Instructor: Matthew Paradise, PhD
Work Phone: 832-519-1437
Office Hours: By appointment.
E-mail: paradim@stthom.edu
Course Home Page: via Blackboard
Class Meeting: Wednesdays, 8:30am-12:30pm
Prerequisites: None

Course Description: CHMC 5320 explores the broad domain of human growth and development, including coverage of developmental theories, empirical research on development, and topics relevant to counseling and psychotherapy. It uses a Biopsychosocial Framework for understanding the development of the individual across the lifespan. The course focuses on the interplay of individual and environment during infancy, childhood, adolescence, and adulthood. Legal and ethical concerns related to human development, as well as cultural and diversity issues, are also important in this course.

Learning Outcomes: This course is designed to support the student in mastery of the following Council for Accreditation of Counseling and Related Educational Programs (CACREP) competencies from the 2016 CACREP Standards.

FROM SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

F:3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan
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. systemic 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
FROM SECTION 5: Entry Level Specialty Areas: Clinical Mental Health Counseling

C:2. Contextual Dimensions

g. Impact of biological and neurological mechanisms on mental health

In addition to addressing the CACREP standards described above, this course is also designed to assist the student in her or his preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (Human Development).

This course also addresses the following Catholic social justice dimensions:

- **The Principle of Human Dignity**: Every human being is invaluable and worthy of respect as a member of the human family.
- **The Principle of Respect for Human Life**: Every person has inherent dignity and a right to life consistent with that dignity.
- **The Principle of Solidarity**: We are one human family; loving our neighbor has global dimensions in an interdependent world.

Required Texts:


Recommended Texts:


Reserve Materials/Recommended Articles Posted on Blackboard: At the instructor’s discretion, additional readings may be distributed online via Blackboard or in class over the course of the semester.

Methods of Instruction and Conduct of the Course: A combination of readings, lectures, class discussion, and student presentations will be used to advance students’ understanding of human development across the lifespan.

Students will be expected to:

- Attend class and participate actively in all classroom activities (lectures, presentations, discussions, etc.). Your involvement is critical to your own achievement, your classmates’ learning, and the overall success of the course.
- Complete the assigned readings before each class. Your understanding of the lectures will be exponentially greater if you have familiarized yourself with the material before it is discussed in class.

- Submit weekly discussion questions prior to relevant class session. No credit will be given for questions submitted after the class.

- Complete all assignments and assessments on the day and time they are due. Grades for late work will be reduced according to the criteria outlined in the Coursework section below.

- Proactively communicate with instructor about any issues (e.g. learning differences, requests for extensions, or excused absences) as early as practical. Email is the primary method for communicating special concerns with the instructor, and you are responsible for receiving confirmation of any accommodations prior to the date of any proposed modification to expectations outlined below.

**Coursework:**

**Attendance** (5%): You are expected to arrive before the scheduled start time each class, to return from scheduled breaks on-time, and to attend the full session each week.

**Class Participation** (10%): Students are expected to contribute to each class session by actively responding to the instructor’s questions, making relevant comments, and supporting other students’ participation.

**Chapter-Driven Discussion Questions** (10%): Students are expected to submit two *original* questions (one for each chapter in Kail & Cavanaugh) generated by the weekly reading *before* the respective class session. These questions will be used as springboards for discussion and are an important part of your reading for the class. They should reflect your understanding and synthesis of the material and pull for answers *not immediately available* in the text.

Students will submit their questions via the UST Blackboard Discussion Forum, and the discussion topics will be accepted only after the previous week’s lecture. The originality of the questions will be determined on a first-come, first-served basis.

*Late Discussion Questions will not be accepted.*

**Research Article Summary Presentations** (15%): You will prepare a 10-minute, in-class presentation that summarizes a peer-reviewed research article cited in a pre-assigned chapter in the text. Specific chapters will be assigned by lottery on the first day of class and students are encouraged to consult with the instructor, for any questions about how to select a publication.

The purpose of this assignment is to demonstrate the ability to read and interpret research about human development (especially as it relates to counseling) and present it to an audience in a professional and effective manner. Prepare a 10-minute presentation, PowerPoint is optional but encouraged, and expect 3-5 minutes of questions from the class afterwards.

