



**Course Syllabus for
Human Growth and Development
Summer 2008**

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Course Number: COUN 549: 3 Semester hours
Prerequisites: None

Catalog Description:

This course is designed to provide a broad understanding of the nature and needs of individuals at all developmental stages. Emphasis is placed on psychological, sociological, and physiological approaches to human behavior and development. Students examine normal and abnormal human development as well as personality and learning theories. Relevance and practical application in the field of counseling are explored.

Course Objectives (Students will)

1. Gain insight into the process of their own biopsychosocial development and understand the impact of counselor developmental stage on clinical practice [EG 1,5,9].
2. Acquire foundational knowledge regarding [EG 3,10]:
 - A. Individually based stage models of lifespan development
 - B. Cognitive development across the lifespan
 - C. Physical development across the lifespan
 - D. Family developmental models
 - E. Gender identity developmental models
 - F. Sexuality development across the lifespan
 - G. Spirituality development across the lifespan
 - H. Developmental psychopathology
3. Understand the impact of contextual factors on biopsychosocial development across the lifespan including [EG 1, 5]:
 - A. Social, Political, and Cultural Trends
 - B. Trauma
 - C. Grief

4. Critically examine the context and culture within which developmental models have been created and are applied to counseling clients [EG 5].
5. Acquire the ability to tailor clinical interventions to meet the individual developmental needs of clients [EG 4]

Instructional Strategies:

Instructional strategies may include lecture, class discussion, and small group activities. For most class meetings the class will have three components: presentations or lecture that focus on assigned topics and readings; class discussion and student questions; and activities that challenge students to integrate and apply the information presented.

Required Readings:

American Psychological Association. (2001). *Publications manual* (5th ed.). Washington, DC: Author.

Sigelman, C. K. & Rider, E. A. (2009). *Lifespan Human Development* (6th ed.). Belmont, CA: Thomson Wadsworth.

Supplemental Readings (Not Required):

Comstock, D. (Ed.). (2005). *Diversity and development: Critical contexts that shape our lives and relationships*. Belmont, CA: Thomson Brooks/Cole.

Ferrara, F. F. (2002). *Childhood sexual abuse: Developmental effects across the lifespan*. Canada: Brooks/Cole.

Kahn, J. R. (1985). Sexual messages: Parental influences on children's sexual development. In D. C. Goldberg (Ed.), *Contemporary marriage: Special issues in couples therapy* (pp. 261-288). Homewood, IL: Dorsey Press.

Kail, R. V. & Cavanaugh, J. C. (2007). *Human development: A life-span view* (4th ed.). Belmont, CA: Thompson/Wadsworth.

Muuss, R. E. (1996). *Theories of adolescence* (6th ed.). New York: McGraw-Hill.

Pennington, B. F. (2002). *The development of psychopathology: Nature and nurture*. New York: Guilford.

Willert, A. & Semans, M. (2000). Knowledge and attitudes about later life sexuality: What clinicians need to know about helping the elderly. *Contemporary Family Therapy*, 22(4), 415-435.

Assignments:

Fictional Illustrations of Developmental Stages:

1. Choose three developmental stages, one from each of three separate models of development. (e.g., Oral Phase (Freud), Industry vs. Inferiority (Erickson), “good boy-good girl” orientation (Kohlberg)).
2. Choose a character from the movie *Parenthood* (Howard, 1989) for each of the three selected developmental stages. (Students will need to review this film outside of class)
3. Write a 150-200 word paragraph for each example explaining your rationale for why this character epitomizes the selected developmental stage.

Reflections:

1. Students will complete three Reflection papers. Each paper will be 300 – 500 words in length and require students to reflect on a component of lifespan development.

A. Reflection #1: Intelligence

1. Write your own definition of INTELLIGENCE.
2. If you know your IQ score, do you believe it accurately reflects your overall intelligence?
3. Share your opinion regarding the value of IQ testing and potential limitations.
4. What is the difference between intelligence and wisdom and which do we value more in our society? Why?
5. Scenario: Your clinical director offers you the choice of two new clients. One has an IQ of 138. The other has an IQ of 76. Which one would you take and why?

B. Reflection #2: Sexuality:

1. Write your own definition of SEXUALITY.
2. Discuss your beliefs regarding “normal” and “abnormal” types of sexuality?
3. How have your views of sexuality changed over your lifespan?
4. How will your beliefs about sexuality influence your clinical practice?
5. If a client informs you that he is gay, but would like to be converted to heterosexuality, how would you respond?

C. Reflection #3: Spirituality

1. Write your own definition of SPIRITUALITY and RELIGION
2. How has your spirituality or religion helped you overcome challenges in your life?
3. Has spirituality or religion ever had negative meaning in your life? If yes, how?
4. Do you think you should bring up spirituality/religion in session or wait for the client to do it first?
5. If a client informs you that she is Wiccan and asks you if she can incorporate some of the tenets into her therapy, how would you respond?

