CityUniversity
of Seattle

Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES
COUN 503: Human Growth and Development

5 Credits
Effective: Fall 2020/2021

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course provides a graduate-level introduction to human development throughout the lifespan, including emotional development, social development, physical development, and cognitive development. Topics include theories of development and theories of learning, understanding biological, neurological, physiological, environmental and systemic factors that impact development, and a general framework for promoting resilience and wellness in culturally appropriate ways.
Methods of instruction involve a mixture of in-class face-to-face learning and online asynchronous learning.

COURSE RESOURCES

Newman, B. M. & Newman, P. R. (2018). *Development through life: A psychosocial approach (13th Ed.).* Cengage Learning.

American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th Ed).* American Psychological Association.

Required and recommended resources to complete coursework and assignments are also found on the course Reading List. The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

COURSE OUTCOMES (COs)

This course will prepare students to:
  a) Students to appraise their personal development over the course of their lifespan to develop self-awareness into their beliefs about what impacts personal development
  b) Compare and contrast their personal development with existing developmental theory.
  c) Assess client presenting issues from a developmental perspective.
  d) Compare and contrast theories of learning and personality development including current understandings about neurobiological behavior

PROGRAM LEARNING OUTCOMES (PLOs)

1. Professional Counseling Orientation and Ethical Practice
Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

2. Social and Cultural Diversity
Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

3. Human Growth and Development
Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

4. Career Development
Demonstrates knowledge and working application of career development in counseling practice.

5. Counseling and Helping Relationships
Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

6. Group Counseling and Group Work
Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

7. Assessment and Testing
Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

8. Research and Program Evaluation
Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

9. Social Justice
Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

Specialty Areas:

10. Addiction Counseling
Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

11. Clinical Mental Health Counseling
Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

12. Marriage, Couple, and Family Counseling
Applies family systems theory to client(s) presenting problems and diagnoses.

13. Professional School Counseling
Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

CACREP STANDARDS

CACREP Entry Standards: Section 2. F.
 3.a. Theories of individual and family development across the lifespan
 3.b. Theories of learning
 3.c. Theories of normal and abnormal personality development
 3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
 3.f. Systemic and environmental factors that affect human development, functioning, and behavior
 3.h. A general framework for understanding differing abilities and strategies for differentiated interventions
 3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
 5.l. Suicide prevention models and strategies
 7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

CMHC Specialty
 - None

MCFC Specialty
 2.f. Aging and intergenerational influences and related family concerns

AC Specialty
 - None

PSC Specialty
 - None

Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 1 – Self-Reflection Paper	a, b		3.f				
2. Assign 2 – Research Paper and Presentation	d	2,8	3.i				
3. Assign 3 – Case Study Group Project	c	1, 5 3 (KPI-F)	3.c,3.h, 5.1, 7.c				
4. Required Readings Newman (2018)	b, d	3	3.a, 3.e,	3.a, 3.b	2.f		

Course Schedule
(Subject to change due to the pace of the class)

WEEKS/DATE	Topic/*Activity*	Readings before class	Class Activity	Assignments
Week 1	Introduction, Review Syllabus and Schedule, The Development Through a Life Perspective	Syllabus Schedule Chapter 1		
Week 2	Major Theories for Understanding Human Development, Psychosocial Theory	Chapter 2 Chapter 3		
Week 3	The period of pregnancy and Prenatal Development Infancy (First 24 Months)	Chapter 4 Chapter 5		Self-Reflection Paper Due
Week 4	Toddlerhood (2-4 years) Early School Age (4 -6 years)	Chapter 6 Chapter 7		
Week 5	Middle Childhood (6 -12 Years)	Chapter 8		Research Paper and Presentation Due
Week 6	Early Adolescents (12-18 years) Later Adolescents (18-24 years)	Chapter 9 Chapter 10	Research Paper Presentations	
Week 7	Early Adulthood (24-34 years)	Chapter 11		
Week 8	Middle Adulthood (34060 years)	Chapter 12	Present Case Study Group	Case Study Group Due In Class
Week 9	Later Adulthood (60-75 yers)	Chapter 13		
Week 10	Elderhood (75 Until Death)	Chapter 14 Chapter 15		

	Understanding Death, Dying and Bereavement			

Standards met with required course readings, in-class discussions, and class activities:
CO: b, d
PLO: 3
CACREP Core: 3.a, 3.b, 3.e
CMHC: 3.a
MCFC: 2.f
AC: n/a
PSC: n/a

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	Points
Assign 1: Self-Reflection Paper	100
Assign 2: Research Paper and Presentation	300
Assign 3: Case Study Group Project	100
(Additional Assignments – TBD)	(500)
TOTAL POINTS	**1000**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

<u>Assign 1 – Self-Reflection Paper</u> (100 Points)
CO: a, b
PLO: n/a
CACREP Core: 3.f
CMHC: n/a
MCFC: n/a
AC: n/a
PSC: n/a

In this assignment, students will demonstrate understanding of their personal developmental history, including: current developmental stage; past developmental stages of growth and their influence on current development tasks; and the ways in which family and cultural messages influenced and continue to influence development. The student will reflect on his or her own developmental history in the context of a developmental theory.

