

University of New Orleans
ScholarWorks@UNO

University of New Orleans Syllabi

Fall 2015

EDGC 6420

Tammy Lewis Wilborn
University of New Orleans

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.

Recommended Citation

Wilborn, Tammy Lewis, "EDGC 6420" (2015). *University of New Orleans Syllabi*. Paper 255.
<https://scholarworks.uno.edu/syllabi/255>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact scholarworks@uno.edu.

Fall 2015
EDGC 6420 LIFESPAN HUMAN GROWTH AND DEVELOPMENT
Department of Educational Leadership, Counseling and Foundations
Counselor Education Program
University of New Orleans

Fall 2015	Instructor: Tammy Lewis Wilborn, Ph.D., LPC-S, LPC-MHSP, NCC
Graduate Hours: 3	Office: ED 172
Class Time: Tuesdays; 4:00-6:45 pm Class Location: Bicentennial Educ. 308C	
Class meeting dates: 8/25/15-12/7/15	Office Hours: Tuesdays 1-3p; Thursdays 5:30-7:00p and by appointment

Catalog Description

Application of principles of human growth and development to education.

Course Description

This course provides an examination of major theories of human development, including those from physical, psychological, cognitive, social, and moral perspectives. Development is viewed across the human life span in each of these areas. The course is designed to encourage an integrated concept of these theoretical perspectives, which serves as a developmental framework for the counseling process (**II.D.1., II.D.2.**).

Required Texts

Newman, B., & Newman, P.R. (2015). *Development through life: A psychosocial approach (12th edition)*. Stamford, CT: Cengage Learning.

Highly recommended

American Psychological Association. (2009). *Publication Manual (6th ed.)*. Washington, DC: APA.

Instructional Methods: These may include, but are not limited to, lectures, power point presentations, handouts, readings, case vignettes, audiovisual media, small and large group discussions, experiential exercises, group presentations, and other assignments. Moodle will be utilized as a supplement to deliver course instruction and materials.

Course Objectives:

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: (**D.3, II-G-3**). After completion of this course the student will be able to

- Discuss theories of the life-span physiological, intellectual, emotional, attitudinal, and social development of human beings **(II-G-3-a)**
- Discuss theories of individual and family development and transitions across the life span **(II-G-3-a)**
- Provide a perspective on the changes and transitions that take place during an individual's life from birth to death **(CACREP II-G-3-c)**
- Discuss theories of learning and personality development, including current understandings about neurobiological behavior **(G.1., II-G-3-b)**
- Discuss theories for facilitating optimal development and wellness over the life span **(II-G-3-h)**
- Examine possible causes or sources of developmental change and reasons for disturbances in the developmental process **(II-G-3-b)**;
- Demonstrate how different theoretical perspectives affect or determine research and applications that arise from them **(II-G-3-b)**;
- Apply objective techniques and skills for observing human behavior **(II-G-3-d)**
- Examine theories and models of individual, cultural, couple, family, and community resilience **(E.1., E.2., II-G-3-d)**
- Discuss ways in which social, political, and cultural trends affect the individual **(II-G-2-a)**
- Examine human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior **(II-G-3-f)**
- Recognize the general similarities and differences within and among people of all ages, cultures, and backgrounds **(II-G-2-a)**
- Apply implications from varying developmental models to the counseling process **(II-G-3)**.

CACREP Standards Addressed in this Course:

Clinical Mental Health Counseling:

D.3. promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities

E.1. understands how living in a multicultural society affects clients who are seeking clinical mental health services.

E.2. understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.

G.1. knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

Section II. Professional Identity:

II.D. Knowledge: provides an understanding of:

II.D.1. content areas

II.D.2. knowledge and skill outcomes

II.D.3. methods of instruction

II.D.4. required text(s) and/or reading(s)

II.D.5. student performance evaluation criteria and procedures

II.G.2. Social and Cultural Diversity: provides an understanding of:

II.G.2.b. attitudes, beliefs, understandings, and acculturative experiences, Including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients

Section II.G.3. Human Growth and Development: provide an understanding of:

II.G.3.a. theories of individual and family development and transitions across the life span

II.G.3.b. theories of learning and personality development, including current understandings about neurobiological behavior

II.G.3.c. effects of crises, disasters, and other trauma-causing events on persons of all ages

II.G.3.d. theories and models of individual, cultural, couple, family, and community resilience

II.G.3.e. a general framework for understanding exceptional abilities and strategies for differentiated interventions

II.G.3.f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior

II.G.3.h. theories for facilitating optimal development and wellness over the life span.

Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Roles and Responsibilities of Professionals in Counselor Education

- Design, implement, monitor, and evaluate programs: Counselors develop effective and comprehensive programs, which incorporate an awareness of various systems that affect students, school, and home (**CACREP; E.1**).
- Advocate for children, services, and supports: Counselors are effective advocates for students, families, and school communities (**CACREP; Section III.CMHC.D.3**)
- Provide individual, group, and family counseling: Counselors promote school success as measured by the academic, career, and personal/social development of all students (**CACREP; Section III.CMHC.D.3**).
- Offer career and academic guidance: Counselors utilize developmental approaches to assist all students and parents at points of educational transition for all students (**CACREP; Section II-G.3.a-h**).
- Collaborate to support group practice: Counselors link multiple stakeholders in the school and community to effect positive change using strategies that are grounded in the interaction of practice and theory (**CACREP; Section III.CMHC.D.3**).
- Consult with teachers and parents/legal guardians: Counselors act as a resource regarding a variety of issues that pertain to the developmental needs of all students (**CACREP; Section III.CMHC.D.3**).

UNIVERSITY POLICIES

Academic Honesty

Academy integrity is fundamental to the process of learning and evaluating Academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Violations of that policy, that is, academic dishonesty, will not be tolerated and cases will be sent to the appropriate university officials for action. Such findings could result in your failing the assignment, your failing the course, your being suspended from the university, etc. Refer to the UNO Judicial Code at

http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm

Accommodations

The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and The Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services at 280-6222 or the Accommodative Testing and Adaptive Technology Center at 280-7284, as soon as possible to better ensure that such accommodations are implemented in a timely manner.

Technology

Students are responsible regarding the use of technology as it relates to each of the objectives covered in the course. UNO's computing services is a source for technology questions and concerns. Students will utilize technology through Moodle, Webstar, UNO email, downloading documents in Word and PowerPoint, using Microsoft Word (latest version), using Microsoft PowerPoint, using Real Player for videos, using video equipment, using internet sources for technology, and using the UNO library services for identifying topics and locating literature for assignments as required. Students are also responsible for checking their UNO email accounts regularly and for downloading documents that may be sent to them for upcoming lectures. All email correspondence will be through UNO email accounts unless otherwise noted for specific assignments. It is strongly suggested that students check their accounts the evening before each class meeting.

LIFESPAN HUMAN GROWTH AND DEVELOPMENT COURSE POLICIES

Professional Disposition and Expectations

This is a graduate level course for counseling students. The activities and other online assignments are designed to build upon one another and help link theory to professional practice. Students are expected to demonstrate professional behavior. This includes punctuality and attendance, class preparation and participation, and appropriate usage of technology, when permissible. You are expected to read the assigned chapters before the scheduled class meeting. It is also expected that you can read, write, discuss, and reflectively critique at a graduate level. Please check all communications and assignments for spelling and grammar errors. Points may be deducted from written assignments for extensive spelling and grammatical errors. Lastly, should you find yourself having difficulty in this course, please do not hesitate to contact the instructor immediately.

Attendance and Participation

Attendance and class participation are vital to the learning process. Therefore, attendance and participation will be a part of your grade in this course. Your *absence* prevents your full participation in the learning process, even if you do your best to find out what was presented in a class you missed. Students are expected to attend all classes regularly and punctually. Students who are absent or late for class will be marked absent (see UNO student handbook). It is the student's responsibility to consult with classmates to secure lecture notes.

Student Use of Technology in the Lifespan Class

Electronic devices can interfere with the student learning experience and distract the instructor. Therefore, the use of laptops and cell phones during class is prohibited. Cell phones should remain off or on silent if you need to be available during class. Please excuse yourself from the room if you receive a call on silent, with the understanding that that will account for missing a part of the class.

Assignments

Late and missed assignments: Assignments are due by electronic submission to Moodle by the start of class on the due date or unless otherwise indicated. **Late/missed assignments will not be**

accepted and will result in “0” for the assignment. Under certain extenuating circumstances the professor **may consider** late work. You will need to schedule a meeting with me to provide appropriate documentation as well as a DRAFT of your work showing progress made toward the timely completion of the assignment. It is the student’s responsibility to contact Dr. Wilborn in a timely manner to discuss the circumstances surrounding the situation.

Formatting: All assignments should follow APA style (6th Ed.). They should be typed, doubled-spaced, 1-inch margins, 12 pt., Times-Roman font, and numbered.

Plagiarism: If you copy something or rephrase someone’s ideas, you must cite your source to give the author credit. If you are using someone’s words as your own, you are committing plagiarism and may receive a failing grade. If you are unsure what constitutes plagiarism, visit the following web site: http://www.turnitin.com/research_site/e_home.html. Papers submitted to Turnitin are checked against published works, content on the Internet, and every other paper submitted to Turnitin.

