



Welcome to Human Development!

Course Number and Section(s): COU 620-001 in MEP 204

Course Name: Human Development

Semester and Year: Spring 2022

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Office Hours: Monday 4:30-5:30pm, Thursday 4-6pm, or by appt.

Course Description:

The purpose of this course is to review and apply theories of human development, exploring developmental crises, tasks, and transitions across the lifespan. Through a combination of interactive dialogue, lecture, group work, thematic assignments, and experiential activities, the course will explore issues such as nature vs. nurture; theories of learning and personality development; strategies for facilitating optimal human development; and developmental approaches to counseling.

Prerequisites:

Admission to Counselor Education program or permission of instructor.

Student Learning Outcomes

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

•CACREP- Council for Accreditation of Counseling and Related Educational Programs
2016 Standards

Students will have knowledge of:	CACREP¹	Content Coverage	Class Assignments
theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b	Ch 9	Readings; quizzes, exam
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d	Ch 9, additional material supplements	Readings; quizzes, exam
theories of individual and family development across the lifespan	2.F.3.a	Ch 1	Readings; quizzes, exam

theories of learning	2.F.3.b	Ch 3, Ch 6, Ch 9, Ch 11	Readings; Developmental Topic presentation and paper; quizzes, exam
theories of normal and abnormal personality development	2.F.3.c	Ch 1, Ch 3, Ch 4, Ch 6, Ch 7, Ch 9, Ch 12, Ch 13,	Readings; Developmental Topic presentation and paper; quizzes, exam
biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e	Ch 2	Readings; quizzes, exam
systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f	Ch 1	Readings; quizzes, exam
effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g	Fields chapters, Lecture	Readings
a general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h	Broderick & Blewitt (2020), additional material supplements	Readings; quizzes, exam
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i	Broderick & Blewitt (2020), additional material supplements	Readings; quizzes, exam
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	2.F.4.b	Ch, 10, Ch 12, Ch 13, Ch 14	Readings; quizzes, exam
approaches for assessing the conditions of the work environment on clients' life experiences	2.F.4.d	Ch 12	Readings; quizzes, exam
impact of biological and neurological mechanisms on mental health	5.C.2.g	Ch 2, Lecture	Readings; quizzes, exam
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g	Ch 3, Ch 4, Ch 7, Ch 9, Ch 11, Ch 13	Readings; quizzes, exam

Required Materials

Broderick, P.C., & Blewitt, P. (2020). *The life span: Human development for helping professionals*, (5th ed.). Pearson.

Additional readings/videos will be posted on the Canvas course site.

Suggested:

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Course Assignments

Class Attendance, Participation, and Professionalism (65pts):

I invite you to come to class ready to be an active participant in our discussions and share your personal reactions, ideas, and experiences relevant to the readings and the material. Our discussions can be a lot of fun and hopefully you will learn a lot from your classmates. You should aim to attend every class barring unforeseen circumstances or emergencies. Credit for participation cannot be given when class is not attended. If you believe you will be late, please send me a message so I can plan accordingly. I may shift around the plan for class so that you don't miss out.

Effective class participation includes: respectful and non-dominating involvement in class discussions, equal participation in group work, and initiative and investment in all course activities. Review Course Policies for professionalism standards.

Reaction Papers (80pts):

You will write a reaction paper (at least one full page double-spaced, there is no maximum length) at the end of each week reflecting on application of readings and classroom exercises, and demonstrate understanding of topics. Please also reflect on your personal experiences with developmental tasks and that of others close to you (e.g., parents, grandparents, their own children). Please also use the journal to reflect on any other issue that is pressing to you at the time (even if unrelated to the course content). I do my best to respond to each reaction paper, so feel free to include questions or areas of concern.

APA format is not expected; however, use of proper grammar is required. Lateness, insufficient length and/or depth, or disorganized/ungrammatical writing will result in a loss of credit.

Wellness Across the Lifespan Project (100pts; APA 7th ed. format expected):

This project will focus on two chosen portions of the lifespan (one in childhood and one in adulthood). You will create two informational products (e.g., research paper, [infographic](#), blogpost, video presentation) describing barriers or threats to development and wellness, and then share how to ensure optimal development (physical, cognitive, and social emotional) and wellness for each of your age-ranges. Regardless of product chosen, students will use scholarly literature (journal articles and scholarly books) to support assertions. The products will use APA and must contain citations and references (how you present these will vary). Please refer to the APA *Publication Manual* (7th edition) and adhere to these guidelines.

