

Texas A&M University Central Texas
COUN/PSYC 5304-110, 11438/11439, Human Development
Spring 2022

COURSE DATES, MODALITY, AND LOCATION

January 18, 2022 – May 11, 2022

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

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Stephanie Weigel, Ph.D.

Office: Warrior Hall 318 P

Phone: 254.307.0622

Email: sweigel@tamuct.edu

Office Hours: Tuesday 1:00-4:00 pm.; Wednesday 10 am-2:00 pm; Thursday 1:00-4:00 pm.
Please email to make arrangements for a phone call/video conference.

Student-instructor interaction

Learning is best supported by interaction. It is important that you feel comfortable asking questions and communicating during class discussions. This will help support your learning and that of your fellow students. Some questions are best saved for outside of the classroom. The best way to contact me for these discussions is via email. We can set up an appointment if needed during my scheduled office hours. I will check my campus email daily on weekdays and do my best to respond within 48 hours.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]

- [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
- 2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
- 3. Complete your profile and accept the terms of service

COURSE INFORMATION

Course Overview and description

Course Description

Study the development of human beings from conception to death. Analyze research and theory into physical, cognitive, social, and personality development in each of the different age groups: prenatal, infancy, childhood, adolescence, and adulthood.

Student Learning Outcomes

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 apply concepts in discussions, exams and written essays.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will demonstrate their ability to critically evaluate ideas in the discussions and the literature reviews
3. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will write responses to a variety of assignments including discussions with replies, the literature reviews, and essays.

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	SLO
Counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c).	Discussions, Case Study Plans	SLO 1
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Discussions, Case Study Plans	SLO 2
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Discussions; Literature Reviews, Case Study Plans	SLO 1, 2
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d);	Interview, Self-Report, Case Study Plans	SLO 1
theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Exams, discussions; Interview, Case Study Plans	SLO 1,2

help-seeking behaviors of diverse clients(IIF2f);	Discussions; Case Study Plans	SLO 1
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Case study plans	SLO 1,2
Theories of individual and family development and transition across the life span (IIF3a);	Interview, Self-Report, Exams	SLO 1
Effects of crises, disasters, and other trauma diverse individuals across the lifespan (IIF3g);	Interview; Literature Reviews	SLO 1
Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f);	Interview, discussions, Case Study Plans	SLO 1,2
Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);	Assessments, Interview, Self-Report; Exams	SLO 1
Theories of normal and abnormal personality development (IIF3c); theories of learning (IIF3b); and	Exams; Literature Review	SLO 1,2
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan(IIF3i)	Exams; Discussions, Case Study Plans	SLO 1
a general framework for understanding differing and strategies for differential interventions. (IIF3h).	Case Study Plans	SLO 2,3
approaches for conceptualizing the interrelationships among and between work, mental wellbeing, relationships, and other life roles and factors. (IIF4b).	Discussions, Interview, Self-Report	SLO 1,2
importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (FI18a).	Literature Review	SLO 2,3

Required Reading and Textbook(s)

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3216-1)

Papalia, D. E. & Martorell, G. (2021). *Experience Human Development* (14th ed.) ISBN13: 9781260726602

COURSE REQUIREMENTS

Online Discussions: 280 points (14 X 20 points each), SLO 1, 2, 3. Each week the instructor will provide a prompt or discussion topic based upon the week's topic. Students will provide their response to the discussion prompt in the Canvas Discussions area. The student's original response is worth up to 10 points. In addition to the response, students are expected to respond to at least 2 peers as well (up to 10 points). To receive full credit, the original post and peer response must show knowledge of the readings as well as application to the student's life, career, experiences, or perspective. In other words, the response must go beyond summarizing the textbook or provided resources.

Exams: 200 points (4 quizzes X 50 points each), SLO 1. Students will complete 3 exams to assess knowledge of developmental theories, ethical standards, and culturally relevant factors. The exams will be comprised of 50 multiple choice questions based on the assigned readings in the textbook. Students will complete the exams online. Notes and the textbook may be used, but students must complete the exams independently without the help of others or internet sources.

Written Essays

Literature Reviews: 160 points (4 reviews X 40 points each) SLO 1,2, 3. Students will develop 4 Literature Reviews applying developmental theories in specific contexts: Culture & Development, Career Development, Abnormal Development, Trauma & Development. Each review will be based upon at least 5 professional empirical sources. The review will summarize the evidence and issues related to the topic. In addition, the review should address how the information can be applied to future professional roles to promote optimal development, wellness, eliminate barriers, and engage in ethical practice. See detailed rubric in Canvas

Case Study Plans: 60 points (2 plans X 30 points each) SLO 1,2,3. The instructor will provide to case studies for students to assess. A written plan for addressing the needs of the case will be developed by applying developmental theories (cognitive, physical, social/emotional) and will incorporate cultural needs, systemic, and environmental factors. See detailed rubric in Canvas

