result in an F in this course. Punctuality is defined as being seated in and ready for class no later than 5:00 PM
2. Demonstrate a professional attitude and demeanor.
3. Participate actively in the class activities and discussions.
4. Complete all assignments by the due date. Late assignments will receive lower scores.
5. Written work reflects Standard English. Papers are to be double spaced using 12 point font. Any papers larger that 12 point font will not be accepted. Refer to APA 6th edition manual.
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6. Cell phones – please silence your cell phone for this class. Do not text message or check messages while seated in the class.

7. Learn from the course materials, each other, and enjoy the course.

**Pedagogy**

COUN 5339 Human Growth and Development uses a Freirian model as its pedagogy. Consequently, the professor believes that students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally salient. In addition, the professor believes that life experiences brought to the table with appropriate professional boundaries in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course and in the on-campus Counselor Education Program.

The role of the professor is to come to class prepared, to facilitate conversation, and to pace the process. The role of students is to come to the table having mastered the readings in order that they can have a scholarly conversation with their classmates and the professor in a learning community, can integrate the readings with their professional lives, and can begin to apply content to counseling practice.

The course will employ both lecture and seminar format. Students will be expected to participate actively in their own learning via 1) leading a discussion, 2) participating in the discussion and 3) completing the reading.

**Course Assignments**

**Attendance and Participation Responsibilities**

Students are expected to be present for and participate in all class discussions. All assigned readings are expected to have been completed at the time class begins. Absence can result in the renegotiation of this contract. Three absences will result in a reduction in grade. Four absences will result in an F in this course. If it is necessary to be absent or significantly late, students should text or telephone the instructor as soon as the student knows he or she will be late or absent.

**Book Case Study Term Paper  
Due: June 24, 2015**

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 Aspergers*. For this assignment, students will write a 3 – 5 page paper, double spaced, 12 point font, utilizing APA formatting principles. The paper will discuss theoretically based, developmentally appropriate processes within lifespan in relation to the case study text selected. You may use course materials (Berger (2011) text, supplementary readings, class notes, etc.) to build a framework of theory and research to analyze life span development. The purpose of this assignment is to provide a framework, as a student, to
understand the complex issues of race/disabilities, gender, life span and social class in development. Students will have the opportunity to earn a total of 20 possible points.

**Knowledge Base Homework Assignments**

You will be responsible for completing two homework study worksheets based on material covered in class and in your required readings. Each of these assignments will be worth 10 points each, due on their respective date listed above. You will receive a paper copy of the assignment the week prior to the due date as listed in the course schedule. Students will have the opportunity to earn a total of 20 possible points by demonstrating their knowledge of material from reading and/or lecture. There will be no credit given for late or incomplete homework assignments.

**Child/Alternative Study Project**

In an area of study as vast as human development, it is hard to focus as a class on specific topics, age groups, or views that may concern you. For this study project, you will have an opportunity to explore an area of age-range interest, while at the same time developing the skills set out in the learning objectives. The purpose of the assignment is to study a child/adolescent/adult closely and report the results of the study. The value of the assignment is to relate concepts learned from the course and text to real life. This assignment will be done individually. A 3 page minimum written report will be submitted to the professor and a minimum 10 minute oral report will be given to the class. Students will have the opportunity to earn a total of 20 possible points.

Please follow these guidelines:

1. If you have selected a child/adolescent for study, secure the parent’s or guardian’s consent. Explain that you are doing this research for a course in life-span development and that the child’s name will not be used in the report. Explain that the main purpose of the assignment is to help you see the relationship between textbook knowledge of child development and real children. Also, explain that you are not making a psychological evaluation of the child - you are not qualified to do so.
2. Before you begin your study, read the three text chapters that apply to the age to which your child belongs.
3. Collect the information for your report in several ways:
   a. Naturalistic Observation: Observe the child for one hour. Try to be as unobtrusive as possible. Write down, minute by minute, everything the child does and that others do with the child. Try to be objective, focusing on the behavior rather than the interpretation. After your observation, summarize the data in two ways: (1) Note the percentage of time spent in various activities, and (2) note the frequency of the various behaviors.
   b. Informal interaction: Interact with the child for at least an hour. Your goal is to observe the child’s personality and abilities in a relaxed setting. The particular activities you engage in will depend on the child’s age and character.
c. Interviewing parents/guardians and other adults responsible for the child’s care:
The interview should be open-ended. Your goals are to learn (1) the child’s
history, (2) the child’s daily routine, (3) current problems that may affect the
child, (4) a description of the child’s character and personality. Include special
strengths and weaknesses. Write down all you have learned as soon as the
interview has been completed.

Final Exam

Due June 30, 2015

A final exam will be available via blackboard from June 24 – June 30th. This is a
comprehensive, at-home final examination worth a total of 35 possible points. Your exam
is electronically due June 30, 2015.

Course Evaluation and Grading

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| **Week 1**  | Introductions  
              Syllabus  
              Chapter 8- Early Childhood: Biosocial Development  
              Chapter 9- Early Childhood: Cognitive Development  
              Chapter 10- Early Childhood: Psychosocial Development  |
| May 26      | *Select a Case Study Book- Sign Up*                                          |
| **Week 2**  | Chapter 11- Middle Childhood: Biosocial Development  
              Chapter 12- Middle Childhood: Cognitive Development  
              Chapter 13- Middle Childhood: Psychosocial Development  |
| June 3      | *Distribute Knowledge Base Homework Assignment #1*                           |
| **Week 3**  | Chapter 14- Adolescence: Biosocial Development  
              Chapter 15- Adolescence: Cognitive Development  
              Chapter 16- Adolescence: Psychosocial Development  |
| June 10     | *Distribute Knowledge Base Homework Assignment #2*                           |
|             | Due: Knowledge Base Homework Assignment #1 (10 pts)                         |
| **Week 4**  | Chapter 17- Emerging Adulthood: Biosocial Development  
              Chapter 18- Emerging Adulthood: Cognitive Development  
              Chapter 19- Emerging Adulthood: Psychosocial Development  |
| June 17     | Due: Knowledge Base Homework Assignment #2 (10 pts)                         |
| **Week 5**  | Chapter 20- Adulthood: Biosocial Development  
              Chapter 21- Adulthood: Cognitive Development  
              Chapter 22- Adulthood: Psychosocial Development  |
| June 24 (L| *Due: Case Study Term Paper (20 pts)*                                      |
|             | *Due: Child/Alternative Study (paper & presentation) (20 pts)*              |
| Last Session)|                                                                                   |
| Final Exam  | No Class  
              Blackboard Final (35 pts)  
              Electronically Due: June 30, 2015 by midnight  
              chevald@stthom.edu |
**Professional Organizations**

American Counseling Association (ACA)

Texas Counseling Association (TCA)

**Professional Journals**

*Journal of Counseling & Development*
*Journal of Counseling Psychology*
*Journal of the School Counselor*
*Journal of Hispanic Education and Development*
*Journal of Black Studies*
*Journal of Negro Education*
*Journal of Multicultural Counseling and Development*
*Journal of Black Psychology*
*International Journal of Intercultural Relations*
*Journal of Cross-Cultural Psychology*
*Hispanic Journal of the Behavioral Sciences*

**Bibliography**