Individual Development Research Paper :

1. Each student is required to research and write an 8 - 10 page paper closely examining a model of development proposed by one of the following theorists.
 - A. Erickson
 - B. Piaget
 - C. Kohlberg
 - D. Freud
2. Students should use the following paper format at a guide:
 - A. Summary: Provide a summary of the model being researched (No more than 1-2 pages).
 - B. Critique: Discuss how the model has been critiqued by other theorists. Pay particular attention to critiques discussing the applicability of the model to minority populations.
 - C. Personal Reflection: After critically reviewing the model discuss your beliefs regarding the validity and fit of the model in your own life.
 - D. Clinical Applicability: Discuss how this model can be helpful to counselors understanding and addressing presenting concerns of their clients.
3. Students are expected to research the selected topic using relevant professional literature. On-line resources are to be kept to a minimum.
4. Papers must conform to APA format and style (5th ed.) and include an abstract and conclusion. Adherence to APA format and style will account for 10% of the student's grade. Review the professional paper rubric provided for more specific information concerning grading.

Final Examination (Part I) (50 Points):

Part one of the Final Examination will cover readings, lectures, and class discussions. Examination part one format may include essay, short answer, multiple choice, and true/false questions.

Final Examination (Part II) (50 Points):

Part two of the Final Examination will test students' knowledge of the major developmental theorists/theories covered in this course. Students' should be able to identify and describe developmental stages including age ranges, developmental tasks, and positive/negative outcomes related to the successful or unsuccessful negotiation of each stage. Examination part two format will ask students to reproduce grids outlining the major stages and structures of each theory (Freud, Erikson, Piaget, and Kohlberg).

Participation:

Students are expected to come to class prepared for active, informed participation. Cellular telephones and pagers should be silenced during class sessions.

Graduate Attendance Policy:

Students are expected to be punctual and 100% in attendance because of the course's intensive format. In the event of an emergency or illness or other significant conflict, students are responsible for notifying the professor and for fulfilling all class requirements according to the professor's directions. Absence from one class may be excused provided only that the student: 1) Expresses in writing to the instructor (copy to the Counselor Education Program Director) an acceptable reason for the absence; 2) Receives permission from the professor; and 3) Agrees to do all make-up work required by the professor. Absence from two or more graduate classes in a course if unexcused, will result in a failing grade.

Academic Integrity Policy:

This course is governed by the Malone College Academic Integrity Policy. Students are responsible for reviewing this policy which can be found on the campus website.

Grading Scale:

A	= 100% - 96%
A-	= 95% - 93%
B+	= 92% - 89%
B	= 88% - 85%
B-	= 84% - 82%
C+	= 81% - 79%
C	= 78% - 75%
F	= 74% or lower

Summary of Course Requirements

Fictional Illustrations Project	20% of final grade
Reflection Paper #1	5% of final grade
Reflection Paper #2	5% of final grade
Reflection Paper #3	5% of final grade
Individual Development Paper	30% of final grade
Final Examination	35% of final grade
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Total	100%

Course Schedule

5/13 Individual Lifespan development

Chapter One: Understanding Life-span Human Development

Chapter Two: Theories of Human Development

Reading Assignment: Text (Chapters 1 & 2)

5/20 Physical and Prenatal Development

Chapter Four: Prenatal Development and Birth

Chapter Five: Health and Physical Development

Reading Assignment: Text (Chapters 4 & 5)

5/27 Cognition and Intelligence

Chapter Seven: Cognition

Chapter Nine: Intelligence and Creativity

Reading Assignment: Text (Chapters 7 & 9)

Due: Reflection #1

6/3 Personality Development

Chapter Eleven: Self and Personality

Reading Assignment: Text (Chapter 11)

Due: Fictional Illustrations Project

6/10 Sexuality and Moral Development

Chapter Twelve: Gender Roles and Sexuality

Chapter Thirteen: Social Cognition and Moral Development

Reading Assignment: Text (Chapter 12 & 13)

Due: Reflection #2: Sexuality

6/17 Attachment and Family Development

Chapter Fourteen: Attachment and Social Relationships

Chapter Fifteen: The Family

Reading Assignment: Text (Chapters 14 & 15)

Due: Reflection #3: Spirituality

6/24 Psychopathology and Death/Dying

Chapter Sixteen: Developmental Psychopathology

Chapter Seventeen: The Final Challenge: Death and Dying

Reading Assignment: Text (Chapters 16 & 17)

Due: Research Papers are to be turned in at beginning of class

7/1 Final Exam