Plymouth State
U N I V E R S I T Y

CO 5050 Advanced Human Development
Fall 2021, 3 Credits
Online Course

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Course Delivery: This is an online course utilizing the Canvas platform through students' MyPlymouth accounts. The course begins Monday, August 30, 2021 and runs through Sunday, November 21, 2021.

Catalog Description:
Focuses on a life-span approach to human development and looks at the constancy and change in behavior throughout life, from conception to death. Students will study human development in the context of a multidisciplinary approach and the larger ecological context of developmental events in human behavior. This course will have four major concerns: to identify and describe the changes that occur across the life span; to explain these changes in the context of maturation, early learning, and societal factors impacting development; to review research and theoretical frameworks that have affected our way of thinking and, to study the interdependence and interrelatedness of all aspects of development.

Content Areas Covered
1. Theories and stages of human development across the lifespan
2. Cognitive, social, physical and emotional development through the lifespan
3. Impact of genetic and environmental variables on growth
4. Effective prevention programs
5. Great peacemakers from around the world

Knowledge and Skill Outcomes
Students will be able to:
1. Formulate a holistic and integrated theoretical perspective of the developing person.
2. Critically analyze research studies and theories of human development.
3. Explain the interacting influence of biological, cultural, psychological, and sexual factors on the developing person.
4. Explain the nature and function of change in the human growth cycle.
5. Discuss major issues specific to each of the following: prenatal, infancy; early, middle, and late childhood; adolescence; and early, young, middle and late adulthood.

6. Identify factors which promote and hinder human development in the home, school, and workplace environments.
7. Identify key terms associated with developmental theory.
8. Report on how great peacemakers exemplify full human development.

Methods of Instruction:
Students will meet objectives through readings, online PowerPoints and videos, large and small group online discussions, and other online activities.

Required Texts:
Beller, K., & Chase, H. (2008). *Great peacemakers: True stories from around the world.* Sedona, Arizona: LTS Press.

Broderick, P.C., & Blewitt, P.B. (2020). *The life span: Human development for helping professions (5th ed.).* Hoboken, NJ: Pearson Education.

Student performance evaluation criteria and procedures:
1. **Forum discussion posts.** Forum posts will be posted to either the full class or to small groups. These forums are used to assess your competencies in and understanding of the topics being covered. There are a total of seven discussion posts over the term which will count towards 42% of your total grade (6% for each week). These forum questions will be posted by the first day of the week (Monday). Students are expected to have posted their initial responses by Saturday and responded to at least one peer by Sunday. In order to obtain the maximum points allowed, students must thoughtfully respond to at least one peer's post. Points will be deducted for late posts. Please review the *Online Discussion Forum Rubric* before posting online. **42% of final grade.**

2. **Final exam.** This course has a final exam due **by 6:00 on 11/21**. The final exam questions will be posted at least one week before the completion of the course and will contain multiple choice, fill-in-the-blank questions, and short answers. **30% of final grade.**

3. **Movie Analysis.** Students will watch a movie and analyze one of the characters in the film through a developmental theorist's lens (i.e., Erikson, Piaget, Kohlberg, Ainsworth, Freud, among others). Please select a movie from the provided list or find one to be approved by the instructor. This task is used to help students apply a specific model to a person's behaviors and life events. Once posted, students will read and respond to the post of a peer. **8% of final grade.**

4. **Presentation/Project/Paper.** Students will either work in small groups (between 2-4 students) or can complete this assignment as individuals. They will choose a topic of interest related to a developmental issue (i.e., developmental crises, disability, psychopathology, situational or environmental factors, which affect normal and abnormal behavior) and discuss the details of the issue, potential problem(s), and supportive interventions that helping professionals can use related to the issue. References should include at least five citations. Students can choose to do a PowerPoint presentation, Prezi, other online format to present, a video that includes the information, or they can write

individual papers on the chosen topic (if completing a paper, no more than 5 pages). Students will upload their completed project to our Canvas page (by **10/9 at 6:00pm**) for others to review and provide feedback. In order to receive full credit for this assignment, all students must respond to another group's or individual's project by **10/10.** This is worth **18% of the final grade.** *See list of potential developmental issues to cover at the end of the syllabus. This list is not exhaustive.*