*Your presentation should include:*
• a brief summary of the background research described in your article
• a clear identification of the hypotheses, measures, and methods used
• a concise summary of the results and conclusions from the paper
• your own critique of the article including your reaction to the piece and how it might inform your own professional development as a counselor.

The information provided must go beyond what is presented in your course textbook. Handouts are encouraged.

_Late Research Article Presentations will be reduced by 10% for each class late._

_Midterm Exam (15%)_ A midterm exam will assess your comprehension of the material from the first half of the course. Test items may include multiple choice, true/false, fill-in-the-blank, and short answer questions. These are taken from the readings, lectures, class discussions, and other class activities. _The class lectures and discussions are the best indicator of which material will be emphasized on exams._

The exam will be in a take-at-home format and will be _due by midnight on the day exam is distributed_. Please plan ahead for this time commitment.

_Make-up exams will be available at the sole discretion of the instructor and will not be offered for routine illness and/or schedule conflicts. Please reserve time in your schedule on day the exam is scheduled._

_Final Exam (20%)_ A midterm exam will assess your comprehension of the material from the second half of the course. Test items may include multiple choice, true/false, fill-in-the-blank, and short answer questions. The final will also include one essay question that covers your learning across the entirety of the course. In the same way as the midterm, questions will be derived from the readings, lectures, class discussions, and other class activities.

The exam will be in a take-at-home format and will be _due by midnight on the day exam is distributed_. Please plan ahead for this time commitment.

_Again, Make-up exams will be available at the sole discretion of the instructor and will not be offered for routine illness and/or schedule conflicts._

_Developmental Milestones Paper: (25%)_

You are to write a 10-12 page, self-reflective paper describing important events in your personal development across the lifespan. For this paper, you will identify and describe four meaningful developmental milestones from your own life experience; these milestones should come from at least three different developmental stages that can include:

• Infancy and Early Childhood (ages 0 to 5)
• Middle Childhood (ages 6 to 11)
• Adolescence (ages 12 to 19)
• Early Adulthood (ages 20 to 39)
• Middle Adulthood (ages 40 to 59).
The purpose of this writing assignment is to combine your own life experience with what you have learned in class. This paper gives you a chance to demonstrate understanding of the major theories of human development, and to apply important findings from the study of human development to your personal history.

For this paper you will:

- Describe four developmental milestones, explaining each one while taking advantage of the insight and understanding you have developed in this class. These experiences should be characterized by meaningful physiological, cognitive, socioemotional, or personality development across your lifetime.
- Draw on and incorporate developmental theories, as well as selected developmental research from the text or class lectures and discussion to understand and interpret your own development.
- Adhere to APA Publication Manual guidelines and cite articles where helpful (at least four, one for each milestone) from the References section of the Kali & Cavanaugh text.
- Include at least one milestone where issues of ethnicity, race, sexual orientation, disability, or socioeconomic status was relevant. Be sure to describe the social and cultural context in which your experience occurred.

NOTE: This project requires early and frequent attention across the semester or you may struggle with completing the assignment successfully. Late papers will be reduced by 5% for each day after the last day of class and may result in an incomplete grade for the course.
Grading:

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<th>Assignment</th>
<th>Points Assigned</th>
<th>Total Possible</th>
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| Attendance                                      | For each class:  
  - on time and ready to participate -2  
  - returns promptly from break - 2  
  - leaves class at conclusion -1       | 50             |
| Participation                                   | For each class:  
  - answers questions -5  
  - comments/stimulates discussion - 5  | 100            |
| Chapter-Driven Discussion Questions (submitted via Blackboard Discussion Forum prior to start of class). | For each chapter:  
  - reflects synthesis of material - 3  
  - is not answered directly in text itself - 3.  
  - Bonus points for 15 of 16 chapters - 4 | 100            |
| Research Article Summary Presentations          | Background summary – 30  
  - Hypothesis, measures, methods – 30  
  - Summary and conclusions -30  
  - Critique and Interpretation -60 | 150            |
| Midterm Exam                                    | Multiple choice and true/false – 100  
  - Short Answer - 50 | 150            |
| Final Exam                                      | Multiple choice and true/false – 100  
  - Short Answer – 50  
  - Essay - 50 | 200            |
| Developmental Milestones Paper                  | four appropriate milestones across three developmental periods - 25  
  - relevant developmental theory and empirical research- 100  
  - clearly and persuasive writing using APA format -100  
  - diversity for one or more milestone -25 | 250            |
| Course total                                    |                                                                                  | 1000           |

Final course grades will reflect a percentage of total points earned.

