

Southern University
College of Nursing and Allied Health
Department of Rehabilitation and Disability Studies
Clinical Rehabilitation Counseling Program (CRCP)

I. Description Information

- a. **Course Number:** REHB 515
- b. **Course Title:** **Human Growth and Development**
- c. **Credit Hours:** 3.0
- d. **CIP CODE:** 512310
- e. **Intended Audience:** This course is intended for Master's level candidates in the Clinical Rehabilitation Counseling and other human service fields whom have been approved for this course by their respective advisors.
- f. **Method of Delivery:** This course will be delivered both face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

II. Catalog Description

This course will cover the physical, cognitive, emotional, psychological, and social factors in human development, from conception to death. This course is designed to provide students with an understanding of human development over a lifetime focusing on life stages of infancy, adolescence and adulthood incorporating cognitive, physical, and social development concerns.

III. CACREP Content Areas:

The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Human Growth and Development is a required course.

Throughout the syllabus, this course addresses CACREP Standards Section 2: F. 3. Human Growth and Development:

- 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

IV. Student Learning Outcomes:

CACREP Knowledge and Skills Outcomes

Upon successful completion of this course students will be able to:

- 3a. Demonstrate knowledge of theories of individual and family development across the lifespan as measured by a score of 80% on the first exam and a score of 80% on the autobiography assignment.
- 3b. Demonstrate knowledge of theories of learning as measured by a score of 80% on the first exam and a score of 80% on the final paper.
- 3c. Demonstrate knowledge of theories of normal and abnormal personality development as measured by a score of 80% on the weekly quizzes.
- 3d. Demonstrate knowledge of theories and etiology of addictions and addictive behaviors by a score of 80% on weekly quizzes.
- 3e. Demonstrate knowledge of biological, neurological, and physiological factors that affect human development, functioning, and behavior as measured by a score of 80% on weekly quizzes.
- 3f. Demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior as measured by a score of 80% on weekly quizzes.
- 3g. Demonstrate knowledge of effects of crisis, disasters, and trauma on diverse individuals across the lifespan as measured by a score of 80% on weekly quizzes.
- 3h. Demonstrate knowledge about a general framework for understanding differing abilities and strategies for differentiated interventions as measured by a score of 80% on the final paper.
- 3i. Demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan as measured by a score of 80% on the final paper.

V. Required Texts and or Readings

An Advanced Lifespan Odyssey for Counseling Professionals, 1st Edition
Bradley T. Erford
ISBN-10: 128508358X
ISBN-13: 9781285083582
© 2017

VI. FACULTY:

Derek Ruiz, CRC, LPC,
Adjunct Faculty
Office Hours:
e-mail:derek_ruiz@subr.edu

VII. Method of Instruction:

Classes will include lectures, active class discussion and debate, examinations, pre-term paper, term paper, field observation experience and individual presentations. This course will involve significant internet assignments through Moodle on the Southern University Webpage. Students will also be expected to use LiveText for written assignments.

VIII. Student Performance Evaluation Criteria:

Classroom participation

COURSE OVERVIEW

The course is designed to be highly interactive in an online environment. The course activities will include assigned readings, PowerPoint presentations, interactive discussion and reflection, online quizzes, and a Human Growth activity. Each student is responsible for a) keeping up with assigned readings, b) completing online quizzes on assigned dates and, c) participating actively and thoughtfully in online discussions.

Sections will be open the Wednesday before
Discussions are due Friday for your first post, and Monday for your response post.
Quizzes are open Wednesday - Monday (13 days)
No late assignments.

Method of Evaluation/Grading

Requirements:

Discussions	160 points
QUIZZES	80 points
Development of an Exam	60 points
Developmental Autobiography	50 points
<u>Final Paper</u>	50 points
TOTAL	400 points

Multimedia Developmental Autobiography Project:

Throughout the semester you will work on a developmental autobiography in which you describe your understanding of your own development related to the key concepts discussed in the course.

Your format should be PowerPoint, Prezi, Google Slides or a blog. Remember that this format is very flexible (e.g. a traditional slide presentation, a monthly newsletter, a documentary) and can include embedded images and videos. Include artifacts to support your writing (photos, videos, certificates, drawings, or other special items of importance). You may also choose to consult others such as family members or friends who can assist you in gathering relevant information.