Developmental Activities (55pts):

You will be asked to do several activities related to the subject matter of the week. The hope is these projects will be meaningful, enjoyable (on some level), and offer another way to make sense of the material.

Chapter Quizzes (150pts):

You will complete chapter quizzes on Canvas to assess your understanding and application of the readings. These will all be due at the end of the semester, and you may take each quiz as many times as needed to get the best score. I will take the highest score.

Final Exam (150pts):

You will also complete a final exam on Canvas to assess their understanding and application of the readings and classroom/online discussions. The final exam will be multiple-choice and comprehensive.

Submission of Assignments

Deadlines:

All assignments are due by the deadline indicated in the syllabus and should be uploaded to Canvas prior to the deadline.

Late Policy:

Life happens and sometimes it gets in the way of completing your assignments. If something is going on in your personal life that may impact your ability to turn in an assignment on time, please email and let me know. In many cases, we can work together to find create an alternative plan. Thus, late assignments may be accepted at the instructor's discretion with accompanying documentation of extenuating circumstances, without credit lost.

Generally though, if assignments are late, they are still eligible for some credit. Assignments received 1 minute-24 hours late will be worth a maximum of 90% of their original value, and will continue to reduce by 10% per day for 5 days; however, after 5 days they are no longer eligible for credit. As reaction papers are only worth 5 points, 1 point will be lost per day late. Please communicate with the instructor if you believe an assignment will be late. Assignments turned in after the final deadline in the syllabus at the end of the semester will not be eligible for credit.

Course Grading

Grading Scale:

- A: 93.00-100.00
- A-: 90-92.99
- B+: 87-89.99
- B: 83-86.99
- B-: 80-82.99
- C+: 77-79.99
- C: 73-76.99
- F: 0-72.99

Grading Feedback

You should expect feedback on assignments within one week of due date for shorter assignments, and two weeks for longer assignments.

Course Policies

1. I invite you to come prepared to take notes and engage in classroom discussion. Laptops/tablets are welcome in class; however, non-class related Internet or computer usage is not. Although the big sportball tournament may be very exciting, it may distract you and your classmates from learning in the classroom. Significant non-class-related internet use can result in deductions in professionalism/ participation grade.

2. Attend class each week, arrive on time, and turn in assignments on time. Class will occur on dates indicated on the syllabus and will start at 6:15pm. All assignments are to be uploaded to Canvas and due dates are indicated in the syllabus. Any changes to the syllabus will be announced during class and/or posted on Canvas. Please contact me immediately if you are experiencing an issue that is preventing you from completing your assignments in a timely manner so we can work together so I can help.

3. Take your time reading prior to class and take notes so you can discuss your thoughts in class. Read with a questioning attitude rather than for absorption of facts: *What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?*

4. Please silence all electronic devices such as cell phones, watches, computers, or whatever newfangled devices you kids are using these days. Given the experiential nature of this course, noisy electronics can present a barrier to the open environment in the classroom. Please step out if you need to take a call.

5. Students are to act ethically. As members of the counseling profession, we are all bound by the Code of Ethics of the American Counseling Association. As we will be sharing our own experiences, please respect the privacy of your classmates. Unlike other courses at NKU, students in this course may disclose personal information in the context of in-class activities. Because of the intimate nature of these exercises, certain safeguards will be put in place to protect the privacy and dignity of each student. First, one's grade in this course will not be affected by the information revealed through these activities. Second, each student has the right to decide how much and what kinds of information to disclose during these exercises.

6. All papers are to be submitted using APA format (7th edition) unless otherwise announced. Presentations and projects should reflect the quality of a professional in the counseling profession. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. Do not refer to this syllabus, other papers, or online resources exclusively for APA format. Please purchase or borrow the APA Manual for use with your papers.

Evaluation Criteria. The Counselor Education program approaches the construct of professional dispositions as "habits of mind" that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following professional performance dispositions: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation. These will be evaluated throughout the group class using the professional performance evaluation criteria (see Counselor Education Student Handbook for details).

