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

| Instructor: Serena Flores, PhD, PSC, LPC | Office: Malloy 118 |
| Course: Online Format | Office Hours: By appointment |
| Phone/Email/Skype: 713-942-5945/ saflores@stthom.edu / serena.flores3 |

**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

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.

COUN 5339 - Human Growth and Development
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 virtually (asynchronous, online) present and participate in all class discussions via blackboard. All assigned readings are expected to have been completed. Absence can result in the renegotiation of this contract. Three absences (using participation) will result in a reduction in grade. Four absences will result in an F in this course.
2. Demonstrate a professional attitude and demeanor.
3. Complete all assignments by the due date. Late assignments will receive lower scores.
4. 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.
5. Learn from the course materials, each other, and enjoy the course.
Course Assignments

Learning Module Discussion Board

Students are expected to be virtually (asynchronous, online) present and participate in all class discussions via blackboard. There are a total of five course discussions available via blackboard, discussion board. Due dates of each posting are listed below within the provided calendar. All assigned readings are expected to have been completed.

Absence can result in the renegotiation of this contract. Three absences (using participation) will result in a reduction in grade. Four absences will result in an F in this course.

Book Case Study Term Paper

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*. Students will select one text to analyze. 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, 2017) 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 35 possible points.

Knowledge Base Homework Assignments

You will be responsible for completing two homework study worksheets based on material covered in your required readings. Each of these assignments will be worth 20 points each, due on their respective date listed below. You will receive a copy of the assignment via blackboard the week prior to the due date as listed in the course schedule. Students will have the opportunity to earn a total of 40 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.

Final Exam

A final exam will be made available through blackboard. This is a comprehensive final examination worth a total of 20 possible points.
### Course Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Possible Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Module Discussion Board</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge Base Homework Assignments</td>
<td></td>
</tr>
<tr>
<td>Assignment #1</td>
<td>20</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>20</td>
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<tr>
<td>Book Case Study Term Paper</td>
<td>35</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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#### Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
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<td>80-83</td>
<td>B-</td>
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<td>77-79</td>
<td>C+</td>
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<td>72-76</td>
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<tr>
<td>70-71</td>
<td>C-</td>
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<tr>
<td>&lt;70</td>
<td>F</td>
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### Course Schedule

**Summer 2017**

#### Due Dates

<table>
<thead>
<tr>
<th>Week 1</th>
<th>June 2</th>
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</table>
| Syllabus
Modules 1 & 2
  - Chapter 1- The Science of Human Development
  - Chapter 2- Theories
  - Chapter 3- The New Genetics
  - Chapter 4- Prenatal Development and Birth

Select a Case Study Book- Sign Up- via discussion board
Distribute Knowledge Base Homework Assignment #1

#### Week 2

<table>
<thead>
<tr>
<th>June 9</th>
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</table>
| Modules 3, 4, & 5
  - Chapter 5- The First Two Years: Biosocial Development
  - Chapter 6- The First Two Years: Cognitive Development |
<table>
<thead>
<tr>
<th>Week 3</th>
<th>June 16</th>
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<tbody>
<tr>
<td>Modules 6-9</td>
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<tr>
<td>Chapter 11- Middle Childhood: Biosocial Development</td>
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<tr>
<td>Chapter 12- Middle Childhood: Cognitive Development</td>
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<tr>
<td>Chapter 13- Middle Childhood: Psychosocial Development</td>
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<tr>
<td>Chapter 14- Adolescence: Biosocial Development</td>
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<tr>
<td>Chapter 15- Adolescence: Cognitive Development</td>
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<tr>
<td>Chapter 16- Adolescence: Psychosocial Development</td>
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</table>

**Due: Knowledge Base Homework Assignment #1 (20 pts)**

<table>
<thead>
<tr>
<th>Week 4</th>
<th>June 23</th>
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<tbody>
<tr>
<td>Modules 10 &amp; 11</td>
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</tr>
<tr>
<td>Chapter 17- Emerging Adulthood: Biosocial Development</td>
<td></td>
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<tr>
<td>Chapter 18- Emerging Adulthood: Cognitive Development</td>
<td></td>
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<tr>
<td>Chapter 19- Emerging Adulthood: Psychosocial Development</td>
<td></td>
</tr>
<tr>
<td>Chapter 20- Adulthood: Biosocial Development</td>
<td></td>
</tr>
<tr>
<td>Chapter 21- Adulthood: Cognitive Development</td>
<td></td>
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<tr>
<td>Chapter 22- Adulthood: Psychosocial Development</td>
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</table>

**Due: Knowledge Base Homework Assignment #2 (20 pts)**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>June 30</th>
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<tbody>
<tr>
<td>Module 12</td>
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<tr>
<td>Chapter 23- Late Adulthood: Biosocial Development</td>
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<tr>
<td>Chapter 24- Late Adulthood: Cognitive Development</td>
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<tr>
<td>Chapter 25- Late Adulthood: Psychosocial Development</td>
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**Due: Case Study Term Paper (35 pts)**

**Final Exam (20 points) via Blackboard**

**Due: Friday, June 30, 2017 by 11:59p**
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


