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

Instructor: Sneha Nayar-Bhalerao, Ph.D., LPC – Intern

Office Hours: By appointment only  
Email: nayars@stthom.edu  
Office Phone: (713)-831-7242  
Cell Phone: (708)-714-1715

Class Time: Wednesday 5:00pm – 8:00pm  
Location: San Jacinto - Pasadena

Required Text Book


OR


Required for All Writing Assignments in All Classes


The University of Purdue, online APA formatting and style guide. Retrieved from:

http://owl.english.purdue.edu/owl/resource/560/01/

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.

**General Description of Course**

COUN 5339 Human Growth and Development includes 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.

**Objectives**

At the end this course, you should be able to:

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.

**Professional Standards of Behavior**

- **Attendance and Punctuality**: Students are expected to be present for and participate in all class discussions. Be on time for each class period. **Late arrival (coming 15 minutes after class starts) and leaving early (30 minutes before class ends) is not acceptable** and will result in lowering of 2 points from overall grade each time its noticed by the instructor. In cases where a student may have to leave early due to a family emergency or poor health, permission to leave must be sought. Students are expected to keep the instructor informed via
email/phone calls/messages in situations where they are running late or may remain absent to avoid lowering of points.

- **Academic Integrity** – Cheating is considered the actual attempted practice of fraudulent or deceptive actions for the purpose of improving grade. **In situations where the student may be considered a suspect towards cheating, serious measures such receiving an “F” on the assignment will be considered.**

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference any information, websites, books, etc. that is not your own, as directed by the *Publication manual of the American Psychological Association (6th ed.)*, (2010). Plagiarism is a serious offense that will cause you, the student to fail the course and can lead to steps being taken for dismissal from the program and UST. Plagiarism is a violation of integrity.

- **Make-up Exams and Late Assignments:** Complete all assignments by the due date. It is the instructor’s policy that late assignments will not be accepted. **Prior permission should be sought from the instructor at least two days in advance in situations where students are unable to turn in the assignments by the due date. Late assignments without prior permission will account for zero on that assignment.** There will be no makeup exams for this course. Make-up exams and submission of late assignments will only be permitted under extenuating circumstances and will be at the discretion of the instructor. Only hospitalization or other equally serious life experiences can be held as a ground for late assignment.

- **Professional Conduct:** Students are expected to maintain professional behavior in the classroom when working in groups with consistent participation, cooperation, sharing responsibilities, and respect for one another during classroom and group discussions. Professional conduct will also incorporate, respect towards the professor and will be gauged in being punctual to class, respectful and professional interactions via email or face-to-face, refraining from using technology for personal purposes when in class and during the class presentations by instructor or colleagues, and adhering to course requirements. **Determining professional conduct will be at the discretion of the instructor. Inappropriate professional conduct in any way as mentioned above, will result in lowering of 5 points from the overall grade.**

- **Use of Personal Technology Devices:** This course expects students to **keep their cell phones on silent mode or turned off during class.** In emergency situation, students may notify the instructor before class and may step out to attend a call and return to the classroom as quickly as possible. All laptops, iPads, tablets, and other electronic devices should be on mute and could be used only for class purposes. **Accessing cell phones or other electronics for personal reasons during class is considered disrespectful towards other students and the instructors.** If the instructor notices students accessing electronics for personal reason, it’s would be recorded and documented and result in lowering of grade (5points). **Students will NOT be pardon if identified using electronics for personal reasons.**

- **Use of UST email accounts:** All email correspondence will be through the mystthom email system. Please check your email and Blackboard through your mystthom account daily for
correspondence and announcements. **When turning in any assignment via email or blackboard, students are expected to save the document as:**

Last Name_First Name_Name of the assignment.

In addition, **emails send by students to the instructor must have a clear subject description along with the purpose of the email.** Not adhering to these requirements will affect the attendance and participation grade.

- **Language Diversity:** The University of Saint Thomas values the speaking of more than one language. This course 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 this course.

