

**Sam Houston State University  
College of Education  
Department of Education Leadership & Counseling**

**Fall, 2007**

**CNE 597 HUMAN GROWTH AND DEVELOPMENT  
Online Course**

Course 597 is a required course for students interested in earning the Master's Degree in School Counseling, Licensed Professional Counselor, and Marriage and Family Therapy tracks. It should be taken early on in the course sequence in the first block of courses. There is no prerequisite other than admission into the Counseling Program.

**INSTRUCTOR:** Sheryl Serres, Ph.D., LPC-S  
Sam Houston State University  
Office: TEC 329  
Office Phone: (936) 294-4848  
Fax: (936) 294-4277  
Cell: (713) 557-8516  
Email: [sas008@shsu.edu](mailto:sas008@shsu.edu)  
Online Office Hours: Mondays 9 to noon & Fridays

**REQUIRED TEXTS:**

Segelman, C. R. & Rider, E. A. (2006). *Life-Span Human Development* (5<sup>th</sup> ed.). Thompson Learning, Inc.

This text is new and presents materials in a new format. The pictures are especially vibrant and interesting and the text is very easy-to-read. I believe you will enjoy this book!

**COURSE DESCRIPTION:**

This course provides an overview of theory and current research concerning the growth and development of individuals over the lifespan. The major intent of the course is to relate theory and research to present concerns of those who work in the helping professions. Theoretical Models related to the cognitive, physiological, psychological, social, and spiritual development of humans throughout the lifespan are applied to present day situations. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice and training experiences.

**PURPOSE OF THE COURSE:**

The course is presented to teachers, administrators, counselors and others who are in the helping professions. Assignments will require that those taking the class involve themselves in self study, and child and adult study situations.

### **IDEA Objectives:**

#### *Essential:*

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories,

#### *Important:*

- Developing skill in expressing oneself **orally** or in writing (This is the first time to offer this class online.)
- Learning to analyze and critically evaluate ideas, arguments, and points of view

### **THE UNIQUE ASPECTS OF AN ONLINE COURSE**

Taking this class online will have some exciting features! You will be able to complete assignments and interact with your fellow students on your own time and without having to leave your home. In order to ensure that important elements of learning are not compromised by lack of a face to face class experience, we have many supplemental things to offer. The discussion board feature will allow us to exchange ideas and respond to one another's comments. Many links to websites will be offered to allow you to explore information beyond our text. Powerpoints will be supplied to aid you in your readings in the text. I will post notes/lectures as well. Hopefully, this experience will be a wonderful opportunity to study in the privacy of your home and during the hours most convenient you. I look forward to this experience together.

Additionally, please free to call my cell phone number located on the first page of this syllabus. I want to be very available to you as you progress through your coursework. I am not disturbed by late night or early morning calls.

### **OBJECTIVES:**

This course was designed to meet various objectives and competencies (course objective, CACREP – Objectives [Council for the Accreditation for Counseling and Related Educational Programs], SBEC Standards [State Board for Educator Certification – Standards for the School Counselor Certification – TExES] and National Council for Accreditation of Teacher Education [NCATE]. This was done to ensure that students have covered topics in this course that will prepare them for exit and certification examinations as well as licensing requirements.

The class calendar will note how the class activity, topic, or assignments will fulfill the objective or competency required. The following abbreviations will be used: CO= Course Objectives, CA= CACREP objectives, SB= SBEC, and NC= NCATE competencies and standards.

### **Course Objectives:**

Outcomes: Upon successful completion of this course, students will be able to:

- Demonstrate knowledge of the factors that affect human development. These include biological, social, socioeconomic, moral, and multicultural aspects. (CO)
- Demonstrate knowledge of major issues related to the development of self-concept, self-esteem, as well as issues involved in sex role expectations, dependence/independence/interdependence aspects and changing social values. (CO)
- Demonstrate knowledge of the implications for guidance of children and youth throughout the school year situations. (CO)
- Demonstrate knowledge of characteristics and applications of learning and motivational theories. (CO)
- Demonstrate knowledge of the family and its role in determining how children and youth develop. (CO)
- Demonstrate knowledge of the responsibilities of the family, school, and other institutions of the society for the development of a life-long work ethic. (CO)
- Demonstrate knowledge of the function of the personality throughout the lifespan. (CO)
- Demonstrate knowledge of the later stages of the lifespan. (CO)
- Demonstrate knowledge of the theories of individual and family development and transitions across the lifespan. (CA)
- Demonstrate knowledge of the theories of learning and personality development. (CA)
- Demonstrate knowledge of human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. (CA)
- Demonstrate knowledge of the strategies for facilitating optimum development over the lifespan. (CA)
- Demonstrate knowledge of ethical and legal considerations. (CA)

