

**SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

COURSE SYLLABUS

Title of Course: **Developmental Theories (3 cr)**

Course No. **CP 611**

Semester: Spring 2020

Instructor: Holly H. Wagner, Ph.D., LPC

Office: SC409C

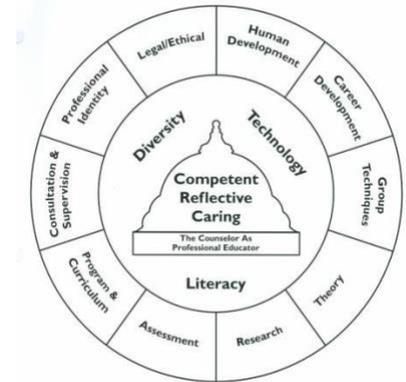
Phone: 573-651-2091

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Office Hours: Mondays and Thursdays from 3:30-5pm

Class Room: Online

Website: Available through Moodle



I. Catalog Description and Credit Hours of Course:

Designed to provide the prospective counselor with knowledge and understanding of the nature and needs of clients at different developmental levels, normal and abnormal human behavior, personality theory and learning theory. Counseling interventions for specific problem areas will be emphasized. (3)

II. Prerequisite(s):

Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Required	Required	Required	Required Prereq.	Required

IV. Student Learning Outcomes (SLO)

- A. Students will be able to identify and explain theories of individual and family development and transitions across the life-span (SLO-A)
- B. Students will be able to identify and explain the effects of non normative occurrences such as crisis, disasters, and other trauma-causing events on persons of all ages and theories/models of individual, cultural, couple, family and community resilience (SLO-B)
- C. Students will be able to identify and explain major theories of human behavior including an understanding of developmental crises, disability, psychopathology, and theories for facilitating optimum development

and wellness over the life-span (SLO-C)

V. Course as Relates to External Requirements

CACREP Requirements (2016)	DESE Requirements (2012)	LPC Requirements	NBCC Requirements
1. 3. Human Growth and Development	MO School Counseling Standard 1: The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development	Human Growth & Development	Human Growth and Development

VI. Course as Relates to External Standards

CACREP Standards (2016)
<p>Section II.F.3. HUMAN GROWTH AND DEVELOPMENT</p> <ul style="list-style-type: none"> a. theories of individual and family development across the lifespan b. theories of learning c. theories of normal and abnormal personality development d. theories and etiology of addictions and addictive behaviors e. biological, neurological, and physiological factors that affect human development, functioning, and behavior f. systemic and environmental factors that affect human development, functioning, and behavior g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan h. a general framework for understanding differing abilities and strategies for differentiated interventions i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
DESE Standards (2012)
Standard 1 – Quality Indicator 1: Human Growth and Development: The school counselor demonstrates knowledge of human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners

VII. Purposes or Objectives of the Course:

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

VIII. Course Content or Outline:

Class Hours

- | | | |
|----|---|----|
| A. | Theories of Human Growth and Development | 11 |
| | 1. Physical-motor | |
| | 2. Cognitive-intellectual | |
| | 3. Social-emotional | |
| | 4. Psychosexual | |
| | 5. Moral | |
| B. | Theories of Learning | 11 |
| | 1. Learning and Behavior | |
| | 2. Motivation and Learning | |
| | 3. Remembering and Forgetting | |
| | 4. Transfer of Learning and Problem Solving | |
| | 5. Student Characteristics | |
| C. | Theories of Personality | 11 |
| | 1. Varied viewpoints relating to the nature, structure and development of personality | |
| | 2. Factors influencing personality development | |
| | 3. Components of a healthy personality | |
| | 4. Developmental tasks | |
| | 5. Consistency and change in personality | |
| D. | Developmental and Lifespan Issues | 12 |
| | 1. Interpersonal relationships and self esteem | |
| | 2. Divorce | |
| | 3. Single-parent families and blended families | |
| | 4. Chemical dependency and addictive behaviors | |
| | 5. Human sexuality | |
| | 6. Physical and sexual abuse | |
| | 7. Crisis intervention | |
| | 8. Grief | |

9. At risk students
10. Cultural diversity
11. Death

IX. Textbook(s):

Broderick, P., & Blewitt, P. (2015). *The life span: Human development for helping professionals* (4th ed.). Upper Saddle River, N.J.: Pearson Educational.

Note: Because of the amount of writing assignments required throughout your counselor preparation program, students are required to purchase the following book to use and reference throughout the program:

American Psychological Association (2020). *Publication manual of the American Psychological Association*. (7th ed.). Washington, DC

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 assignments
- B. Quality of correspondence in online discussion forums

Final letter grade:

- 91% to 100% -- A
81% to 90% -- B
71% to 80% -- C
0% to 70% -- F

Assignments:

Forum Posts (150 points): Each week you will be given topics for discussion on Forum. Some topics will ask you to watch a video, go on a field experience trip, or reflect on the readings for that week. Your responses for Forum will be evaluated according to the criteria listed on the rubric available through Moodle. Each assignment will be worth 10 points. Each chapter will have one forum. You will also respond to two peers' posts.

With 15 chapters, there will be 150 points total available.

Rubric on Moodle

Due: Forum Posts are due by Friday before 11:59pm. Two responses to your peers are due by Tuesday of the following week before 11:59pm.

Article Pot Luck (50 points): During the first week of class, each student will choose two chapters of the book to provide the class a peer reviewed journal article that exemplifies a topic listed within the chapter. By the Sunday before your chapter's week, you will write a 400-600 word paper about why you chose this article, how it relates to that week's chapter, and an overview of what the article articulates and upload it and the article as a Forum post. Each article and paper will be worth 20 points. You will also be required to respond to 5 articles of your choice throughout the semester. These responses will be 2 point each. A total of 50 points will be awarded for this assignment

Rubric on Moodle

Due: Article and Paper due dates will be chosen during the first week of the class. 5 responses are due at your discretion throughout the class.

