

	The Graduate Counseling Program Course Syllabus <p style="text-align: right;">Jacksonville FL Campus</p>	
Course	COUN 5050 / JC / Human Growth and Development (3)	
Term	Fall 2, 2009 - Wednesday – 6:00 pm – 10:00 pm 10/21, 10/28, 11/4, 11/18, Saturday 11/21; 8:00-12:00 (Make-up date), 12/2, 12/9, 12/16 (Make-up date for 11/11 TBD)	
Instructor	Name: Work Phone: Email:	Phyllis Ingram, EdD, LMHC (904) 710-9300 ingram@webster.edu
Catalog Description	The student examines the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological, and physiological approaches. Included are such areas as human behavior (normal and abnormal), personality development, family relations/development, and life cycle issues.	
Prerequisites	A strong background in the behavioral and social sciences gained from an undergraduate degree program, from any other formal study program, or from other documented learning. COUN 5020	
Course Level Learning Outcomes	<p><i>Upon successful completion of this course students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe the major theories of individual and family development across the lifespan. 2. Demonstrate knowledge of learning theories and personality development and their implications for the counseling setting. 3. Demonstrate an understanding of the ways in which human behavior both normal and abnormal is affected by developmental crises, disability exceptional or addictive behavior, and situational factors. 4. Demonstrate strategies for facilitating optimum development over the life span. 	
Materials	Newman, B. and Newman, P. (2008). Development Through Life: A Psychosocial Approach. (10 th Edition). Pacific Grove, CA. Brooks / Cole Publishing Company. ISBN# 0495553417 Newman, B. and Newman P. (2008). Study Guide to Development Through Life: A Psychosocial Approach. (10 th Edition). Pacific Grove, CA. Brooks / Cole Publishing Company. ISBN# 0495504454 <p style="text-align: center;">To Order Textbooks go to the local North FL website at www.webster.edu/jack and click on Order Textbooks to select a vendor.</p>	

Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery

Supplemental Reading:

- Additional readings will be assigned throughout the course.
- Research Paper Guidelines and Sample Paper – See website @ www.webster.edu/jack and click on the Student Resources category

Methods of Learning

Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, observation, role plays, and out of class assignments.

Grading	Assignments	Maximum Points
	• Critical Thinking Questions	10 Points
	• Observation of a young child	10 Points
	• Mid-term Exam (In class, covers Parts 1 thru 5)	25Points
	• Final Exam	25Points
	• Class Presentation and Research	25 Points
	• Class Participation and Attendance	5 Points
		Total 100 Points

Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.

Percentage of Total Points	Grade
95% -100%	A
90%-94%	A-
88%-89%	B+
84%-87%	B
80%-83%	B-
70%-79%	C
Below 70%	F

<p>Activities</p>	<p>Class Presentation:</p> <ul style="list-style-type: none"> • Group presentation, 10-15 minutes. This presentation is based on your research paper. Topics need to relate to Human Growth & Development and must be approved by the instructor. <p>Mid-term and Final Exams:</p> <ul style="list-style-type: none"> • In-class exam 25 points • In-class exam 25 points <p>Presentations and/or Observations:</p> <ul style="list-style-type: none"> • Individual project will demonstrate knowledge of information presented and evidence of research with interesting presentation <p>Class Participation and Attendance:</p> <ul style="list-style-type: none"> • Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. PLEASE BE ADVISED: Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses. • Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends. • Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise. • Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes. • Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class. • A maximum of 5 points will be awarded based on the level and quality of participation and preparation. • Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will
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	<p>lower the final grade by an additional two points.</p> <ul style="list-style-type: none"> • All assignments are due as detailed in the Course Schedule. • Late assignments will be accepted, if they are turned in <i>no later</i> than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. • Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained</p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case,</p>

	<p>should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course</p> <p>It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>	
<p>Course Policies</p>	<p>This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student. The schedule below presents an approximate expectation of course progress. The instructor reserves the right to add, delete, or modify any weeks of this schedule. The instructor also reserves the right to change the overall course grade weighting. Any changes will be announced in class.</p> <p>If you miss class you are responsible for getting notes and assignments.</p> <p><i>No late homework will be accepted and missed quizzes will receive scores of zero unless prior approval to miss class is obtained from the instructor.</i></p> <p>Makeup exams will be scheduled only if arranged in advance of the scheduled exam date.</p>	
<p>Weekly Schedule</p>		<p>Pre-Assignments for Session 1:</p> <ul style="list-style-type: none"> • Students will read Chapters 1 and 2 of Newman & Newman text prior to first class meeting. Complete Study Guide Chapters 1 & 2.
	<p>Session 1</p>	<p>THEME: History and Methods of Developmental Psychology</p> <p>Topics:</p> <ul style="list-style-type: none"> • Ethnographic Research • Research Methods in Developmental Psychology • Developmental Theories <p>Assignments for Session 2:</p> <ul style="list-style-type: none"> • Read Chapters 3 and 4 • Complete Study Guide Chapters 3 & 4.