- **Americans with Disabilities Act:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, 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. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Any student with a disability requiring accommodations in this course is encouraged to contact Counseling and Disability Services in Crocker Center. Their offices can be reached at (713) 525-6953 or 2169. It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ rights. **Please let me know if I can be of any assistance in this regard.**

**Instructional Methods and Activities**

**Methods and activities for instruction include:** Discussion, video demonstration, application based in-class activities, reflective work, take home exam, and research based writing incorporating various developmental stages.

**Evaluation and Grade Assignments**

1. **Attendance, Preparation, and Participation (15%):** Attendance in all classes is mandatory. More than two absences can result in administrative withdrawal from the class or may result in failing the course. Consideration for two absences will be provided under extenuating circumstances
only and will be at the discretion of the instructor. An alternate course plan would be created for the student in such situations.

Students are expected to engage in classroom discussion by actively participating along with their peers. Participation is crucial to this course and minimal or no participation may result in poor participation grades. Preparation in terms of reading the assigned material is essential and will be gauged through student ability to articulate the reading material through in-class discussions.

2. Developmental Autobiography (15%): Each week the student will add at least one page to an autobiography, using the material from that week's chapters in the text and one's own reflections, memory, etc. This autobiography will be shown/submitted to the instructor on the last day of the course, assuring completion of this assignment. The object of this autobiography is to help the students learn about their own developmental process so they can generalize this understanding to their future clients. Each student will be assigned to a private Study Group to ensure maximum confidentiality. Each week students within their Study Group will share their personal reflections as it resonates to them and the readings of that week. The intent is to retrospect personal developmental stages as it relates to the text.

CONFIDENTIALITY - Because self-reflection is so important to promote understanding ourselves, and therefore important to counseling, each of you will be introspecting and analyzing yourselves. This is a course that will involve some self-examination and some degree of sharing personal information with the class. Therefore, students must be sensitive to the right to privacy of other students. It is important to be discrete and appropriate in your personal sharing in our “classroom.” It is important to self-disclose about yourself; BUT ALSO, very important to choose what you want to share and what you many not want to share. Further, you must be sensitive to the privacy of your fellow students, and that all information shared REMAIN CONFIDENTIAL!

3. Midterm and Final (50%): Students would take a midterm and a final exam during the seven weeks course period. Examinations would entail multiple choice questions from the assigned readings materials and subject materials covered in class. The exam will be due on Blackboard as assigned in the schedule by 5:00pm and will become unavailable after the due date. Students who miss to take the exam, will not get any credit for that exam. No exceptions will be made. Students may refer to their textbooks, notes, or handouts provided by their instructor while taking their exams.

4. Book Case Study Term Paper (20%): 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 – 8 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.
Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Preparation, and Participation</td>
<td>15</td>
</tr>
<tr>
<td>Developmental Autobiography</td>
<td>15</td>
</tr>
<tr>
<td>Book case term paper</td>
<td>20</td>
</tr>
<tr>
<td>Midterm</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Final Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>65-67%</td>
</tr>
<tr>
<td>F</td>
<td>Below 65%</td>
</tr>
</tbody>
</table>

Criteria for Grading Written Work

- Addresses the topic with accuracy and insight.
- Writing skills are expected to be at a graduate school level.
- Follows directions.
- Presents material in a clear and logical manner.
- Gives evidence of ability to synthesize information from various sources to support the topic.
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.
- Is on time. Late work results in grade reduction.