This assignment has three components:

First, students will describe who he or she was as a child, including information about personality, social behaviors, school behaviors, and family interactions. Students will consider the impact of genetics and neurobiology on their childhood development. '

Second, the student will select one of the developmental theorists discussed in this class and describe one significant event from childhood and one significant event from adolescence. For each selected example, students will answer the following questions:
1) Which areas of development were supported the most during this period of time;
2) How was the support offered and how did the support impact that area of development;
3) How did the support (or lack thereof) impact future growth and development; and
4) In which developmental stage were the parents and/or siblings in during this time.

Third, students will reflect on the ways in which his or her early development has impacted adult beliefs, behaviors, decision-making, and attitudes by responding to the following:

        1) How did childhood and adolescence influence later decision-making;

        2) Describe any significant departures from the family of origin (values, attitudes, beliefs, etc.);

        3) How do these significant departures influence interactions with family, friends, or colleagues;
and

        4) Describe current functioning from a developmental perspective.

This paper should be four to six double-spaced pages in length (not including the title, abstract, or reference sections). APA Style format is required, and students will use a minimum of two sources.

This assignment will be graded on analysis and use of course concepts, evidence and support, organization and coherence, self-reflection, and style and mechanics.

Components	*% of Grade*
Organization and Coherence	10%
Style and Mechanics	10%
Analysis and Use of Course Concepts	40%
Evidence and Support	10%
Self-Reflection	30%
TOTAL	**100%**

Assign 2 – Research Paper and Presentation (300 Points)

CO: d
PLO: 2, 8
CACREP Core: 3.i
CMHC: n/a
MCFC: n/a
AC: n/a
PSC: n/a

For this project, students will choose one of the core concepts from developmental psychology and perform a literature search to identify current thinking or recent research on this topic. Students will demonstrate understanding of developmental paradigms and theories in discussion of the selected topic, and students will prepare a presentation to share findings with the class.

In the paper, students will address the following: 1) Identify the guiding themes or discourses that structure conceptual frameworks and research related to the selected topic; 2) Evaluate the extent to which issues such as culture, ethnicity, gender and sexual orientation are taken into consideration; and 3) Discuss how this aspect of human development impacts professional practice.

The paper should be four to eight double-spaced pages in length (not including the title, abstract, or reference sections) and students will cite a minimum of four published or electronic sources, at least two of which should be articles from scholarly journals. All sources should be cited in the text and included in a reference list using appropriate APA formatting.

In the presentation, students will prepare a five to 10 slide presentation to share with classmates. In this presentation, students will:

1) Highlight the major findings of the literature search;
2) Describe implications for healthy development; and
3) Describe implications for counseling practice.

The student will prepare a reference sheet for classmates.

This assignment will be graded on organization and coherence, writing style and mechanics, evidence and support, and analysis and use of course concepts, APA Style accuracy, and oral presentation format.

Components	*% of Grade*
Organization and Coherence	10%
Writing Style and Mechanics	10%
Evidence and Support	10%
Analysis and Use of Course Concepts	40%
Oral Presentation	30%
TOTAL	**100%**

Assign 3 – Case Study Group Project (100 Points)

CO: c
PLO: 1,3 (KPI-F), 5
CACREP Core: 3.c, 3.h, 5.1, 7.c
CMHC: n/a
MCFC:n/a
AC: n/a
PSC: n/a

This project will involve students working in groups, reading a brief case study and determining the developmental stages of each individual described in the case, and how the developmental stages influence the presenting problem. Recommendations for interventions or clinical care should follow from developmental perspectives and developmental reasoning. Student groups will receive the assigned case study in class and will complete the project during one class meeting. Students will evaluate participation of the other group members upon completion of the project.

Students will work together to answer the following questions:

1) Identify each person in the case study. Describe that person's current stage of development.
2) How does each person's developmental stage influence the presenting problem.
3) How might professionals approach the presenting problem from a developmental framework.
a) What interventions would be beneficial. Why.
b) What theoretical framework might be helpful in understanding the presenting problem from a developmental perspective.
4) What developmental concepts might be important considerations while working with these clients.
a)What ethical considerations are relevant to this case study as it related to the current stage of development, interventions, and theoretical framework.
b) Understanding and assessing suicide risks, self-harm or injurious behavior, and risk to others within a specific developmental stage

This assignment will be graded on analysis and use of course concepts, and group participation.

Components	*% of Grade*
DAS-Analysis and use of course concepts	75%
Teamwork/Group Work	25%
TOTAL	**100%**

(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

OVERVIEW:
- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

Participation

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

Professional Writing

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy.*

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the University Catalog under *Student Rights and Responsibilities* on the page titled *Attendance.*

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at *disability@cityu.edu* or 206.239.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.