	<p>Session 2</p>	<p>THEME: Reproduction, Heredity and Genetics, and Prenatal Development</p> <p>Topics:</p> <ul style="list-style-type: none"> • Reproductive Process and Relevant Developmental Issues • Current Issues in Conception • Video: Life’s Greatest Miracle <p>Assignments for Session 3:</p> <ul style="list-style-type: none"> • Read Chapters 5 and 6 • Complete Study Guide Chapters 5 & 6.
	<p>Session 3</p>	<p>THEME: Birthing Practices and Complications of Birth</p> <p>Topics:</p> <ul style="list-style-type: none"> • Birth and Development 0-2 Years • What Happens When Problems Occur? • Video: “Life’s First Feelings” <p>Assignments for Session 4:</p> <ul style="list-style-type: none"> • Read Chapters 7 and 8 • Complete Study Guide Chapters 7 & 8. • Arrange to observe one child from age 0-6 years using the observation sheet distributed in class
	<p>Session 4</p>	<p>THEME: Early Childhood Development</p> <p>Topics:</p> <ul style="list-style-type: none"> • Cognitive, Emotional and Social Development • Child Maltreatment: Effects on Development • Presentation of observations • Parenting Styles • Video: “Genie” <p>Assignments for Session 5:</p> <ul style="list-style-type: none"> • Read Chapters 9 and 10 • Complete Study Guide Chapters 9 & 10.

	<p>Session 5</p>	<p>THEME: Middle Childhood Topics:</p> <ul style="list-style-type: none"> • Cognitive, Emotional and Social Development • ADHD, Learning Disabilities and Academics • Sibling Rivalry • Social Skills and Peer Groups • MIDTERM in class <p>Assignments for Session 6:</p> <ul style="list-style-type: none"> • Read Chapters 11 and 12 • Complete Study Guide Chapters 11 & 12.
	<p>Session 6</p>	<p>THEME: Adolescent Development Topics:</p> <ul style="list-style-type: none"> • Suicide and Depression • Physical, Emotional and Social Development • Presentation of observations • Eating Disorders • Video: Recovering Bodies <p>Assignments for Session 7:</p> <ul style="list-style-type: none"> • Read Chapters 13 & 14 • Complete Study Guide Chapters 13 & 14.
	<p>Session 7</p>	<p>THEME: Early and Middle Adulthood: Physical, Cognitive and Emotional Development Topics:</p> <ul style="list-style-type: none"> • Views of Adult Development • Theories of Mating and Partnering • Family transitions – Threats and Changes to Marital and Nuclear Family Status • “Middle-age Crisis” Myth or Reality • Stress management <p>Assignments for Session 8:</p> <ul style="list-style-type: none"> • Read Chapters 15 & 16 • Complete Study Guide Chapters 15 & 16.
	<p>Session 8</p>	<p>THEME: Growing Old in America Topics:</p> <ul style="list-style-type: none"> • Theories of Aging • Problems of the Elderly • Death and Dying • Class Presentations

		<p>Assignments for Session 9:</p> <ul style="list-style-type: none"> • Complete Study Guide for Exam
	<p>Session 9</p>	<p>THEME: Course Wrap-up</p> <p>Topics:</p> <ul style="list-style-type: none"> • Complete Class Presentations • Final In-class Exam
<p>Additional Information</p>	<p>Course Requirements:</p> <ol style="list-style-type: none"> 1. Graduate students are expected to take a proactive role in their learning. As such it is assumed each student will spend a minimum of 2-3 hours of outside reading / research / for every hour of classroom instruction. Therefore, preparing 8-12 hours for every 4 hour class lecture is required. 2. Write a self-disclosing journal describing your development from “womb to tomb.” The journal will have numerous entries. The journal will deal with all influences; i.e., psychosocial / emotional, psychosexual, cognition / language, etc. that you felt had an impact, both positive and negative, on your life. The journal should (1) demonstrate your knowledge of human development by synthesizing and integrating the information, (2) be self-disclosing, (3) specify the developmental task for that life stage and explain how / why mastery was completed and / or how you are going about completing it. Each life stage should be about 3-4 pages in length. Journals are due the week after that stage is presented in class. 3. An individual project. This is open to the imagination and creativity of the student. The topic will be presented to and agreed upon with the professor. 4. Your completed Study Guide to Development Through Life: A Psychosocial Approach will be turned in after Session 7. It will be returned to you Session 8 to assist you to study for the Final Examination. 5. Final Examination in Session 9. This exam will consist of multiple choice and short essay questions covering the content of Newman and Newman, and topics discussed and presented in class. Use your Study Guide to prepare for the Final Exam and to insure comprehension. <p>Course Attendance:</p> <p>The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p> <p>Conduct:</p> <p>Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false 	

information to the University.

2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

Disclaimer

- This syllabus is intended to provide a basic structure to this course. Adherence to this syllabus is subject to change at the discretion of the instructor without the prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801 ext 7620, to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 9/21/09

Revised 9/21/09