5. **Course evaluation completed.** I value receiving student feedback to help me determine what is going well and what may need changes. Therefore, once you have completed the online CourseEval please send me proof that you have done so and you will receive an additional **2% on your final grade.** This proof needs to be **sent to me by 11/21.**

Grading:
Your grade in this course will be determined by:
Forum discussion posts   = 42% of final grade (6% each week for 7 weeks)
Presentation/Project   = 18% of final grade
Movie Post   =   8% of final grade
Final exam   = 30% of final grade
Course evaluation completed =   2% of final grade (submit proof)

Grading Scale:

A	95-100	B+	87-89	C+	77-79
A-	90-94	B	83-86	C	73-76
		B-	80-82	C-	70-72

All assignments must be completed and handed in in order to pass the course.

Class Schedule:

Date	Topic	Assignment(s) The class week starts on Monday and ends on Sunday. Initial forum posts are <u>due by Saturday</u> with a <u>response to a peer by Sunday</u>.
Week 1 8/30 – 9/5	· Review syllabus & assignments · Organizing themes (Ch 1) · Epigenesis and the brain: the fundamentals of behavioral development (2)	· Read Broderick & Blewitt (B&B) chs 1 & 2 · Review PowerPoint(s) · **Post in full class forum:** Introduce yourself! What's your academic focus and what interests you about human development? · **Post #1 to full class (CACREP 3.e) (6pts)**

Week 2 9/6 – 9/12	· Cognitive development in the early years (3) · *Small group forum discussion:* choosing nonviolence	· Review PowerPoint(s) · Read B&B ch 3 · Read Beller & Chase (B&C) chs 1-4 (Choosing Nonviolence) · **Post #2 in small group forum response to B&C (6pts)**
Week 3 9/13 – 9/19	· Emotional and social development in the early years (4) · *Small group forum discussion:* living peace	· Review PowerPoint(s) · Read B&B ch 4 · Read B&C chs 5-8 (Living Peace) · **Post #3 in small group forum response to B&C (6pts)**
Week 4 9/20 – 9/26	· Emerging self and socialization in early years (5) · Realms of cognition in middle childhood (6)	· Review PowerPoint(s) · Read B&B chs 5 & 6
Week 5 9/27 – 10/3	· Self & moral development: middle childhood through early adolescence (7) · *Small group forum discussion:* honoring diversity	· Read B&B ch 7 · Read B&C chs 9-12 (Honoring Diversity) · **Post #4 in small group forum response to B&C (6pts)** · Review PowerPoint(s)
Week 6 10/4 – 10/10	· Presentations/Projects/Papers	· **Presentations posted by Saturday, Oct 9 (by 6:00) (CACREP 3.f, 3.i) (18 pts)** · **Respond to peers' presentations by Sunday, Oct 10 (11:59pm)**
Week 7 10/11 – 10/17	· Gender and peer relationships: middle childhood through adolescence (8) · Physical, cognitive, and identity development in adolescence (9)	· Read B&B chs 8 & 9 · **Post #5 to full class (6pts) (CACREP 3.h, 3.b)** · Review PowerPoint(s)
Week 8 10/18 – 10/24	· The social world of adolescence (10) · Movie review	· Review PowerPoint(s) · Read B&B ch 10 · **Movie Forum Post (8pts) and response to a peer (CACREP 3.c)**

Week 9 10/25 – 10/31	· Physical and cognitive development in young adulthood (11) · Socioemotional and vocational development in young adulthood (12)	· Read B&B chs 11 & 12 · Review PowerPoint(s)
Week 10 11/1 – 11/7	· Middle adulthood: cognitive, personality, and social development (13) · *Small group discussion:* valuing all life	· Read B&B ch 13 · Review PowerPoint(s) · **Post #6 in small group forum response to B&C (6pts)** · Read B&C chs 13-16 (Valuing All Life)
Week 11 11/8 – 11/14	· Living well: stress, coping, and life satisfaction in adulthood (14) · Gains and losses in late adulthood (15) · *Small group discussion:* caring for the planet	· Read B&B chs 14 & 15 · Review PowerPoint(s) · Read B&C chs 17-20 (Caring for the Planet) · **Post #7 in full class (6pts) (CACREP 3.a)**
Week 12 11/15 – 11/21	· Final Exam Due Online	· **Take final exam online by 6:00 pm 11/21 (30pts)** · **Complete CoursEval (2pts) by 11:59pm on 11/21**

PLYMOUTH STATE UNIVERSITY POLICIES

Academic Integrity

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the policy by prosecuting all cases of violations of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Visit https://coursecatalog.plymouth.edu/university-policies-procedures/graduate-academic-policies/ for more information on University policies and procedures regarding academic integrity. In addition, please review APA guidelines on what constitutes plagiarism.

