

Texas A&M University Central Texas
COUN 5304 CRN 60038
Human Development
Online Summer 2018

Instructor and Contact Information.

Instructor: Coady Lapierre, Ph.D., LSSP

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Email: lapierre@tamuct.edu

Office Hours:

Face to face: M-W 5-6

Online: R 5-6

Mode of Instruction and Course Access:

This course is 100% online and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

Email (lapierre@tamuct.edu) is the preferred communication method. Students can expect a 48 business hour response window under normal circumstances. Students are free to book office appointments through the instructor or the department.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Description:

A lifespan survey of the development of human beings from conception to death. Topics included will be research and theory into physical, cognitive, social, and personality development in each of the different age groups: prenatal, infancy, childhood, adolescence, and adulthood.

Course Objectives

STUDENT LEARNING OUTCOMES (SLOs):

1. *Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development.* Students will read information regarding theoretical concepts underlying developmental psychology. Students will demonstrate their ability to identify and recognize concepts in the reading reflections and study questions.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will respond to others’ writing (including that of peers and experts in the field) on human growth and development topics and substantiate their points of view with theory and research from the field. Students will demonstrate their ability to critically evaluate ideas in the reading reflections, and the literature review.
3. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will write responses to a variety of assignments including discussions each week with replies, the literature review, and tests.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF3: Human Growth and Development)- Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. Counselors’ roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c).	Reading reflections, Literature review	SLO2 SLO3
b. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	ACA Code of Ethics, (2014), Reading reflections, Literature review	SLO2 SLO3
c. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Reading reflections, Literature review, Study Questions	SLO1 SLO2 SLO3

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d);	Reading reflections, Literature review, Study Questions	SLO1 SLO2 SLO3
e. theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Study Questions, Reading reflections	SLO1
f. help-seeking behaviors of diverse clients (IIF2f);	Reading reflections, Literature review, Study Questions Discussion Posts	SLO1 SLO2 SLO3
g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Reading reflections, Literature review, Study Questions Discussion Posts	SLO2 SLO3
h. Theories of individual and family development and transition across the life span (IIF3a);	Study Questions, Reading reflections	SLO1
i. Effects of crises, disasters, and other trauma diverse individuals across the lifespan (IIF3g);	Reading reflections, Literature review	SLO2 SLO3
j. Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f);	Reading reflections, Literature review	SLO2 SLO3
k. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);	Study Questions, Reading reflections	SLO1
l. Theories of normal and abnormal personality development (IIF3c); theories of learning (IIF3b); and	Study Questions, Reading reflections	SLO1
m. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i).	Study Questions, Reading reflections	SLO1 SLO2
m. a general framework for understanding differing and strategies for differential interventions. (IIF3h).	Reading reflections, Literature review, Study Questions Discussion Posts	SLO2 SLO3

m. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (IIF4b).	Study Questions, Reading reflections	SLO1
n, the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (FII8a).	Reading reflections, Literature review	SLO2 SLO3

Textbook:

Miller, Patricia H. (2016). *Theories of developmental psychology (6th ed.)*. New York: Worth Publishers. ISBN: 978-1429278980

VandenBos, G. R. (Ed). (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Additional Reading: ACA Code of Ethics found at:
<https://www.counseling.org/knowledge-center/ethics> Vyg

Course Grades:

Final Grade:

Literature Review:	20 pts.	90-100 pts	A
Tests	15 pts. (3 x 5 pts.)	80-89 pts.	B
Study Questions:	40 pts. (8 X 5 pts.)	70-79 pts.	C
Reading Reflections:	20 pts. (4 X 5 pts.)	60-69 pts.	D
Final Exam:	5 pts.	Below 60 pts.	F

Course Calendar:

Week 1	June 4 – 10	Introduction & Overview Chapter 1
		Piaget Chapter 2
Week 2	June 11 - 17	Freud Chapter 3
		Erikson Chapter 3
Week 3	June 18 - 24	Test 1
		Vygotsky Chapter 4
Week 4	June 25 – July 1	Ethological Chapter 5
		Social Learning Chapter 6
Week 5	July 2 - 8	Test 2
		Literature Review Due
Week 6	July 9 – 15	Information Processing Chapter 7
		Gibson Chapter 8
Week 7	July 16 - 22	Eclecticism Chapter 9
		Test 3
Week 8	July 23 - 27	Application Chapter 10
Final		Comprehensive Final Exam

Literature Review (20 points, due by the end of Week 5)

