

<b>Course</b>	COUN 5050 Human Growth and Development
<b>Term, Day, Time</b>	Spring II, 2008
<b>Instructor</b>	Name: <b>Dr. Patricia G. Harvey</b> Phone: <b>(843) 497-9268</b> Email: <b>Patricia.Harvey@HGTC.edu</b>
<b>Catalog Description</b>	<b>COUN 5050: Human Growth and Development:</b> 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.
<b>Course Level Outcome Objectives</b>	<b><i>Upon successful completion of this course students will be able to:</i></b> 1. Describe the major theories of individual and family development across the lifespan ( <b>CACREP II K. 3. a.</b> ) 2. Demonstrate knowledge of learning theories and personality development and their implications for the counseling setting ( <b>CACREP II K. 3. b.</b> ) 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 ( <b>CACREP II K. 3. c.</b> ) 4. Demonstrate strategies for facilitating optimum development over the life span ( <b>CACREP II K. 3. d.</b> )
<b>Materials</b>	Text: Newman, B.M. and Newman, P.R. Development through life: A psychosocial approach. Pacific Grove, CA: Brooks/Cole Publishing
<b>Grading</b>	<b>Grading</b> <b>Individual course grades will be the result of the total points earned by the students. There is a possible total of 350 points.</b> <b>1. Class attendance and participation in group activities, simulations, readings, class discussions, and cooperative learning exercises. No student may miss more than one class meeting or they will be dropped from the class roster. If a student misses one class period for any reason, 10 points are automatically deducted.</b> <b>Equivalent Grade Ranges Webster' Scale</b> A 336-350 Points 96 - 100 A- 315-335 Points 90 - 95 B+ 305-314 Points 87 - 89 B 294-304 Points 84 - 86 B- 280-293 Points 80 - 83 C 245-279 Points 70 - 79 F Below 245 Points Below 70

	<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> <p>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>
<p><b>Activities</b></p>	<p>Case conceptualizations, case debriefings, documentation review, and various supervision activities that are individually tailored to the student's particular field experience</p>
<p><b>Policy Statements: University Policies</b></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><b>Academic Honesty</b>  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><b>Drops and Withdrawals</b>  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><b>Special Services</b>  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><b>Disturbances</b>  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</p>

	<p>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>
<b>Course Policies</b>	<p>The instructor should list policies that are specific to this course, or any additional policies that may be suggested by the site director.</p>
<b>Weekly Schedule</b>	<p><b>Weekly Schedule</b>  <b>Week 1</b>  <b>Introductions</b>  <b>Review chapters 1 - 4</b>  <b>Class Activity – What effect does trauma have on children and the developmental process?</b>  <b>Individual Activity -- Organization of the Life Span - Chapter One discusses five assumptions one of the assumptions focuses on continuity and change. What aspects of a person stay the same from stage to stage? What changes? What role do genetic factors play in supporting continuity? What role do genetic factors play in supporting change?</b>  <b>The summary you hand in must be typed, double spaced and at least 4 pages in length not including the title and resource page. Be prepared to present your findings/summary to the class.</b>  <b>DUE NEXT CLASS MEETING 50 POINTS</b></p> <p><b>Week 2</b>  <b>Review Chapters 5 – 8</b>  <b>Individual Activity – Class Presentation</b>  <b>Class/Group Activity – How do you account for the United States’ relative lack of support for child care? What do you see as the likely use of day care in your future? What would you suggest as ways to improve the support that is available for working parents during their children’s infancy and toddler years?</b>  <b>Group Activity – What are your thoughts on parenting classes? What factor does biological, psychosocial, and environment play in trying to change parent’s behaviors and beliefs?</b>  <b>DUE NEXT CLASS SESSION (25 POINTS)</b>  <b>MID-TERM TAKE HOME EXAM - 50 POINTS</b>  <b>(DUE THE FOLLOWING CLASS SESSION)</b></p> <p><b>Week 3</b>  <b>Review Chapters 9 – 12</b>  <b>Presentation</b>  <b>Class Activity – Be able to describe Erikson’s trust vs. mistrust crisis and explain why establishing trust is important for later development?</b>  <b>Group Activity –Over the lifespan what is the value of resiliency and relationships in development?</b></p>

	<p><b>PRESENTATION DUE NEXT CLASS SESSION.</b></p> <p><b>Week 4</b></p> <p><b>Review Chapter 13 – 16</b></p> <p><b>Presentation</b></p> <p><b>Group Activity –You have been hired as a consultant for a nursing home for elderly adults. You have been given the task of counseling the elderly individuals who have been placed at the nursing home against their will. How would you proceed with the task? What information/criteria do you need? Are there any unique aspects of this population related to developmental growth? Identify at least four factors that influence your decision and explain why.</b></p> <p><b>(25 POINTS)</b></p> <p><b>FINAL EXAM – TAKE HOME DUE THE LAST CLASS SESSION.</b></p> <p><b>(50 POINTS)</b></p> <p><b>Week 5</b></p> <p><b>Class presentation</b></p> <p><b>Final exam due</b></p> <p><b>FINAL PRESENTATION 125 POINTS DUE DECEMBER 16</b></p> <p><b>LIFESPAN INTERVIEW</b></p> <p><b>Each student will select a theme that has relevance across the lifespan (eg. friendship, work, parenting, religious beliefs, and ethnic identity). Students should interview three people at different stages of life, and develop a paper that compares and contrasts the points of view of the three people about this theme. The paper should include four parts:</b></p> <ol style="list-style-type: none"> <li><b>1. Introduce the theme and explain why it is an important topic in human development.</b></li> <li><b>2. Introduce each of the three people being interviewed and give a little background about where they are in the life course.</b></li> <li><b>3. Summarize each person’s views about the topic under study.</b></li> <li><b>4. Link the views and ideas from the three interviews to basic concepts from the course, indicating how the interviews illustrate developmental transformations.</b></li> <li><b>5. Summarize your findings. Each section is worth 25 points each. Your project will be no least than 5 typed double spaced pages, not including the title page and resource page. Each student will be required to give a brief summary to the class</b></li> </ol> <p><b>REVIEW OF CHAPTERS 25 POINTS</b></p>
<p><b>Additional Information</b></p>	<p><b>Course Requirements:</b></p> <p><b><u>Course Attendance:</u></b></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</p>

student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

**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:

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](http://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: \_\_\_\_\_