Halfway Reflection (25 points): Halfway through the 8 week course you will submit a paper (at least one page) about how the course is going, what you have enjoyed learning, your engagement level, etc. This is to open a dialogue between student and professor in order to create a class that is meaningful to all parties.

Rubric on Moodle

Due: March 13, 11:59pm

Integrated Personal Theory of Human Development: (50 points): Integrate the theories of your choice from the textbook. Build your personal theory of human development. Address various stages of life and ways in which your theory works in each. This personal theory can be an outgrowth of our readings, forum discussions, and your personal reflections supported by the content of these theories.

Rubric on Moodle

Due: May 8, 11:59pm

Class Reflection Paper: (20 points): Each student is required to write and submit a 2 – 4 page reflection paper on what they learned from this class. This paper can include descriptions of assignments that were particularly meaningful, key takeaways, and other points of interest. This assignment also satisfies a requirement of the Professional Counseling Portfolio. In addition to uploading the assignment to the Moodle website, you are required to submit the reflection to your Chalk & Wire account.

Rubric on Moodle

Due: May 11, 11:59pm

XII. Methods of instruction

A combination of:

Web-assisted discussions and reflections

Assigned textbook and supplemental readings

Additional Course Information:

All course information is included in the Keys to Success Booklet included on the class Moodle site, which includes grading rubrics, weekly assignment formats, and contact information. Policy on late work is based upon individual faculty discretion. Every effort will be made to respond to emails within 48 hours during the work week. Every effort will be made to grade course assignments in 2 weeks, based upon scope of assignment.

XIII. Academic Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/faculty/senate/handbook/5d.html>

XIV. Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

XV. Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

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 pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

XVII. 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) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See <https://semo.edu/psychology-counseling/accreditation.html> where the current student handbook can be accessed.

XVIII. Student Success:

This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

Course Schedule

This is a tentative schedule and is subject to change. This syllabus schedule gives a general outline of the readings required each week. A more detailed outline of assignments and other tasks are to be found on the course website which is updated weekly. Supplemental readings may also be added by the instructor with reasonable notice.

Date	Readings and Topics	CACREP Standards
Weeks 1-2	Syllabus, assignments, grading criteria, and additional information on Moodle.	2.F.3.a, b, c, d, e, f, g, h, i

	<p>Read Ch. 1 & 2</p> <ul style="list-style-type: none"> Organizing Themes in Development Epigenesis and the Brain: The Fundamentals of Behavioral Development <p>Forum and Assignments on Moodle Due</p>	
Weeks 3-4	<p>Read Ch. 3 & 4, Supplemental Readings</p> <ul style="list-style-type: none"> Cognitive Development in the Early Years Emotional Development in the Early Years <p>Forum and Assignments on Moodle Due Article Pot Luck Ch 1, 2, 3, & 4 (as assigned)</p>	2.F.3.a, b, c, d, e, f, g, h, i
Weeks 5-6	<p>Read Ch. 5 & 6, Supplemental Readings</p> <ul style="list-style-type: none"> The Emerging Self and Socialization in the Early Years Realms of Cognition in Middle Childhood <p>Forum and Assignments on Moodle Due Article Pot Luck Ch 5 & 6 (as assigned)</p>	2.F.3.a, b, c, d, e, f, g, h, i
Weeks 7-8	<p>Read Ch. 7 & Articles instead of Chapter 8, Supplemental Readings</p> <ul style="list-style-type: none"> Self and Moral Development: Middle Childhood Through Early Adolescence Gender Development <p>Forum and Assignments on Moodle Due Halfway Reflection Due 3/10 Article Pot Luck Ch. 7 & 8 (as assigned)</p>	2.F.3.a, b, c, d, e, f, g, h, i
Weeks 9-10	<p>Read Ch. 9 & 10, Supplemental Readings</p> <ul style="list-style-type: none"> Physical, Cognitive, and Identity Development in Adolescence The Social World of Adolescence <p>Forum and Assignments on Moodle Due Article Pot Luck Ch. 9 & 10 (as assigned)</p>	2.F.3.a, b, c, d, e, f, g, h, i
Weeks 11-12	<p>Read Ch. 11 & 12, Supplemental Readings</p> <ul style="list-style-type: none"> Physical and Cognitive Development in Young Adulthood Socioemotional and Vocational Development in Young Adulthood <p>Forum and Assignments on Moodle Due Article Pot Luck Ch. 11 & 12 (as assigned)</p>	2.F.3.a, b, c, d, e, f, g, h, i
Weeks 13-14	<p>Read Ch. 13 & 14, Supplemental Readings</p> <ul style="list-style-type: none"> Middle Adulthood: Cognitive, Personality, and Social Development Living Well: Stress, Coping, and Life Satisfaction in Adulthood <p>Forum and Assignments on Moodle Due</p>	2.F.3.a, b, c, d, e, f, g, h, i

	Article Pot Luck Ch. 13 & 14 (as assigned)	
Week 15 5/5	Read Ch. 15, Supplemental Readings <ul style="list-style-type: none"> • Gains and Losses in Late Adulthood Article Pot Luck Ch. 15 (as assigned) Theory Paper Due Class Reflection Paper Due	2.F.3.a, b, c, d, e, f, g, h, i

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. Melissa Odegard- Koester, Chair, Department of Psychology & Counseling.