Title of Course: Developmental Theories (3 cr)
Course No. CP 611
Revised Spring 2012

I. Catalog Description and Credit Hours of Course:
   Knowledge and understanding of different developmental levels, human behavior, personality and learning theory. (3)

II. Prerequisite(s):
   Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

<table>
<thead>
<tr>
<th>M.A. Career Counseling</th>
<th>M.A. School Counseling</th>
<th>M.A. Mental Health Counseling</th>
<th>Ed.S. Counseling Education</th>
<th>Psychological Examiner Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required Prereq.</td>
<td>Required</td>
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</table>

IV. Student Learning Outcomes

1. Students will understand how transitions and changes across the lifespan impact human development. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
2. Students will understand how developmental theories can be used to normalized client issues and facilitate positive outcomes in treatment. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
3. Students will understand etiology of addiction and theories of addiction treatment. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
### V. Course as Relates to External Requirements

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<tbody>
<tr>
<td>1. 3. Human Growth and Development</td>
<td>1) Comp. 1) Theories of human development; Comp. 2) Theories of learning; Comp. 3) Theories of personality;</td>
<td>Human Growth &amp; Development</td>
<td>Human Growth and Development</td>
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</tbody>
</table>

### VI. Course as Relates to External Standards

#### CACREP Standards (2009)

Section II.G.3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following:

a. theories of individual and family development and transitions across the life-span,
b. theories of learning and personality development, including current understandings about neurobiological behavior,
c. effects of crisis, disasters, and other trauma-causing events persons of all ages,
d. theories and models of individual, cultural, couple, family and community resilience,
e. a general framework for understanding exceptional abilities and strategies for differentiated interventions,
f. human behavior including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior,
g. theories and etiology of addictions and addictive behaviors including strategies for prevention, intervention and treatment, and
h. theories for facilitating optimum development and wellness over the life-span.

#### DESE Standards (2008)

(MoSTEP 1.4.1.1.a; CACREP CC3a) theories of individual and family development to transitions across the life span and the range of human developmental variation.

(MoSTEP 1.4.1.1.b) strategies for applying knowledge of developmental stages of individual growth.

(MoSTEP 1.4.1.1.c, MoSTEP 1.4.1.1.f; CACREP CC3.b) strategies for applying theories of learning and development in working with all students in a variety of school counseling activities.

(MoSTEP 1.4.1.1.d; CACREP CC3.d) theories of individual, family, cultural, and community resilience.

(MoSTEP 1.4.1.1.e; CACREP CC3f, CACREP CC3g; CACREP SCP[A]6) factors that affect behavior, including but not limited to, crises, trauma, disaster, disability, addiction, psychopathology, and environmental factors, in assisting all students to develop healthy life and learning styles.

(MoSTEP 1.4.1.1.g; CACREP CC3e) a framework for understanding exceptional abilities and strategies for differentiated interventions.

(MoSTEP 1.4.1.1.h; CACREP CC3.h) strategies for facilitating optimal development and wellness over the life
VII. Purposes or Objectives of the Course:

A. The student will become knowledgeable in theories of normal and abnormal human growth and development.
B. The student will develop awareness of family development through the lifespan.
C. The student will become knowledgeable in issues related to learning, problems in learning, and the behavioral implications in the learning experiences.
D. The student will become aware of disabilities including the possible antecedents and consequences as they relate to human development.
E. The student will become knowledgeable in various theories of personality and identity development.
F. The student will develop an understanding of professional issues dealing with development, learning, personality and environmental concerns.

VIII. Course Content or Outline:

<table>
<thead>
<tr>
<th>A. Theories of Human Growth and Development</th>
<th>Class Hours</th>
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<tbody>
<tr>
<td>1. Physical-motor</td>
<td>11</td>
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<td>2. Cognitive-intellectual</td>
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<td>3. Social-emotional</td>
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<td>4. Psychosexual</td>
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<td>5. Moral</td>
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<tr>
<td>B. Theories of Learning</td>
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<tr>
<td>1. Learning and Behavior</td>
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<tr>
<td>2. Motivation and Learning</td>
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<tr>
<td>3. Remembering and Forgetting</td>
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<tr>
<td>4. Transfer of Learning and Problem Solving</td>
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<td>5. Student Characteristics</td>
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<tr>
<td>C. Theories of Personality</td>
<td>11</td>
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<tr>
<td>1. Varied viewpoints relating to the nature, structure and development of personality</td>
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<tr>
<td>2. Factors influencing personality development</td>
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<tr>
<td>3. Components of a healthy personality</td>
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<td>4. Developmental tasks</td>
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<td>5. Consistency and change in personality</td>
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<td>D. Professional issues as they relate to the clients</td>
<td>12</td>
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<tr>
<td>1. Interpersonal relationships and self esteem</td>
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<td>2. Divorce</td>
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<td>3. Single-parent families and blended families</td>
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<td>4. Chemical dependency and addictive behaviors</td>
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<td>5. Human sexuality</td>
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<td>6. Physical and sexual abuse</td>
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<td>7. Crisis intervention</td>
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8. Grief
9. At risk students
10. Cultural diversity

IX. Textbook(s):


X. Expectations of Students:
A. The student will be expected to attend field visits to identified programs that address relevant course topics such as, the observation of clients of different developmental levels, and/or particular programs that address various areas in learning of clients.
B. Students are expected to participate in group discussions in the online format on a consistent basis. Contributions through the class website are expected to be both intellectually stimulating and should contribute to the learning of other class participants.
C. The student will be expected to complete all required readings and assignments.
D. The student will be expected to respond to a variety of skill assessment techniques.
E. The student will be expected to know about and use a variety of technological strategies to enhance learning.
F. The student will be expected to know about legal issues and ethical standards in counseling.

XI. Basis for Student Evaluation
A. Written examinations (20%)
B. Written critiques of professional articles (20%)
C. Presentation (20%)
D. Graduate quality research paper (20%)
E. Quality of correspondence in online discussion forums (20%)

*Final letter grade:*
91% to 100% -- A
81% to 90% -- B
71% to 80% -- C
0% to 70% -- F

*Note:* The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

XII. Methods of instruction
A combination of:
Web-assisted lectures and discussions
Web-assisted presentations and exams
XIII. **Academic Policy Statement:**
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: [http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)

*Note:* Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XIV. **Students with Disabilities Statement:**
If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: [http://www.semo.edu/cs/services/disability.htm](http://www.semo.edu/cs/services/disability.htm)

XV. **Civility, Respect and Classroom Etiquette:**
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. **Counselor Dispositions**
Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of **competence, reflection and caring**, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5)

XVII. Knowledge Base References:
An online Knowledge Base is maintained on the Program website. See http://www4.semo.edu/counsel/Program/know-base.htm

XVIII. Course Schedule
Note: Course Schedule will be added each semester by the instructor.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.