Communications: Please allow 24-48 hours for an emailed response to student questions or concerns during the weekday. Emails received during the weekend will receive a response by the following Monday or regular scheduled work day.

Course Outline and Assignment Due Dates: See Tentative Course Outline

COURSE REQUIREMENTS

Class attendance, disposition, and participation (5 points)

Attendance is crucial to your success, thus, missing more than 1 class, in whole or in parts, will result in dropping one letter grade from your final course grade (e.g. from A to B, or B to C)

Self-Appraisal (20 points)

Write a paper conceptualizing aspects of your own lifespan development. You are to think about your life experiences and trace your social, emotional, and cognitive development. Follow the guidelines below to write your paper:

- Emphasis should be placed on the influences that have contributed to the person you are now. Influences during your life may include, but are not limited to, the following: a) early learning experiences; b) relationships with your family, friends and others; c) important turning points; d) successes and failures; e) personal conflicts; f) impact of school; h) identity issues, i) role models; j) hopes for the future, etc.
- Include and comment on at least 3 theories covered in this course that you believe are relevant to shaping the person you are today (one can be Erikson). Five points will be deducted for each theory not used.
- Your discussion must include an integration of the three relevant developmental theoretical concepts/information that you chose.
- While this paper includes the discussion of personal information, include only material you are comfortable sharing. (Please note that you will NOT be expected to share your paper with other students, only with the instructor).

- Feel free to be creative in your paper (for instance, it can be in diary form, interview form with questions and answers, it can include pictures, etc. that you think help “tell your story”).
- Papers should at least be 5 double-spaced pages, not to exceed 8 pages. If you are including photos, etc. your typewritten pages should at least be 8 pages total.

Group Project and Presentation (25 points)

Students will be divided into small groups to report on a lifespan developmental level using sources from both inside and outside of class. Reports will include an overview of the characteristics of the developmental level in question using developmental theories as applicable, a discussion of counseling theories appropriate to this developmental level, and appropriate counselor attitudes, skills, and techniques appropriate to working with someone in specific developmental levels. The report must be submitted on Moodle by the start of class on the day of the group presentation. Groups will be assigned the following developmental levels:

- a. Early Childhood
- b. Middle Childhood
- c. Adolescence
- d. Young Adulthood
- e. Middle Adulthood
- f. Late Adulthood

On the day of your group presentation, please dress in professional attire. Also, prepare and distribute to each class member a handout that includes: **the title of your presentation, the topic(s) covered, an overview of the developmental level, applicable developmental and counseling theoretical perspectives, multicultural considerations, and counseling implications.** Each presentation will be **1 hour and 15 minutes in length** with the latter 15 minutes reserved for questions and feedback.

Developmental Interview (50 points): For this activity you will need to find someone outside of class who is willing to participate in an interview about his or her development over the life span. This person should represent a developmental level you are interested in working with. To protect the identity of the individual, a pseudonym must be used. Understanding the typical developmental trajectory is an essential component of assessing and understanding the role that key shaping experiences have on the issues for which clients seek counseling. This assignment will provide you with an opportunity to practice gathering and making sense of these experiences. Please write a 7-10 page paper **addressing the experiences of parenting and family and social identity** and *at least three of the remaining categories.*

Guidelines for the interview may include the following:

Physical development: Discuss briefly aspects of your interviewee’s salient physical development:

- Birth (was your birth a difficult one, were you born earlier than expected, for example)
- Early development (crawling, walking, talking, etc. were these on time, were there aspects that concerned your parents or created a difference in dynamic of care?)

- Middle childhood (experiences of physical development such as advancing coordination, learning to ride a bike, swim, and other experiences that stand out to you as important)
- Challenges you faced over the life span with your physicality (declining hearing, difficulties with movement, illness, significant allergies or dietary needs)
- Talents and strengths (strengths in physicality that have helped to define who you are, such as athletics, yoga and so on)
- Aging (challenges specifically related to decline in body function related to aging)

Social Identity:

- What aspect(s) of your social identity is (are) most salient to your development over time (i.e., race, gender, sexual orientation, ability, religious affiliation)?
- How have these various social identities impacted your development?
- Discuss a time when your social identity impacted a significant moment in your development.

Parenting and Family:

- Describe the parenting you received as a child. What were the strengths and weaknesses of this parenting?
- Describe significant familial relationships and how those have shaped the person you have become.
- Describe significant events in your family that have shaped you as a person.