It is recommended that students confirm the topic of these papers with the instructor to insure they will receive full credit. The literature review should be between 4 and 6 pages long and cover developmental topics. Five articles should be covered from peer-reviewed journals published in the last 10 years. Additional sources from non peer-reviewed articles can supplement your paper. Papers must be in APA format. It is your responsibility to obtain and follow the APA Publication Manual (6th ed.). Students will post their papers for the class to review. This review is to be original work by the student, meaning that the student based their work on their own library research and intellectual work expressly for this class. While you are encouraged to pursue topics that you have an interest and background in, it is not acceptable to “recycle” work completed for other courses. Students will submit their papers in Canvas both in the discussion section for other students to review, and in the assignment section for grading. This assesses SLO2 and 3. Rubric: 10 points Informational and style content, 5 points peer reviewed sources, 5 points APA style.

Tests (20 points, see calendar for due dates, Weeks 3,5,7, & 8)

Examinations will cover assigned readings, lecture material, and class discussions. Students are expected to take all examinations as scheduled. It is the student’s responsibility to contact the professor to arrange alternative times to take tests. This should be completed in advance of scheduled test times. Tests will require the application of covered theories to a real world scenario. All tests will take place in Canvas. This assesses SLO3. Rubric: Quality of responses to questions taken from Study Questions, points based on quantity of concepts from readings and quality of details from theories.

Study Questions (8 required for 5 points each, due by the end of most weeks)

Each chapter has a number of study questions that the student is responsible for answering. Answers should be detailed and complete and will serve as an excellent resource during online tests. All questions must be answered and submitted before the due date to access additional course material. Study questions are due by the end of every week on Sunday at 11:59 PM with the exception of Weeks 5 and 8. This assesses SLO1. Rubric: Quality of responses to randomly chosen questions with points based on level of detail, clarity of presentation, and general style.

Reading Reflections (4 required for 5 points each, due by the end of most weeks)

Students will be expected to turn in four reading reflections covering the current weeks reading assignments. These will be two to three paragraphs in length. Reading reflections should be description of how a concept from that week’s readings relates to a real world experience of the student. As this will involve the use of “I”, these reflections will not be in APA format. Autobiographical content is expected but should not be overly sensitive as confidentiality will not be maintained. Reflections will be posted for other students to read, and so the protecting the identity of 3rd parties is important. Do not identify other people involved in the situation used to illustrate the concept being discussed beyond generic “my brother” or “my aunt” descriptions. The reading reflections should **NOT** be a summary of the chapter, but rather a reflection of the information to real life experiences. Students may turn in more than four reading reflections, in which case the four highest grades will be counted. Students may choose the chapters to reflect on. Reading reflections are due by the end of every week with the exception of Weeks 5 and 8. **Late**

reading reflections will not be accepted. This assesses SLO1 and 2. Rubric: Points awarded for correctly illustrating a concept from the reading with personal experiences that do not identify 3rd parties.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Recommended Academic Strategies:

1. Students should schedule a *minimum* of **18 hours each week for the next 8 weeks to devote to this course**. According to the federal definition of a credit hour, students should spend “not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit” (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>). Because this is a 3-credit hour class that is delivered fully online, students should spend at least 9 hours on coursework per week. Because this is an 8 week class instead of a 16 week class, the time per week doubles to 18 hours per week in 8 weeks. Bear in mind that this guideline is for an average class. Some students may find this course challenging and may require *significantly more time* to grasp the concepts and complete the assignments. Plan accordingly.
2. Research indicates that spaced practice is better than massed practice when learning new information for long term retention. Thus, spending 3 hours a day for 6 days a week on coursework is better for your learning and your grade than ‘pulling an all-nighter.’ Adjust your schedule accordingly.
3. Be professional and use proper netiquette (i.e., internet etiquette) in all course correspondence. Your college education is grooming you for a professional career so practice these skills now.
 - a. Use standard English in all of your communications. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, revise, and edit your messages before sending them. Use proper punctuation and capitalization.
 - b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not ‘flame’ others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
 - c. Remember that you are individually accountable for all your messages and online actions. Treat all of your interactions with others in class as you would in your future professional career.

CACREP Key Performance Indicator

Name _____

1	Students will demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.				
No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard, SLO
1	2	3	4	5	
Candidate has no ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has limited ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has basic ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has above average ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has superior ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	IIF3;

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOL-LOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In

accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a

distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

While this syllabus represents the direction and scope of this course, it is subject to change.