



Course	COUN 5050 Human Growth and Development																												
Term, Day, Time	Fall 2, 2009 Mondays 5:30 - 9:30																												
Instructor	Name: Rhonda J. Lockwood, M.Ed., N.C.C. Phone: 352 318-9433 cell 352 333-7295 Email: divas1mom@bellsouth.net																												
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.																												
Learning Skills Outcomes	Upon successful completion of this course students will be able to: <ol style="list-style-type: none">1. Describe the major theories of individual and family development across the lifespan2. Demonstrate knowledge of learning theories and personality development and their implications for the counseling setting3. 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 factors4. Demonstrate strategies for facilitating optimum development over the life span																												
Materials	The Developing Person Through The Lifespan, Kathleen Stassen Berger, Worth Publishing, 4th edition (2006).																												
Grading	<table><tr><td></td><td></td><td>90-100</td><td>A</td></tr><tr><td>Class Participation</td><td>10</td><td>89</td><td>A-</td></tr><tr><td>Developmental Reaction Sheets</td><td>10</td><td>87- 88</td><td>B+</td></tr><tr><td>Discussion and Facilitation</td><td>10</td><td>80-86</td><td>B</td></tr><tr><td>Developmental critical Review</td><td>40</td><td>79</td><td>B-</td></tr><tr><td>Final Exam and 3 quizzes</td><td>30</td><td>78-70</td><td>C</td></tr><tr><td>Total points</td><td>100</td><td><70</td><td>F</td></tr></table> <p>The Graduate catalogue provides these guidelines and grading option:</p> <p>Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W</p>			90-100	A	Class Participation	10	89	A-	Developmental Reaction Sheets	10	87- 88	B+	Discussion and Facilitation	10	80-86	B	Developmental critical Review	40	79	B-	Final Exam and 3 quizzes	30	78-70	C	Total points	100	<70	F
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	<p>A/A- Superior graduate work B+/B/B- Satisfactory graduate work C Marginal work F Unsatisfactory work CR Credit given for practicum/internships I Incomplete work ZF Permanent grade for unfinished incomplete grade W Withdrawn from the course</p> <p><i>Grading Scale</i></p> <p>100-95 A 94-90 A- 89-87 B+ 86-84 B 83-81 B- 80-75 C</p>
Activities	<ol style="list-style-type: none"> 1. Class Participation: This course will focus on the development of humans across the lifespan. Within this context, several theories of development will be explored. Included will be Psychoanalytic Theory, Freud; Psychosocial Theory, Erickson; Feminist Theory, Horney; Constructivist Theory, Piaget; Sociocultural Theory, Vygotsky; Self- Actualization, Maslow; and the Theory of Grief, Kubler-Ross. By no means is this an exhaustive or complete theory listing. 2. Developmental Reaction Sheets: Throughout this course students will be exposed to various media as well as in vivo demonstrations that illustrate certain developmental milestones and achievements. Also represented will be barriers to successful resolutions and pertinent issues such as class, gender, socio-economic, ethnic, family status and oppression vs. privilege that impact development. The student will write a brief, thoughtful, descriptive reaction paper to the presented topics. 3. Discussion and Facilitation: Class discussion is crucial, and comments that provoke insight, production of interesting thoughts or avenues of discussion will be reflected positively in the students grade for this portion of the class. 4. Developmental critical review: An in-detail life critique will provide the student an opportunity to explore in depth, the outcomes of the resolutions of each individual's own particular development, what was learned, how it has contributed to "being", and how this may or may not impact the student's counseling abilities.

	<p>5. Final Exam and Quizzes; One final exam of 100 M/c questions and three quizzes of shorter duration will be given. The content will be text- driven, and include information presented in class discussions.</p>
<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 (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 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 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>Course Policies</p>	<p>Please read the assignments, be on time, and abide by the ACA Code of Ethics while participating in this class. All papers are expected to be typed, double-spaced, carefully proofread, and</p>

	consistent with APA style when appropriate. Assignments are due on time, without exception.
Weekly Schedule	<p>Mondays 5:30 p.m. beginning October 19th, 2009.</p> <p>10-19-2009 Part 1(read all prior to class).</p> <p>10-26-09 Part 2, Presentations.</p> <p>11-2-09 Part 3, Quiz, RP due.</p> <p>11-9-09 Part 4 RP due.</p> <p>11-16-09 Part 5, Quiz, RP due.</p> <p>11-23-09 Part 6 Rough draft of paper due.</p> <p>11-30-09 Part 7, Quiz, RP due.</p> <p>12-7-09 Part 8, Papers due.</p> <p>12-14-09 Death and Dying, Final Exam.</p>
Additional Information	<p>Course Requirements:</p> <p><u>Course Attendance:</u> 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><u>Conduct:</u> 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 (32 for undergraduate courses; 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, and a member 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.

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 focused activities 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, creativity in approach, establishing new relationships with ideas and providing new insights.

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

Classroom behavior should exhibit focused activities 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.

Reviewed by: Nicki Nance

Job Title: Faculty Coordinator

Date: 9/3/2009