*Each period of development you have already experienced should be included. In the assignment, are questions you should answer regarding the **process of development as culture, environment, family, genetics, developmental processes and your own choices**. Include how all the previous elements interacted to create the unique person that is you. Please be aware that whether you grew up in a predominantly collectivist, individualist, or hybrid culture, your autobiography should reflect influences at every level of your personal ecology.*

This is a more personal project than a research paper per se, so please use first person ("I was born," not "so-and-so was born"). I hope that the final product will be something meaningful to you and you will keep it and share it. My recommendation is that you start work on the project early in the semester, adding material to it each week.

THESE WILL be posted online and other students will be allowed to comment on them.

Student critiques will be part of the grade.

Final Paper:

This APA-style paper will examine, **compare, and contrast two of the theories of Human Development** that were discussed in the course. The paper should be 3-5 double-spaced pages, 12-point Times New Roman font. You will describe, compare and contrast two theories using **2 – 3 references for each theory. Explain whether or not these theories are of value to the counseling professional and support your answers.** Please note you will be submitting an outline and a draft before your final draft.

I hate that I have to add this too. Your paper should be 1/3 compare, 1/3 contrast, and 1/3 value to the counseling profession.

Develop an exam

Please develop a 50 question exam that incorporates things from EVERY chapter of the book. I hate that I have to put that now, but I would like each of your questions or sections of questions to be listed on what chapter from the book the question is from

LIVETEXT SUBSCRIPTION:

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation. LiveText is a dynamic tool that will enable you to:

1. Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
2. Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
3. Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
4. Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
5. Create a complete record of your academic career that is malleable and easily accessible.
6. Engage in developing a results driven culture of assessment at Southern University.
7. Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

IX. Disability Accommodations Policies and Procedures

Students with disabilities should make their needs for accommodations known to the Instructor during the first week of class. The instructor and the University's Office of Students with Disabilities will work together to make reasonable accommodations for the student. Email Address: patricia_hebert@subr.edu

Date	Readings Due	Class Topics	What is due	CACREP Standards
Week 1	Chapter 1: Important Fundamental Principles in Lifespan Development	Chapter 2: Theories of Human Development: Psychosocial, Sociocultural, Multicultural, Biological, and Learning Theories		3 a,c,i 3 a,e,h,i
	Chapter 3: Theories of Human Development: Cognitions, Morality and Faith, and the Human Experience	Chapter 4: Genetics, Heredity, Environment, and Prenatal Development	Quiz 1	3 a,c,e 3 e, h

Week 2	Chapter 5: Physical and Cognitive Development in the Infancy and Toddlerhood Years51		Quiz 2	3 a, e, f
	Chapter 6 – Emotional and Social Development in the Infancy and Toddlerhood Years			3 a, e, f
Week 3	Chapter 7: The Preschool Years: Early Childhood Physical and Cognitive Development72		Quiz 3	3 a, c, e, f, g
	Chapter 8: The Preschool Years: Early Childhood Emotional and Social Development82			3 a, c, e, f, g
Week 4	Chapter 9: Middle Childhood: Physical and Cognitive Development93		Quiz 4	3 a, c, e, f
	Chapter 10: Middle Childhood: Emotional and Social Development100			3 a, c, e, f
Week 5	Chapter 11: The Adolescent Years: Physical and Cognitive Development108		Quiz 5	3 a, e, f
	Chapter 12. The Adolescent Years: Emotional, Identity, and Social Development114			3 a, c, e, f, i
Week 6	Chapter 13. Young Adulthood: Physical and Cognitive Development122		Quiz 6	3 a, c, d, e, f, i,
	Chapter 14. Young Adulthood: Social, Emotional, and Career Development129			3 a, c, d, e, f, i,
Week 7	Chapter 15: Middle Adulthood: Physical and Cognitive Development141		Quiz 7	3 a, c, d, e, f, g
	Chapter 16: Middle Adulthood: Social/Emotional, Family, Career, and Spiritual		Complete Multimedia Developmental Autobiography	3 a, c, d, e, f, g
Week 8	Chapter 17. Later Adulthood and Old Age: Physical and Cognitive Development160	Chapter 18. Relationships and Psychosocial Aspects of Later Adulthood175	Complete critiques of at least 2 multimedia presentations Quiz 8	3 a, e, f
			Final Paper / Developed Exam	3 a, c, e, f, i

Comments:

Total Discussion Points for week_____ (possible 20)