University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5339- Human Growth and Development  
Summer-I, 2017

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 – 9:00pm  
Location: SJC Pasadena

Required Text Book


OR


Required for All Writing Assignments in All Classes


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 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:** 80% of attendance is mandatory for the completion of this course. Students may miss only one out of five class periods during summer semesters in case of health or other relevant personal emergencies. Being present and actively participative is crucial to this course.

- **Tardiness:** Late arrivals to class are a disruption to fellow students and faculty. Students coming in ten minutes after class resumes for more than two class periods will receive an unexcused absence. In cases where a student may have to leave early due to a family emergency or poor health, permission to leave must be sought from the instructor, 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 (5 points). Students will NOT be pardoned 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 documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953. 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:* Lecture presentation and discussions, video demonstration, application based in-class activities, take home quizzes, and research based writing incorporating various developmental stages.

### Evaluation and Grade Assignments

1. **Attendance, Preparation, and Participation (15%):** Attendance in all classes is mandatory. Two or more 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 class room 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. **Group Presentation (20%)**: Students in groups of 2 or 3 will lead a 30 minutes interactive presentation/discussion on one of the developmental stages of life, highlighting the cognitive aspect of development. Students are encouraged to be creative while presenting and could use videos, activities, case studies, and other learning tools while presenting. The presentation must be posted on blackboard by 10:00 am on the day the presentation is due. Please refer to the rubric below for further guidelines on this assignment.

3. **Book Case Study Term Paper (20%)**: There are 2 case study options, which include Maya Angelou’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 5-6 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. *This paper will be emailed to the professor by June 23rd 2017 noon.*

4. **Final Exam (45%)**: As a requirement for this course students will take a comprehensive final exam covering the first four chapters and all the chapters that include the psychosocial aspect of development. The final exam will be available on Blackboard on June 21st and will be due June 28th 2017 by midnight. This is a take home exam and students may refer to their texts and other notes while taking their exam. Students who don’t take the exam during the assigned time, will be accounted for a zero grade.

### 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>Group Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Book Case Study Term Paper</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>45</td>
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<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>Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>------------</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 will not be accepted. In exceptions will result in grade deduction.

The following APA guidelines must be used for all written papers

- Times New Roman
- Font 12
- Indent new paragraphs
- 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.
- Reference page

Course 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>May 31st</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>Sign-In</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>APA guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Beginnings</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>June 7th</td>
<td>Infancy: Cognitive and Psychosocial Development</td>
<td>Discuss Chapters 6, 7, 9, 10 Group Presentations on Cognitive Development (2) Book Case Study Term Paper in Class Discussion. (Provision of a template).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Childhood: Cognitive and Psychosocial Development</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>June 14th</td>
<td>Middle Childhood: Cognitive and Psychosocial Development</td>
<td>Discuss Chapters 12, 13, 15, 16 Group Presentations on Cognitive Development (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adolescence: Cognitive and Psychosocial Development</td>
<td></td>
</tr>
</tbody>
</table>
|   | June 21st          | Emerging Adulthood: Cognitive and Psychosocial Development | Discuss Chapters 18, 19, 21, 22  
|   |                   | Adulthood: Cognitive and Psychosocial Development         | Group Presentations on Cognitive Development (2)  
|   |                   |                                                           | Book Case Study Term Paper Due on June 23rd by Noon  
|   |                   |                                                           | Final Exam available on Blackboard  
|   | June 28th         | Late Adulthood: Cognitive and Psychosocial Development    | Discuss Chapters 24, 25  
|   |                   | Epilogue                                                  | Course Wrap up  
|   |                   |                                                           | Final Exam Due  

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.
### 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><strong>Attendance</strong></td>
<td>Three excused or unexcused absences Attended two classes</td>
<td>Two unexcused absences Attended three classes</td>
<td>One unexcused absence Attended four classes</td>
<td>Two excused absence Attended three classes</td>
<td>One excused absence Attended four classes</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Lack of participation in all class discussions.</td>
<td>Minimal participation in two to three class discussions</td>
<td>Occasional participation in three to four 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><strong>Preparation</strong></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 to three classes</td>
<td>Student has read and can articulate some understanding of assigned readings in three to four 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>
**Group Presentation (20points)**

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness</td>
<td>Presentation includes all material needed to gain a comfortable understanding of the developmental stages.</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Content- Accuracy</td>
<td>Student presents accurate content in relation to life stage with no factual errors. Students equally divide the content amongst each other.</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td>Students articulates the material in confidence, appropriate eye contact, and enthusiasm. Slides should be used</td>
<td>/4</td>
<td></td>
</tr>
</tbody>
</table>

Total ___________/20
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 (3 points)
  - Title page (.5pts)
  - Running head and headings (.5pts)
  - Reference page .5pts
  - Times New Roman and doubled spaced (.5pts)
  - APA citations (.5pts)
  - Grammer (.5pts)

- Adequate use of research and incorporation of course materials (2 points)

- Appropriate organization, creativity, and grammatical content in writing the paper (2 points)

- Identify and describe briefly at-least three developmental stages as listed in the book (3 points)

- Analyzing the three developmental stages as listed in the book and incorporating a cognitive or psychosocial theoretical framework to human development (4 points)

- Providing examples from the novel, as it relates to either the cognitive or psychosocial developmental stages. It's important that you connect the characters stories/episodes as mentioned in the novel and connect it to the theory you are addressing (4 points)

- Personal reflection on the characters life (John or Maya) as it relates to the theory and your life. (2 points)