## STANDARDS MATRIX

<b>OBJECTIVES/ LEARNING OUTCOMES</b>	<b>ACTIVITIES</b>	<b>PERFORMANCE ASSESSMENT</b>	<b>STANDARDS</b>
Demonstrate knowledge of the factors that affect human development. These include biological, social, socioeconomic, moral, and multicultural aspects.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4
Demonstrate knowledge of major issues related to the development of self-concept, self-esteem, as well as issues involved in sex role expectations, dependence/ independence/interdependence aspects and changing social values.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4
Demonstrate knowledge of the implications for guidance of children and youth throughout the school year situations.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4
Demonstrate knowledge of characteristics and applications of learning and motivational theories.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4
Demonstrate knowledge of the	Class discussions, lectures, and	Discussion board, Exams,	CACREP: K.3.a-e SBEC: I.(5,6,7,9),

family and its role in determining how children and youth develop.	powerpoints; Readings in text; Website activities and explorations; Videos Field research	Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	IV.(1) NCATE:1,4
Demonstrate knowledge of the responsibilities of the family, school, and other institutions of society for the development of a life-long work ethic.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4
Demonstrate knowledge of the function of the personality throughout the lifespan.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4
Demonstrate knowledge of the later stages of the lifespan.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4
Demonstrate knowledge of the theories of individual and family development and transitions across the lifespan.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4

Demonstrate knowledge of the theories of learning and personality development.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4
Demonstrate knowledge of human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4
Demonstrate knowledge of the strategies for facilitating optimum development over the lifespan.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4
Demonstrate knowledge of ethical and legal considerations.	Class discussions, lectures, and powerpoints; Readings in text; Website activities and explorations; Videos Field research	Discussion board, Exams, Assignments: Introspective sketch Tribute to Parents Reflection papers of readings and research	CACREP: K.3.a-e SBEC: I.(5,6,7,9), IV.(1) NCATE:1,4

Web addresses for standards:

CACREP: <http://www.counseling.org/cacrep/2001standards700.htm>

SBEC: **Standards for the School Counselor Certificate:**

[http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc](http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc)

NCATE: <http://www.ncate.org>

**Suggested journal readings:**

*Developmental Psychology, Child Development, Pediatric Nursing, Pediatrics, Journal of Gerontology, Infant Behavior and Development, Journal of Research on Adolescence, Journal of Adult Development, Journal of Gerontological Nursing, Psychology and Aging, Human Development.*

**The following journals include articles on various aspects of human development:**

*Journal of Educational Psychology, Journal of Cross-Cultural Psychology, Journal of Marriage and the Family, and Journal of Consulting and Clinical Psychology.*

#### **IMPORTANT INFORMATION:**

- **Attendance** You will be expected to be “present” online through discussion board and by submitting assignments on time. All assignments are due at midnight on Sundays.
- Late assignments will not be accepted without prior approval by the professor. Late posts to the discussion board will not be accepted at all.
- All written assignments should be double-spaced and reflect graduate level writing style and ability. (Students are encouraged to access the Writing Center).  
<http://www.shsu.edu/~wctr/>  
You do not have to be on campus to utilize the Writing Center services.
- The syllabus is subject to change pending notification, if unexpected circumstances or opportunities arise.

#### **Disability Statement:**

Students who have a disability that affects academic performance are expected to arrange for a conference via telephone with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Students with a physical disability may contact the Director of the Counseling Center for assistance at (936) 294-1720 or call the instructor for more information and assistance.

**Student Syllabus Guidelines:** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

**Academic Dishonesty:** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

**Online Rules of Conduct:** Students are expected to use good taste and good manners online and to assist in maintaining a “classroom environment” that is conducive to learning. Students are to treat faculty and students with respect. Many opportunities are given in this course to “voice” your opinions, attitudes, values, and insights, as well as to share personal information as you

deem appropriate. We will maintain an open and respectful policy for sharing of ideas. tape record lectures provided they do not disturb other students in the process.

**Student Absences on Religious Holy Days:** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. Please inform the instructor if you anticipate being “absent” for the purpose of observing a religious or holy day activity including travel in which internet services will be unavailable to you.

