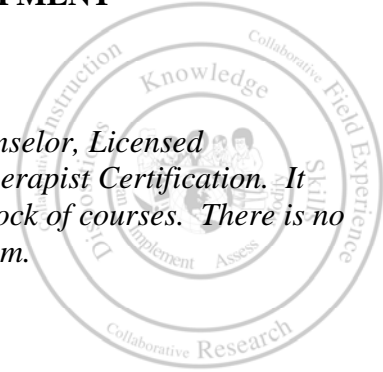


**CNE 597: HUMAN GROWTH AND DEVELOPMENT
SUMMER I SEMESTER 2008
JUNE 3 – JULY 1**

Course 597 is a required course for Professional School Counselor, Licensed Professional Counselor, and Licensed Marriage & Family Therapist Certification. 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.

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



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REQUIRED TEXT:
Berk, L. E. (2008). *Exploring lifespan development*. Boston: Pearson Education, Inc.

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, and social development of humans throughout the lifespan are applied to present day situations.

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 child and adult study situations. This course will include a combination of PowerPoint lectures, class discussions over text and additional readings completed in class groups, and student presentations. Students will be expected to complete a critique of a facility or organization, an introspective sketch of their own personal development, and a research paper / presentation of a case study that addresses a particular issue and population in the counseling profession.

OBJECTIVES

This course was designed to meet various objectives and competencies (course objective, CACREP - Objectives [Counselor Accreditation for Counseling and Related Educational Programs], SBEC Standards [State Board for Educator Certification - Standards for the School Counselor Certification - TExES], and NCATE standards [National Council for Accreditation of Teacher Education]). 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.

COURSE OBJECTIVES The Student Will:

- ✚ 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 and self-esteem, as well as the issues involved in sex role expectations, dependence/ independence/ interdependence aspects of development and changing social values. (CO)
 - ✚ Demonstrate knowledge of the implications for guidance of children and youth throughout the school year experience. (CO)
 - ✚ Demonstrate knowledge of the 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.
 - ✚ 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)
- ✚ In accordance with the **IDEA system** of course evaluation, students will:
1. Gain factual knowledge (terminology, classifications, methods, trends) - Essential
 2. Learn fundamental principles, generalizations, or theories - Essential
 3. Develop skill in expressing oneself orally or in writing - Important
 4. Learn to analyze and critically evaluate ideas, arguments, and points of view - Important

Web address for state and specialty organization standards:

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

Standards Matrix

| Objectives / Learning Outcomes | Activities | Performance Assessment | Standards CACREP = CA NCATE = NC SBEC = SB |
|---|--|--|---|
| 1. Theories of individual and family development and transitions across the lifespan | Textbook readings and class discussions Perspective Discussions | Written Exam Perspectives Projects Group discussions | CA - K.3a NC - I, IV SBEC - I.2,5,6,9 |
| 2. Theories of learning and personality development | Textbook readings and class discussions | Written Exam Perspectives & Group Discussions Projects | CA - K.3b NC - I, IV SBEC - I.1-9, 13 |
| 3. Human behavior including an understanding of developmental crisis, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior | Textbook readings and class discussions Case Study Presentations Perspective Discussions | Written Exam Evidence of applied research in class presentation Projects | CA - K.3c NC - I, IV SBEC - I. 1-9, 13 |
| 4. Strategies for facilitating optimum development over the life-span | Case study research papers and presentations Critique of organization of facility | Evidence of research-based interventions and recommendations in class presentations, discussions, and projects Perspectives | CA - K.3d NC - I, IV SBEC - I. 5-7, 9, 13; VI. 1-3 |
| 5. Ethical and legal considerations | Textbook readings and class discussions | Project presentations Group discussions Exams | CA - K.3e NC - I, IV SBEC - I.8; VI |
| 6. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. | Textbook readings and class discussions | Evidence of understanding in Project Presentations Research Notebook Perspectives | CA - K.5c NC - I SEBEC I. 2, II.9 |

STUDENT SYLLABUS GUIDELINES:

You may find online a more detailed description of the following student 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>

Classroom Rules of Conduct:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and other students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Student Absences on Religious Holy Days:

Section 51.91 of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

Students with Disabilities Policy:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.html

Course Content: Schedule & Due Dates

| DATE | TOPIC / ACTIVITIES | PERFORMANCE ASSESSMENT | STANDARDS |
|----------------|---|--|--|
| June 5 | Topic: Theory and Research in Human Development Chapter 1 Discussion Board: Perspectives on Human Development Topic: Foundations of Development Chapters 2 & 3 Discussion Board: Human Genome Project Stem Cell Research and Genetic Counseling | DsBd 1: Due 06-08-08 | CO: 1,2,3,7,8 CA: 3.a-e SB: 001.a-d NA: 1,4 |
| June 10 | Topic: Infancy and Toddlerhood: The First Two Years Chapters 4, 5 & 6 Discussion – Human Infant Attachment | Perspective I Due 06-10-08 EXAM I Due by 06-15-08 | CO: 1,3 CA: 3.a,c,d,e SB: 001.a,b NA: 1,4 |
| Jun 12 | Topic: Early Childhood: Two to Six Years Chapters 7 & 8 Discussion: Language Development Discussion: The Family Context | DsBd 2: Due by 06-17-08 | CO: 1,3 CA: 3.a,c,d,e SB: 001.a,b NA: 1,4 |
| Jun 17 | Topic: Middle Childhood: Six to Eleven Years Chapters 9 & 10 Discussion: Moral Development / Problems in Development | | CO: 1,3 CA: 3.a,c,d,e SB: 001.a,b NA: 1,4 |
| Jun 19 | Topic: Adolescence: The Transition to Adulthood Chapters 11 & 12 Critical Analysis: Issues in Adolescence | Perspective II Due by 06-19-08 EXAM II Due by 06-22-08 | CO: 1,3 CA: 3.a,c,d,e SB: 001.a,b NA: 1,4 |
| Jun 23 | Topic: Early Adulthood Chapters 13 & 14 Discussion: Work & Family | DsBd 3: Due by 06-24-08 | CO: 1,3 CA: 3.a,c,d,e SB: 001.a,b NA: 1,4 |
| Jun 26 | Topic: Middle Adulthood Chapters 15 & 16 Topic: Late Adulthood Chapters 17 & 18 Discussion: Stability, Change and Relationships Topic: Death, Dying and Bereavement Chapter 19 | Perspective III Due by 06-26 Wiki Project: Due by 06-29-08 EXAM III Due by 07-01-08 | CO: 1-5 CA: 3.a-e SB: 001.a-d NA: 1,4 |
| Jul 1 | *** All Assignments, Exams & Projects due by 9:00 p.m.*** | | |