The following APA guidelines must be used for all written papers

- Times New Roman
- Font 12
- Indent new paragraphs five spaces or tab
- Double space the entire paper
- Margins - 1” top, bottom, left and right
- Cover page addressing your name, assignment, and name of the university
- Header and heading according to APA standards.
Tentative Class Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 26th</td>
<td>Introduction</td>
<td>Discuss Chapters 1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Select a Case Study Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Beginnings</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept 2nd</td>
<td>The First Two Years (Infancy): Biosocial, Cognitive, and Psychosocial Development</td>
<td>Discuss Chapters 5-7 Developmental Autobiography In Class Group Study</td>
</tr>
<tr>
<td>3</td>
<td>Sept 9th</td>
<td>Early Childhood: Biosocial, Cognitive, and Psychosocial Development</td>
<td>Discuss Chapters 8-10 Book Case Term Paper Discussion Developmental Autobiography In Class Group Study Midterm available on Blackboard</td>
</tr>
<tr>
<td>4</td>
<td>Sept 16th</td>
<td>Middle Childhood: Biosocial, Cognitive, and Psychosocial Development</td>
<td>Discuss Chapters 11-16 Developmental Autobiography In Class Group Study Midterm Due (Chapters 1-10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adolescence: Biosocial, Cognitive, and Psychosocial Development</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sept 23rd</td>
<td>Emerging Adulthood: Biosocial, Cognitive, and Psychosocial Development</td>
<td>Discuss Chapters 17-22 Developmental Autobiography In Class Group Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adulthood: Biosocial, Cognitive, and Psychosocial Development</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sept 30th</td>
<td>Late Adulthood: Biosocial, Cognitive, and Psychosocial Development</td>
<td>Discuss Chapters 23-25 Book Case Term Paper Due Final Exam available on Blackboard</td>
</tr>
<tr>
<td>7</td>
<td>Oct 7th</td>
<td>Course Wrap Up</td>
<td>Final Exam Due (Chapters 12, 13, 15, 16, 18, 19, 21, 22, 24, 25) Developmental Autobiography Due</td>
</tr>
</tbody>
</table>

Note: The syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check announcements made while you were absent.
# Human Growth and Development

## Assignment Rubrics

### Attendance, Participation, and Preparation (15 points)

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Below Average (1 point)</th>
<th>Average (2 points)</th>
<th>Good (3 points)</th>
<th>Very good (4 points)</th>
<th>Excellent (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Two unexcused absences</td>
<td>Two excused absences</td>
<td>One unexcused absence</td>
<td>One excused absence</td>
<td>Virtually no absences</td>
</tr>
<tr>
<td></td>
<td>Attended three classes</td>
<td>Attended three classes</td>
<td>Attended four classes</td>
<td>Attended four classes</td>
<td>Attended all five classes</td>
</tr>
<tr>
<td>Participation</td>
<td>Lack of participation in all class discussions.</td>
<td>Minimal participation in two class discussions</td>
<td>Occasional participation in three class discussions.</td>
<td>Student participates regularly and meaningfully in four class discussions.</td>
<td>Regular, meaningful and thoughtful participation in all class discussions</td>
</tr>
<tr>
<td>Preparation</td>
<td>Student has not read assignments for any class.</td>
<td>Student has read and can articulate some understanding of assigned readings in two classes</td>
<td>Student has read and can articulate some understanding of assigned readings in three classes</td>
<td>Student is well prepared for most classes, showing in class discussions careful reading of primary source texts and secondary works</td>
<td>Student is always well prepared for all classes, and their comments show excellent understanding of primary and secondary sources.</td>
</tr>
</tbody>
</table>

### Book Case Study Term Paper (20 points)

Please ensure to address the following factors when writing your paper:

- Appropriate use of APA format and grammar consideration throughout the paper (4 points)
  - Title page (.5pts)
  - Running head and headings (.5pts)
  - Reference page (.5pts)
  - Times New Roman and doubled spaced (.5pts)
  - APA citations (1pt)
  - Grammer (1pt)
• Adequate use of research and incorporation of course materials (2 points)
• Appropriate organization, creativity, and content in writing the paper (2 points)
• Identifying and describing the developmental stages as listed in the book (3 points)
• Analyzing the developmental stages as listed in the book and incorporating research based theoretical framework in an attempt to explain the various stages (7 points)
• Personal reflection on constructing this research paper (2 points)

**Developmental Autobiography (15 points)**

• In class study group reflection – 7 points
• One page per developmental stage – 8 points