

Course	COUN 5050 Human Growth and Development PSYC 2300 Human Growth and Development
Term, Day, Time	Summer 2008; Wednesday 5:30-9:30
Instructor	Name: Shirley Marshall, Ph.D Phone: 816-822-0151 Email: shirleyinkc@msn.com or shirleym@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.
Course Level Outcome Objectives	<p><i>Outcome:</i></p> <ol style="list-style-type: none"> 1. Students will examine the major early developmental theories and their contributions to counseling. 2. Students will understand "life stage" as a significant variable for counseling purposes. 3. Students will understand the role of lifespan counseling in facilitating positive growth and change. 4. Students will familiarize with lifespan counseling techniques and their functions and appropriate use. 5. Students will examine and analyze Erikson's psychosocial theory of development as a framework for lifespan review. <p><i>Expectations:</i></p> <ol style="list-style-type: none"> 1. Describe and evaluate the key psychosexual, psychosocial, cognitive, learning, and moral development theories. 2. Identify important normative events, tasks, and crises for each stage of development. 3. Identify the 3 critical functions provided by the counselor in helping clients with developmental concerns. 4. Apply counseling principles and techniques to real-life situations. 5. Write and analytic psychosocial assessment of one's personal life history.
Materials	<p>ALL REQUIRED READINGS AND HANDOUTS ARE PROVIDED BY THE INSTRUCTOR.</p> <p>Optional text to supplemental class content and discussion: <u>Counseling Across the Lifespan</u> by Cindy Junteman and Donald Atkinson, Sage Publications: 2002, ISBN 0-7619-2395-0. May be purchased from amazon.com.</p>
Grading	Each of the following assignments/exams are <u>25% of Course Grade</u>

	<p>Exam 1 Exam 2 Psychosocial Assessment Part 1 Psychosocial Assessment Part 2</p> <p>Class participation, attendance and assignment readiness will factor into the grade, as appropriate. There are opportunities for extra credit.</p> <p>The Graduate catalogue provides these guidelines and grading option: Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W</p> <ul style="list-style-type: none"> A/A- Superior graduate work B+/B/B- Satisfactory graduate work C Marginal work F Unsatisfactory work CR Credit given for practica/internships I Incomplete work ZF Permanent grade for unfinished incomplete grade which treated as an F W Withdrawn from the course
<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 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 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 in the Graduate Studies Catalogue 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 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</p>

	<p>require in this class so that these can be provided.</p> <p>Disturbances 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>
Course Policies	<p>THIS IS A NINE (9) WEEK COURSE. UNDERGRADUATES ARE EXPECTED TO ATTEND ALL NINE (9) MEETINGS.</p> <p>Note: in the event of an anticipated late arrival, it is the student's responsibility to contact the instructor prior to start of class.</p> <p>Attendance: The University reserves the right to drop students who do not attend the first week of class. Attendance in all class meetings is expected. In the case of unavoidable absence, you will be expected to contact the instructor. You are responsible for contacting a class member to inform yourself about the materials covered during the missed class. If, after conferring with class member(s), you have additional questions about the material, please contact the instructor.</p>
Weekly Schedule	<p>Week 1: June 4: Intro to Course and Fundamentals; Introduction to lifespan development, theoretical orientations.</p> <p>Week 2: June 11: Prenatal and Infant Development; Pregnancy and birth. Attachment and attachment impairment. Care giving.</p> <p>Week 3: June 18: Early Childhood. Chapter 3: Fostering Resilience in Children. Social and Emotional components to healthy development. Toilet training and bedwetting. PSYCHOSOCIAL ASSESSMENT, PART 1 DUE.</p> <p>Week 4: June 25: Later Childhood. Chapter 4: Promoting Social Competency in Children. Self Esteem. Friendships. Gender issues. Impact of TV. Conduct disorders.</p> <p>Week 5: July 2: Adolescence. Chapter 6: Promoting Healthy Lifestyles Among Adolescents. Peer pressure. At-risk behaviors. Eating disorders, ADHD. Depression. Therapeutic interventions. EXAM 1 DUE.</p> <p>Week 6: July 9: Early Adulthood. Chapter 11: Promoting Healthy Decision Making in Relationships. Love and mate selection. Premarital counseling. Career guidance. Marital and divorce counseling.</p> <p>Week 7: July 16: Middle Adulthood. Chapter 16: Supporting Adaptation to New Family Roles. Family strengths, transitions, crises.</p> <p>Week 8: July 23: Late Adulthood. Chapter 18: Promoting Aging Well in Older Adults. Quality of life indicators. Aging, illness and</p>

	<p>coping. Death and bereavement. PSYCHOSOCIAL ASSESSMENT, PART 2 DUE. Week 9: July30: Course wrap-up. Exam 2 Due.</p>
<p>Additional Information</p>	<p>Course Requirements: THIS IS A NINE (9) WEEK COURSE. UNDERGRADUATES ARE EXPECTED TO ATTEND ALL NINE (9) MEETINGS.</p> <p>Course Attendance: 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: 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 has 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. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades is Based On the Following Criteria:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): *Professional Achievement*

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical,

organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of "A" represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

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: _____

Job Title: _____

Date: _____

--	--