Self-Report: 100 points total SLO 1,3. Students will complete 3 essays exploring their own experiences at 3 different developmental periods. Each essay will address physical, cognitive, and social/emotional factors that were relevant in their development at that time period. Effects of heritage, attitudes, and beliefs on the individual's development at the time period should be explored (20 points each). At the end of the semester, the 3 essays will be combined and integrated to explain how they changed and developed over time including how earlier periods influenced later development. Cultural, systemic, and environmental factors should be addressed in each essay to explain development and transitions across the lifespan. See detailed rubric in Canvas

Interview: 100 points SLO 1,2,3. Students will interview someone who is from a different developmental period than themselves (older or younger). Prior to the interview the student will submit questions designed to assess current developmental functioning (biological/physical, cognitive, social/emotional), history of development, factors that influenced their development including heritage, culture, barriers, environment, parenting, trauma, work, life roles, etc. A written summary of the interview will include application of at least 1 developmental theory to explain the interviewee's development. Recommendations to optimize well-being and resilience specific to the individual's needs should be included. See detailed rubric in Canvas

Observation: 100 points SLO 2,3. Students will conduct an observation in which they observe 2 individuals of different developmental periods interacting in an activity. A written report will

summarize the observation and apply developmental theories to compare and contrast the observed behaviors (cognitive, physical, and social/emotional) of the 2 individuals. See detailed rubric in Canvas

Grading Criteria Rubric and Conversion

Summary of Course points:

Activity	Points
Discussions	280
Exams	200
Literature Reviews	160
Case Study Plans	60
Self-report	100
Interview	100
Observation	100
Total Points Possible	1000

Final grades will be based upon the percentage of total points earned:

A 90%-100% (900 and up) B 80%-89% (800-899) C 70%-79% (700-799)
D 60%-69% (600-699) F 59% or less (599 points and below)

Posting of Grades

All grades for the course will be posted in the Canvas Grade book. Grades for assignments and exams will be posted within 1 week of the due date or sooner. Feedback regarding the score will be provided as well, but I encourage you to ask questions about any grade or feedback for clarification.

Grading Policies- ****Late Work Policy****

To make the most of the learning opportunities in the course it is very important for you to stay current with the readings and assignments. However, if you are unable to complete an assignment on time, please still complete and submit the assignment. Assignments will automatically receive a 10% point deduction if submitted after the due date. Assignments submitted later than 1 week after the original due date will not be accepted. If the assignment is a discussion post, only the original post will be graded. Late peer replies will not be counted for credit.

COURSE OUTLINE AND CALENDAR

Week	Topics & Assigned Readings	Assignments or Activities
Module 1 Jan 18-23	Studying Human Development: Read Chapters 1 & 2	Group Discussion; Review Syllabus
Module 2 Jan 24-30	Beginnings: Physical Dev; Chapters 3 & 4	Group Discussion
Module 3 Jan 31-Feb 6	Beginnings: Cognitive & Psychosocial; Read Chapters 5 & 6	Group Discussion: Literature Review Trauma & Dev

Module 4 Feb 7-13	Early Childhood: Cognitive & Physical; Read Chapter 7	Group Discussion: Self Report 1
Module 5 Feb 14-20	Early Childhood: Psychosocial; Read Chapter 8	Group Discussion; Exam 1
Module 6 Feb 21-27	Middle Childhood; Read Chapters 9 & 10	Group Discussion: Case Study Plan
Week 7 Feb 28-March 6	Adolescence; Read Chapter 11	Group Discussion; Literature Review-Abnormal Dev
Week 8 March 7-13	Adolescence; Read Chapter 12	Group Discussion; Exam 2; Self-Report 2
MARCH 14-20	SPRING BREAK	
Week 9 March 21-27	Emerging Adulthood: Physical & Cognitive; Read Chapter 13	Group Discussion: Case Study Plan
Week 10 March 28-April 3	Emerging Adulthood: Psychosocial; Read Chapter 14	Group Discussion; Self-Report 3
Week 11 April 4-10	Middle Adulthood; Read Chapters 15 & 16	Group Discussion: Interview
Week 12 April 11-17	Review	Exam 3: Literature Review Career Development
Week 13 April 18-24	Late Adulthood; Physical & Cognitive Read Chapter 17	Group Discussion; Observation
Week 14 April 25-May 1	Late Adulthood: Psychosocial; Read Chapter 18	Group Discussion; Literature Review Culture & Dev
Week 15 May 2-8	End of Life: Read Chapter 19	Group Discussion; Final Self-Report
Week 16 May 9-11	CLASS ENDS WEDNESDAY May 11th	Group Discussion; Exam 4

Important University Dates

Check this link for important university dates from the current Academic Calendar such as drop/withdrawal dates <https://www.tamuct.edu/registrar/academic-calendar.html>

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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

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.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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].

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 Warrior Center for Student Success, Equity 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/pregnant-and-parenting-students.html) [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](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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 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 if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor 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 if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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 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) [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](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/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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This syllabus is a working document. Changes may occur to enhance learning opportunities. Any changes in the schedule, assignments, or expectations will be communicated to students.