* The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. I expect that you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

Commitment to Open Inquiry, Viewpoint Diversity, and Constructive Disagreement

In order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide interactions among students and professors in this class:

- People can differ on any number of perspectives, opinions, and conclusions
- No ideas or opinions are immune from scrutiny and debate, even if they come from someone with more experience or expertise than you
- Treat every member of the class with respect, even if you disagree with their opinion
- You will not be graded on whether your professor or peers agree with your opinions

Copyright Statement

Students are welcome to keep or share module materials (e.g., articles, videos, podcasts) as these are public domain. However, to adhere to the academic integrity policies of the university and protect the learning environment, students are prohibited from distributing or selling course materials such as quiz questions or lectures. All materials created by the instructor or the textbook publishers are authorized for use in this course for academic purposes, and students are prohibited from publicly posting course materials during or after this course.

Attendance Policy

This course is composed of 13 class periods and it is important that you plan to attend each class period, otherwise you will miss out on the experiential learning intended to bring the material to life. It is important to know that missing more than two class periods can negatively impact your final grade.

Students missing more than two class period will negatively impact their overall grade by 10%. Hence, if a student misses three class meetings, the highest possible grade the student could achieve would be 90%. If a student misses four class meetings, the highest possible grade the student could achieve would be 80%. If a student misses five classes, the highest possible grade the student could achieve would be 70% and so on.

- If class must be cancelled due to weather-induced, potentially dangerous driving conditions, announcements will be posted in Canvas and will include an e-mail announcement sent to all students. Please check Canvas and/or your e-mail prior to attending class.
- If you are a parent and a child-care issue arises, please contact me ahead of our class meeting time to arrange accommodations.

Accommodations Due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present me a letter from the Office for Student Accessibility (OSA, SU 303) indicating the

existence of a disability and the suggested accommodations. More information on OSA can be found at <https://inside.nku.edu/osa.html>.

Communication

Students should check their e-mail inbox/Canvas course sites regularly. Students may expect instructor responses to emails within 24-48 hours. If you do not receive a response within this time, please send a follow-up as your email may have been buried in other emails on a particularly heavy email day. The instructor will check email infrequently over weekends, so please plan reach out during the week to get answers regarding assignments due on Sunday.

Name/Pronoun:

My gender pronouns are she, her, hers. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Changes in the Syllabus

The syllabus is a projection of what the instructor anticipates for the course. The instructor has the right to modify the syllabus in order to adjust to changing circumstances.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

35.75 Hours: Class time
16.0 Hours: Reaction papers
75.0 Hours: Reading and reviewing texts, books, videos
15.0 Hours: Chapter quizzes
3.0 Hours: Final Exam
10.0 Hours: Developmental Activities
30.0 Hours: Wellness Projects
174.75 Hours: Total Hours for the course

Tentative Course Schedule

Monday Class – No Class – MLK day

Week 1 Work – 1/18-1/23

- Readings: B & B chapter 1, social construction chapter
- Resources/Activities: Introduction to course, social construction lecture, start Babies module, chapter 1 quiz

- **Assignments due:** **Week 1 Reaction paper** due before midnight Sunday 1/23

Week 2 Monday Class – Via Zoom – 1/24/22

- **Topics/Activities:** *Introductions, Themes of Development*
- **Assignments due:** None

Week 2 Work – 1/25-1/30

- Readings: B & B chapter 2, Fields Chapter 2 and 4 (available on Canvas)
- Resources/Activities: Trauma module, chapter 2 online lecture and quiz, continue Babies module
- **Assignments due:** **Week 2 Reaction paper** due before midnight Sunday 1/30

Week 3 Monday Class – Likely in Classroom – 1/31/21

- **Topics/Activities:** *Stress, Trauma, and the impact on the Brain and Body*
- **Assignments due:** None

Week 3 Work – 2/1-2/6

- Readings: B & B chapter 3
- Resources/Activities: Post-partum module, continue Babies module
- **Assignments due:** **Week 3 Reaction paper** due before midnight Sunday 2/6

Week 4 Monday Class – 2/7

- **Topics/Activities:** *Cognitive development in the early years and Post-partum experiences*
- **Assignments due:** None

Week 4 Work – 2/8-2/13

- Readings: B & B chapter 4
- Resources/Activities: Chapter 4 online lecture, continue Babies module
- **Assignments due:** **Week 4 Reaction paper** due before midnight Sunday

Monday Class – No Class – Valentine’s Day

Week 5 Work – 2/14-2/20

- Readings: B & B chapter 5
- Resources/Activities: Finish Babies Module, Love and Belonging module
- **Assignments due:** **Week 5 Reaction paper** due before midnight Sunday

