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Texas A&M University - Central Texas

COUN 5304 115 CRN 60339 / PSYC 5304 115 CRN 60340

Human Development

Online Summer 2021 (June 7 – July 30)

Instructor and Contact Information:

Instructor: Coady Lapierre, Ph.D., LSSP

Office: 318 G Warrior Hall

Email: lapierre@tamuct.edu

Office Hours Online: Thursday 3-5 PM CST

Mode of Instruction and Course Access:

This is a 100% online course, 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 online 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://www.tamuct.edu/police/911cellular.html>] 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:

Examines basic theories of human learning, major approaches to behavior management and therapy and principles of applied behavior analysis. Formal treatment planning application and evaluation of programs for management of specific behavioral/psychological problems. Includes case review and practice in individual interventions.

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.* 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

Common Core for all students:

1. Counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c).	Reading reflections, Article review	SLO2 SLO3
1. 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
1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Reading reflections, Article review, Test Questions	SLO1 SLO2 SLO3
1. 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
1. theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Test Questions, Reading reflections	SLO1
1. help-seeking behaviors of diverse clients (IIF2f);	Reading reflections, Article review, Test Questions Discussion Posts	SLO1 SLO2 SLO3
1. 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
1. Theories of individual and family development and transition across the life span (IIF3a);	Test Questions, Reading reflections	SLO1

1. Effects of crises, disasters, and other trauma diverse individuals across the lifespan (IIF3g);	Reading reflections, Article review	SLO2 SLO3
1. Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f);	Reading reflections, Article review	SLO2 SLO3
1. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);	Test Questions, Reading reflections	SLO1
1. Theories of normal and abnormal personality development (IIF3c); theories of learning (IIF3b); and	Test Questions, Reading reflections	SLO1
1. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i).	Test Questions, Reading reflections	SLO1 SLO2
1. a general framework for understanding differing and strategies for differential interventions. (IIF3h).	Reading reflections, Article review, Test Questions Discussion Posts	SLO2 SLO3
1. 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 (Required):

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

Additional Reading: ACA Code of Ethics found at:

<https://www.counseling.org/knowledge-center/ethicsVyg>

Course Grades:

Article reviews: 20 points (2 x 10 pts.)

Tests: 15 points (3 x 5 pts.)

Study Questions: 40 points (8 x 5 pts.)

Reading Reflections: 20 points (4 x 5 pts.)

Final Exam: 5 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 June 7

Introduction & Overview Chapter 1

Piaget Chapter 2

Week 2 June 14

Freud Chapter 3

Erikson Chapter 3

Week 3 June 21

Test 1

Vygotsky Chapter 4

Week 4 June 28

Ethological Chapter 5

Social Learning Chapter 6

Week 5 July 5

Test 2

Article Reviews Due

Week 6 July 12

Information Processing Chapter 7

Gibson Chapter 8

Week 7 July 19

Eclecticism Chapter 9 & 10

Test 3 Course review and Application

Week 8 July 26

Comprehensive Final Exam

Article Reviews: (20 points, due by the end of Week 11)

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.

Study Questions: (40 points, due most weeks 8 x 5 pts.)

Most weeks cover a developmental theory and are associated with a series of Study Questions.

It is critical you are holding the current copy of our textbook as all answers are expected to come from this source, and no other. As this is the assigned source, there is no need to cite it within the study questions. These do not need to be APA style. Do not rely on other source material, there are millions of opinions on the topics we are going to discuss, we need to limit our conversation to the current text. **This is not a cut and paste exercise.** Direct quotes should be avoided, and clearly marked when used. Each answer should be approximately a paragraph long, or roughly a half a page. Some answers will take much more space. This is not a chapter review. Some questions will required you to pull information from separate parts of the chapter to fully address.

This section of the class will consume most of your time. After getting access to additional class materials and instructor feedback, improve the answers to be ready for the class tests. Once that is done, you can cut and paste your improved answers into the tests.

This assesses SLO 1 and 3. Rubric: 4 points Informational content, 1 point for clarity. Expected elements vary by topic.

Tests: (20 points, see calendar for dates)

Examinations, including the Final Exam 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 SLO 1, 2, and 3. Rubric: Quality of responses to questions taken from Study Questions, points based on quantity of concepts from readings and quality of details from theories, with emphasis on the incorporation of feedback into responses. 4 points for Informational content, 1 point for clarity.

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 are class work, 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 that covers a chapter. **Late reading reflections will not be accepted.**

This assesses SLO1 and 2. Rubric: Points awarded for correctly illustrating concepts from the reading with personal experiences that do not identify 3rd 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.

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.	

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, 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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>].

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]. 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 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 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/pregnant-and-parenting-students.html>]. 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>].

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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 except writing support. Access Tutor.com through Canvas.

University Writing Center.

University Writing Center: The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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 making an appointment via WOnline [<https://tamuct.mywonline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at 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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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>].

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 Wellness and 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/compliance/titleix.html>].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team 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.