Community:

- Describe your community as you grew up.
- Describe your community now.
- Describe aspects of community that have offered a sense of affirmation and welcoming/invalidating and unwelcoming

Academic:

- Describe your early experiences of school. What feelings did you experience about the prospect of school? How did you experience your teachers and peers? How did this change over time?
- What expectations were made of you by parents, teachers and peers for your academic achievement? How did you experience these expectations?
- What were your strengths? Where did you struggle? Has this shifted for you?
- What long term learning goals do you have for yourself—do you see yourself as a life-long learner and what do you hope to learn one day that you have not yet learned?

Spirituality & Religion:

- Describe early memories of spiritual or religious experiences that had an influencing affect on you
- Describe the religious/spiritual education you had. How did you experience it? How did it influence your beliefs today?
- Describe the role of faith or religious practice in your life today.

- How would you like this aspect of your experiencing to look as you get closer to the end of your life?

Evaluation

Grades will be assigned on the basis of demonstrated competence in the skills of counseling and mastery of the content of the course. Work will be evaluated by the following:

Measures	Possible Points	Earned Points
Class Attendance and Participation	5 points	
Self-Appraisal	20 points	
Group Project and Presentation	25 points	
Developmental Interview	50 points	
--	--	Total Points
--	--	100

Grading

- A ----- 90 points or higher
- B ----- 80-89
- C ----- 70-79
- F ----- below 70

Tentative Course Outline

Date	Topic	Reading	Due
August 25	Introduction; syllabus, assignments; Concepts of life span & human development		
Sept 1	The Development Through Life Perspective	Chapter 1	Sign up for group projects
Sept 8	Psychosocial Theory	Chapter 2	
Sept 15	Major theories of human development	Chapter 3	
Sept 22	Prenatal & Infancy	Chapters 4 & 5	
Sept 29	LCA Conference – No Class		Self-Appraisal Due
Oct 6	Toddlerhood	Chapter 6	
Oct 13	Early School Age	Chapter 7	
Oct 20	Middle Childhood	Chapter 8	Group 1 Presentation
Oct 27	Early Adolescence	Chapter 9	Group 2 Presentation
Nov 3	Later Adolescence	Chapter 10	Group 3 Presentation
Nov 10	Early Adulthood	Chapter 11	Group 4 Presentation
Nov 17	Middle Adulthood	Chapter 12	Group 5 Presentation
Nov 24	Later Adulthood	Chapter 13	Group 6 Presentation Developmental Interview Due
Dec 1	Very Old Age; Death, Dying and Bereavement/Wrap-Up	Chapters 14 & 15	
Dec 8	Finals Week		

EDGC 6420 – Group Presentation Rubric

Name: _____

Date: _____

Possible Points	Earned Points	
Knowledge:	7 points	_____
Presenters show adequate understanding of material Able to answer questions and reference appropriate sources		
Participation:	3 points	_____
Presenters individually do their “fair share” in presenting the material Clear role and division of labor Equally distributed “air time” Collaborative and coordinated		
Length:	2 points	_____
Long enough to adequately cover the selected material Well-paced Observed the time limit		
Content:	7 points	_____
Topic covered thoroughly Sufficient information given to assist audience understanding Included pertinent information Addressed multicultural issues		
Design:	1 point	_____
Creative Easy to follow Graphics facilitate understanding Quality handouts provided		
Presenter-Audience Dynamics:	5 points	_____
Interactive and engaging Responsive to questions and feedback Respectful of the audience Clear and effective communication		

25 Total Available Points

Total _____

CACREP STANDARDS RUBRIC

Course #: 6420
 Professor: Dr. Wilborn

Student Name: _____
 Semester/Year: _____

- 1 = Unacceptable: Student did not meet the standard.
- 2 = Acceptable: Student adequately met the standard.
- 3 = Target: Student performed above expectations on the standard.

II.G.3.a. theories of individual and family development and transitions across the life span <i>Assessments: Self-Appraisal, Group Project, Developmental Interview</i>	
II.G.3.b. theories of learning and personality development, including current understandings about neurobiological behavior <i>Assessments: Self-Appraisal, Group Project and Presentation, Developmental Interview</i>	
II.G.3.d. theories and models of individual, cultural, couple, family, and community resilience <i>Assessments: Self-Appraisal, Group Project and Presentation, Developmental Interview</i>	
II.G.3.e. a general framework for understanding exceptional abilities and strategies for differentiated interventions <i>Assessments: Self-Appraisal, Group Project and Presentation, Developmental Interview</i>	
II.G.3.h. theories for facilitating optimal development and wellness over the life span. <i>Assessments: Group Project and Presentation</i>	