

# Texas A&M University Central Texas

COUN 5304 110 CRN 80176 / PSYC 5304 110 CRN 80231

## Human Development

Fall 2019

### **Instructor and Contact Information.**

Instructor: Coady Lapierre, Ph.D., LSSP

Office: 318 G Warrior Hall

Email: [lapierre@tamuct.edu](mailto:lapierre@tamuct.edu)

### **Office Hours:**

Tuesday and Wednesday 1 to 5 PM

### **Mode of Instruction and Course Access:**

Class: 2:00 pm - 4:45 pm (Thursdays) Warrior Hall 315. Aug 26, 2019 - Dec 13, 2019

This course is a hybrid online and face to face format with a majority of the class being face to face. Participation in the online section of the class is required. This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

### **Student-instructor interaction:**

Email ([lapierre@tamuct.edu](mailto: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.

### **Warrior Shield:**

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, 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 test 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 Article 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 Article 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
<b>Common Core for all students:</b>		
a. Counselors’ roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c).	Reading reflections, Article 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, Article review	SLO2 SLO3
c. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Reading reflections, Article review, Test 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, Article review, Test Questions	SLO1 SLO2 SLO3
e. theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Test Questions, Reading reflections	SLO1
f. help-seeking behaviors of diverse clients (IIF2f);	Reading reflections, Article review, Test 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, Article review, Test Questions Discussion Posts	SLO2 SLO3
h. Theories of individual and family development and transition across the life span (IIF3a);	Test Questions, Reading reflections	SLO1
i. Effects of crises, disasters, and other trauma diverse individuals across the lifespan (IIF3g);	Reading reflections, Article review	SLO2 SLO3
j. Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f);	Reading reflections, Article review	SLO2 SLO3
k. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);	Test Questions, Reading reflections	SLO1
l. Theories of normal and abnormal personality development (IIF3c); theories of learning (IIF3b); and	Test Questions, Reading reflections	SLO1
m. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i).	Test Questions, Reading reflections	SLO1 SLO2
m. a general framework for understanding differing and strategies for differential interventions. (IIF3h).	Reading reflections, Article review, Test 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).	Test 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, Article review	SLO2 SLO3

**Textbook:**

Miller, Patricia H. (2016). *Theories of developmental psychology (6<sup>th</sup> 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:**

Article reviews: 20 points (2 x 10 pts.)  
 Tests: 45 points (3 x 15 pts.)  
 Reading Reflections: 20 pts. (4 X 5 pts.)  
 Final Exam: 15 points

**Final Grade:**

90-100 points: A  
 80-89 points: B  
 70-79 points: C  
 60-69 points: D  
 Below points: F

**Course Calendar:**

Week 1	Aug. 29	Introduction & Overview	Chapter 1
Week 2	Sept. 5	Piaget	Chapter 2
Week 3	Sept. 12	Freud	Chapter 3
Week 4	Sept. 19	Erikson	Chapter 3
Week 5	Sept. 26	<b>Test 1</b>	
Week 6	Oct. 3	Vygotsky	Chapter 4
Week 7	Oct. 10	Ethological	Chapter 5
Week 8	Oct. 17	Social Learning	Chapter 6
Week 9	Oct. 24	<b>Test 2</b>	
Week 10	Oct. 31	<b>Article Reviews Due</b> (online week)	
Week 11	Nov. 7	Information Processing	Chapter 7

Week 12	Nov. 14	Gibson	Chapter 8
Week 13	Nov. 21	Eclecticism	Chapter 9 & 10
Week 14	Nov. 28	<b><i>Thanksgiving Break</i></b>	
Week 15	Dec. 5	<b><u>Test 3</u></b>	
Week 16	Dec. 12	<b><u>Comprehensive Final Exam</u></b>	

August 26, 2019	Classes Begin for Fall Semester
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16-Week Classes
September 2, 2019	Labor Day (University Closed)
September 11, 2019	Deadline to drop 16-Week Classes with No Record
October 4, 2019	Deadline for Graduation Application for Ceremony Participation
November 1, 2019	Deadline for GRE/GMAT Scores to Graduate School
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 28, 2019	Thanksgiving (University Closed)
November 29, 2019	Thanksgiving (University Closed)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office
December 13, 2019	Deadline to Withdraw from University for 16-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony

**Article Reviews:** (20 points, due by the end of Week 10)

Students will find 2 peer reviewed journal articles published in the last 10 years from a Psychology or Counseling journal with a developmental focus. The developmental focus may simply be focused on one age group (e.g. teens, elderly) but it is encouraged to look for papers that show changes over the lifespan.

The 2 article reviews should be a page or two long each and posted in Canvas in the class discussion thread. The reviews do not need to be in APA format, but simply explain the article's method, findings, and a short discussion about how the findings could impact practice or future research.

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.

This assesses SLO 2 and 3. Rubric: 6 points Informational content, 3 points peer reviewed source, 1 point for clarity.

**Tests:** (60 points, see calendar for dates, Weeks 5, 9, 15 & Final)

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.

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.

**Reading Reflections:** (20 points: 4 required for 5 points each, due by class time 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 may not be maintained. Reflections will be posted for other students to read, and so the protecting the identity of 3<sup>rd</sup> 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 that covers a chapter. **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 3<sup>rd</sup> parties.

**Posting of Grades:** All grades will be posted in Canvas. Students can expect to see grades returned within 10 days of submission under normal circumstances.

**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.				
<b>No Competence</b>	<b>Some Competence</b>	<b>Basic Competence</b>	<b>Above Average Competence</b>	<b>Superior Level Competence</b>	<b>CACREP Standard, SLO</b>
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.	

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

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## **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](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 Academic 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, FOLLOW-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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### **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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

Students may arrange a one-to-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 [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

## **OPTIONAL POLICY STATEMENTS:**

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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