COURSE REQUIREMENTS:








***Students must complete ALL assignments to pass the course.**

***Participation:** Class participation through the discussion board assignments is required **by the due date**. Assigned portions of the text should be read thoroughly **before** completing assignments. Points will be given this semester for evidence of critical thinking on discussion boards, perspectives and projects.

I. PERSPECTIVES

Three Perspectives: 15 points each

Class perspectives are written responses to the “Ask Yourself” boxes in each chapter. Choose ONE from the following chapters to write-up and submit as your perspective.

-  Chapter 1: Theory and Research in Human Development
-  Chapter 7: Physical & Cognitive Development in Early Childhood
-  Chapter 8: Emotional and Social Development in Early Childhood
-  Chapter 9: Physical and Cognitive Development in Middle Childhood
-  Chapter 10: Emotional and Social Development in Middle Childhood
-  Chapter 11: Physical and Cognitive Development in Adolescence
-  Chapter 12: Emotional and Social Development in Adolescence

Each perspective will be shared with colleagues in an effort to analyze and interpret critical issues that affect the growth and development of children in our society today. Perspectives should be professional reflections about the counselor's understanding of how children experience the world around them.

II. DISCUSSION BOARDS

Three Discussion Boards: 15 points each

Discussion Boards serve as a replacement for in class discussions, since this course is conducted through distance learning. It is very important that these discussions reflect your understanding of the material through critical interpretation of the issues in human growth and development. Each topic will be posted separately approximately 3-5 days before the assignment is due. Please remember that these discussion boards are also assessments of the content learned in the class.

III. PROJECTS – ONLINE WIKI

Choose One of the Following to Present Online by Jun 29:

Project = 100 points

1. Critique of a Facility or Organization:

Show that you understand the specific needs, tasks, and developmental stages of one population by addressing how a particular facility or organization does and does not meet the developmental needs of its patrons. Discuss what you think are positive and negative components of the facility or organization and how it could be changed to better serve its clientele. (Examples include schools, nursing or retirement homes, facilities that serve specific special needs populations, organizations or clubs, health facilities, day care centers, church programs, hospital programs, women's or men's organizations, etc.).

2. Introspective Sketch:

Compile a journal or booklet of anecdotes, pictures, stories, and remembrances of your own development up to this point. Discuss how each entry illustrates your development in terms of any 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. Be prepared to share occasional entries with the class. Include at least 15 entries.

3. Case Study:

Choose one issue that a counselor might be presented with and develop a case study of a person dealing with that issue. Your goal is to analyze the problem in terms of life-span developmental issues. Record and discuss information about this issue as it relates to the person's development. Include **discussions of family, school, health, social, cognitive, emotional, moral, cultural, and spiritual contributing factors**. The Wiki should include a discussion of theoretical frameworks (i.e. theories of development such as Piaget, Erikson, Vygotsky, Levinson) as they apply to your client, and **recommendations for counseling with you as the counselor**.

Use three sources (text and three additional sources including two journal articles).

Cite sources and bibliography on a reference page within the Wiki. The actual format/style of the Wiki is up to the student, but guidelines for developing Wiki's will be available for reference.

IV. EXAMINATIONS

Exam I will consist of approximately 50 points objective and 50 points short answer items. This exam will cover Theory and Research, Foundations of Development, and Infancy & Toddlerhood (**Chapters 1 – 6**). (100 points)

Exam II will consist of approximately 50 points objective and 50 points short answer items. This exam will cover Early Childhood through Adolescence (**Chapters 7 – 12**). (100 points)

Exam III will consist of approximately 50 objective items. This exam will cover Early, Middle, and Late Adulthood (**Chapters 13 – 19**). (50 points)

GRADING

Grades will be based on the accumulation of points as follows:

| | | |
|---------------------|------------------|----------------------|
| Exam I | 100 points | A = 386 – 440 points |
| 3 Perspectives | 45 points | B = 342 – 385 points |
| 3 Discussion Boards | 45 points | C = 298 – 341 points |
| Projects | 100 points | F = below 298 points |
| Exam II | 100 points | |
| Exam III | <u>50 points</u> | |
| | 440 points total | |

COURSE EXPECTATIONS:

Due to the compact time frame of summer courses, late assignments will be penalized by one letter grade for each 24-hour period in which they are not submitted.

The syllabus is subject to change pending notification.