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<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Grade Point</th>
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<tr>
<td>92-100</td>
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<td>87-89</td>
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<td>82-86</td>
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<td>77-79</td>
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Academic Integrity and Standards of Conduct:
**Academic Integrity**
As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

**Blackboard**
Course materials may be placed on UST’s content management system, Blackboard or given out in class.

**Recording Class Lectures**
With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

**Weather-Related Cancellations or Changes to Schedule**
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

**Learning Disabilities or Differences**
To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

**Writing Center**
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crooker Center.

**Communication Devices**
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class.

**Incomplete Grades**
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an incomplete grade.

**Withdrawal from Course**
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.

**Course Evaluation at the End of the Semester**
Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process.
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<thead>
<tr>
<th>Class</th>
<th>Session Topics/Reading</th>
<th>Assignments</th>
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<tr>
<td>6/1</td>
<td>- Introductions&lt;br&gt;- Course Overview&lt;br&gt;- Assignments and Expectations&lt;br&gt;- Research Topic Lottery</td>
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<tr>
<td>6/8</td>
<td>- Ch. 1: The Study of Human Development&lt;br&gt;- Ch. 2: Biological Foundations: Heredity, Prenatal Development, and Birth</td>
<td>Discussion Questions</td>
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<td>6/15</td>
<td>- Ch. 3: Tools for Exploring the World: Physical, Perceptual, and Motor Development&lt;br&gt;- Ch. 4: The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood</td>
<td>Discussion Questions</td>
<td>F3:abefgh C2:g</td>
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<td>6/22</td>
<td>- Ch. 5: Entering the Social World: Socioemotional Development in Infancy and Early Childhood&lt;br&gt;- Ch. 6: Off to School: Cognitive and Physical Development in Middle Childhood</td>
<td>Discussion Questions&lt;br&gt;Research Article In-Class Presentations</td>
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<td>6/29</td>
<td>- Ch. 7: Expanding Social Horizons: Socioemotional Development in Middle Childhood&lt;br&gt;- Ch. 8: Rites of Passage: Physical and Cognitive Development in Adolescence</td>
<td>Discussion Questions&lt;br&gt;Research Article In-Class Presentations&lt;br&gt;Take at Home Midterm, Due 6/29 at Midnight.</td>
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<td>- Ch. 9: Moving into the Adult Social World: Socioemotional Development in Adolescence&lt;br&gt;- Ch. 10: Becoming an Adult: Physical, Cognitive, and Personality Development</td>
<td>Discussion Questions&lt;br&gt;Research Article In-Class Presentations</td>
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<td>7/13</td>
<td>- Ch. 11: Being with Others: Forming Relationships in Young and Middle Adulthood&lt;br&gt;- Ch. 12: Work, Leisure, and Retirement</td>
<td>Discussion Questions&lt;br&gt;Research Article In-Class Presentations</td>
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<td>7/20</td>
<td>- Ch. 13: Making It in Midlife: The Biopsychosocial Challenges of Middle Adulthood&lt;br&gt;- Ch. 14: The Personal Context of Later Life: Physical, Cognitive, and Mental Health Issues</td>
<td>Discussion Questions&lt;br&gt;Research Article In-Class Presentations</td>
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<tr>
<td>7/27</td>
<td>- Ch. 15: Social Aspects of Later Life: Psychosocial, Retirement, Relationship, and and Societal Issues&lt;br&gt;- Ch. 16: Dying and Bereavement</td>
<td>Reading Discussion Questions&lt;br&gt;Research Article In-Class Presentations&lt;br&gt;Take at Home Final, Due 8/03 at Midnight..</td>
<td>F3:afg</td>
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<tr>
<td>8/3</td>
<td>- Conclusions/Course Evaluations</td>
<td>Developmental Milestones Paper Due at beginning of Class</td>
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