Week 6 – Monday Class – 2/21

- **Topics/Activities:** *Understanding the self, Babies Module discussion*
- **Assignments due:** Be ready to discuss **Babies Module**

Week 6 Work – 2/22-2/27

- Readings: B & B chapters 6-7
- Resources/Activities: Start Childhood Module
- **Assignments due:** **Week 6 Reaction paper** due before midnight Sunday

Week 7 – Monday Class – 2/28

- **Topics/Activities:** *Cognitive development and Learning*
- **Assignments due:** None

Week 7 Work – 3/1-3/6

- Readings: B & B chapter 8-9
- Resources/Activities: B & B chapter 8-9 online lecture, continue Childhood module
- **Assignments due: Week 7 Reaction paper 7** due before midnight Sunday

Spring Break – Week 8 – Self-care, rest, and fun!

Week 9 – Monday Class – 3/14

- **Topics/Activities:** *Adolescence Discussion, Surviving Adolescence*
- **Assignments due: Bring a photo** of yourself during high school (approx. age 16), **Wellness Project 1** due Monday prior to 6:15pm.

Week 9 Work – 3/15-3/20

- Readings: B & B chapter 10
- Resources/Activities: Complete Convoy activity, finish Childhood module
- **Assignments due: Week 9 Reaction paper 9** due before midnight Sunday

Week 10 – Monday Class – 3/21

- **Topics/Activities:** *Childhood module discussion, Social Circles in adolescence*
- **Assignments due:** Be ready to discuss **Childhood module** and **Convoy** activity

Week 10 Work – 3/22-3/27

- Readings: B & B chapters 11-12
- Resources/Activities: Start Adulthood Module
- **Assignments due: Week 10 Reaction paper** due before midnight Sunday

Week 11 – Monday Class – 3/28

- **Topics/Activities:** *Young adulthood*
- **Assignments due:** None

Week 11 Work – 3/29-4/3

- Readings: B & B chapter 13
- Resources/Activities: continue Adulthood Module
- **Assignments due: Week 11 Reaction paper** due before midnight Sunday

Week 12 – Monday Class – 4/4

- **Topics/Activities:** *Middle adulthood*
- **Assignments due:** None

Week 12 Work – 4/5-4/10

- Readings: B & B chapter 14
- Resources/Activities: continue Adulthood Module
- **Assignments due: Week 12 Reaction paper** due before midnight Sunday

Week 13 – Monday Class – 4/11

- **Topics/Activities:** *Stress and coping in adulthood*
- **Assignments due:** None

Week 13 Work – 4/12-4/17

- Readings: B & B chapter 14

- Resources/Activities: finish Adulthood Module, End of Life Exercise
- **Assignments due: Week 13 Reaction paper** due before midnight Sunday

Week 14 – Monday Class – 4/18

- **Topics/Activities:** *Gains and losses in older adulthood, End of Life Discussion*
- **Assignments due:** Be ready to discuss **Adulthood module** and **End of Life Exercise**

Week 14 Work – 4/19-4/24

- Readings: None
- Resources/Activities: Grief Module
- **Assignments due: Week 14 Reaction paper** and **all Chapter Quizzes** are due before midnight Sunday 4/24

Week 15 – Monday Class – 4/25

- **Topics/Activities:** *Grief*
- **Assignments due:** None

Week 15 Work – 4/26-5/1

- Readings: None
- Resources/Activities: Death Module
- **Assignments due: Week 15 Reaction paper** due before midnight Sunday

Week 16 – Monday Class – 5/2

- **Topics/Activities:** *Death and dying, Wrapping up the course*
- **Assignments due:** None

Week 16 Work – 5/3-5/8

- Readings: None
- Resources/Activities: Work on final assignments: Final exam opens 5/6 and closes 5/13
- **Assignments due: Week 16 Reaction paper** and **Wellness Project 2** due before midnight Sunday 5/8

Finals Week – No Monday 5/9 Class

Finals Week Work – 5/9-5/13

- **Assignments due: Finals week journal, Final exam** before midnight Friday 5/13

*This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor. Every effort will be made to provide these changes to the class in writing. Notification through any of the established means of communication such as email, Canvas, or update of online syllabus will constitute sufficient notice.

Other Information

For information on university-wide policies governing students, please see the University Common Syllabus on your course Canvas site.