## MEANS OF EVALUATION

**\*Students must complete all assignments to pass the course.**

**Participation:** Class participation in discussions and group activities is expected. A discussion board will be created and your participation. You will have a total of 15 internet assignments worth 10 points each for a total of **150 points**. The assignments will include such activities as making posts to the discussion board, reflections on internet websites and searches, responses to mini-activities, questionnaires, and mini-learning assignments. **Your posting to the discussion board and your assignments must always be completed by midnight on Sundays in order to receive credit. All posts to discussion board MUST be done by midnight on Sundays to receive credit. No late postings will be counted (with the exception of the first week, which everyone was given credit for due to the confusion with Bb.)**

**150 points total**

**Tribute to My Parents:** Write a tribute to your parent(s) (or other primary caregivers) that describes the legacy you received from them in terms of teachings, values, opportunities, experiences, family life, wisdom, or lack of any of the above, etc. This paper does not need to imply that everything you received was positive, but should reflect how you have made sense of your experiences and upbringing. It should take into account the roles they played in your life, what you received from your experiences, how you feel you have been affected, and how they culminated in who you are today. The purpose of this assignment is to help you make sense for yourself of your own experiences and to contribute to your awareness of how family, childhood and adolescent experience affect development and influence choices in life, and to help you consider the roles of both nature and nurture in the nature/nurture debate. (See the Nature-Nurture Theme Index in the back cover of your text.) **Due September 23<sup>rd</sup>.**

**25 points**

### **Service learning project**

Volunteer to help out for a minimum of two hours at a facility or organization of your choice. It should be a place or program that addresses the needs of a specific developmental age or stage. Examples include, but are not limited to, day care center, senior citizens organization or facility, teen club or program, Girl or Boy Scouts, Awanas, or other examples you may think of.

Develop a **12 slide Powerpoint** (not including title slide) that tells **how** that particular organization or facility is or is not addressing the specific physical, emotional, cognitive, social, and spiritual (however you would personally define that term) needs of the age/stage group it purports to serve, and what developmental issues you encounter while volunteering there. **Use terms consistent with theories. Supply name of organization and a contact person/phone #.** **Due October 14<sup>th</sup>.**

**50 points** (25 points for volunteering and 25 points for your Powerpoint presentation.)



**Introspective Sketch:** Compile with your group a wiki of anecdotes, pictures, stories, or other remembrances of your own development up to this point. Discuss how each entry illustrates your development in terms of the theoretical perspectives in our text. These could include things you said, did, thought, felt, as well as any personal crises, accomplishments, or experiences you have had. Each person in the group should contribute 3 entries. More info on creating a wiki will follow. However, the group as a whole must discuss how the entries reflect the developmental stages. **Due December 2<sup>nd</sup>**. (This assignment will be explained more later. It is subject to modification.)

**25 points per person**

**Examinations:** A final examination worth 50 points will be given. It may include multiple choice, matching and True-False or a combination of these.. **Final Exam is due December 9<sup>th</sup>**.  
**50 points total**

**Total points for the class: 300**

**GRADING SCALE**

A = 270- 300    C = 210-239  
B = 240-269    F = < 209

**\*\* Extra Credit:** An additional 5 points to your final average will be added for having a sweet and patient attitude toward the professor who is learning to teach an online class for the first time and who will inevitably make mistakes :-)

As previously stated in the Bb announcement, all postings and assignments will be due at midnight on Sundays. I will be working on online classes every Monday, and I will check discussion board and communications often (at least once per day). However, I will not be checking emails or communications on Sundays. Of course, you do have my permission to contact me by cell anytime night or day.

As this is a graduate level course, and no class instruction can address every important point, you are responsible for reading your text. You must assume responsibility for your own learning, but please feel free to ask the instructor for assistance as needed.

**Tentatively, we will address the following information on the following weeks:**

August 27	Learning Bb and getting connected
September 3	Chapter 1 & 2
September 10	Chapter 3 and Nature-Nurture themes throughout text
September 17	Sections in chapters that deal with the early years of life
September 24	Continue
October 1	Sections in chapters that deal with middle childhood
October 8	Continue
October 15	Sections in chapters that deal with adolescence and teens
October 22	Continue
October 29	Sections in chapters that deal with early adulthood
November 5	Continue
November 12	Sections in chapters that deal with middle adulthood
November 19	Continue
November 26	Sections in chapters that deal with late adulthood
December 3	Continue
December 9	Final Exam Due