Academic Integrity Policy
https://coursecatalog.plymouth.edu/university-policies-procedures/
Policy is listed under the "Academic Integrity" tab.

ADA Statement
Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), https://campus.plymouth.edu/accessibility-services/, (603-535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have authorized CAS to electronically deliver a Letter of Accommodations for this course, please communicate with your instructor to review your accommodations.

Inclement Weather
Sign up for PSU alerts for notification of weather-related cancellations and provide your instructor with a phone number that is the most reliable way of contacting you in the event he cancels class on a night when PSU remains open. Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather.

Sensitive Material
Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

Counselor Education and School Psychology Policies

Plymouth State University's Counselor Education and School Psychology (CESP) Programs are charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty will evaluate students based on their academic, professional, and personal qualities. The PSU CESP programs attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

Student Monitoring: A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are

evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

Student Responsibilities in Monitoring Peer Professional Competency: As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in your program's student handbook to guide you in ethically dealing with these situations.

Communications: Prompt and professional communication between students and professors is important and valued in the CESP programs. To that end, it is your responsibility to regularly check your PSU email account. As stated in the student handbooks, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

Computers and Cell Phones Use in the Classroom: Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. Please keep your microphone on mute unless you are speaking. Also, please turn your camera on during class, as it can be difficult to engage with a class where half the students don't seem to be actually "there." During speaker presentations, videos, student presentations, and any in-class role play activities please make sure you're focused on the person speaking to be respectful of your classmates. Finally, cell phones play an important role in emergency situations, but they should be kept on vibrate or silent mode and text messaging should be kept to a minimum.

Late Assignments: Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide

documentation to verify their request for an extension. *If an assignment is handed in past the due date, the final grade for that assignment will have a deduction.*

Canvas Assistance: For assistance navigating Canvas, visit the online knowledge base at https://td.unh.edu/TDClient/63/plymouth/KB/ArticleDet?ID=809&SIDs=2518. If you need more assistance with Canvas, contact the PSU Help Desk at (603) 535-2929, or get in-person help at the Help Desk in Lamson Library.

Fair Grading Policy: https://coursecatalog.plymouth.edu/university-policies-procedures/
Policy is listed under the "Fair Grading" tab.

Standards Covered & Assessed

This course covers and assesses the following Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards:

2016 CACREP STANDARDS, METHODS OF DELIVERY, AND ASSESSMENT

CACREP Standard/Goal	Methods of Delivery	Assessment
3.a – theories of individual and family development across the lifespan	Chapters 13, 14, & 15; Weekly PowerPoints; Posted TED Talks	Forum Post #7 Final Exam
3.b – theories of learning 3.h – a general framework for understanding differing abilities and strategies for differentiated interventions	Chapters 3, 4, 5, & 6; Weekly PowerPoints	Forum Post #5 Final Exam
3.c – theories of normal and abnormal personality development	Chapters 8, 9, & 10; Weekly PowerPoints	Movie Analysis Final Exam
3.e – biological, neurological, and physiological factors that affect human development, functioning, and behavior (Key Performance Indicator)	Chapter 2; Weekly PowerPoint	Forum Post #1 Final Exam
3.f – systemic and environmental factors that affect human development, functioning, and behavior 3.i – ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Chapters 1, 2, 14, & 15; Posted readings; Great Peacemakers book; Weekly PowerPoints	Presentation/Project/Paper Final Exam

This course also covers the following National Association of School Psychologists (NASP) standards:

Domain 3: Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Domain 5: School-Wide Practices to Promote Learning
School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services
School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Domain 8: Diversity in Development and Learning
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Discussion Forum Rubric

OBJECTIVE	EXPECTATION NOT MET 0	APPROACHING EXPECTATION 2-4	MEETS EXPECTATION 5	EXCEEDS EXPECTATION 6
Students will demonstrate their understanding of and ability to integrate the material read each week by answering forum questions	Student does not post to the week's discussion forum.	Student's initial post is past Saturday; does not reference materials read that week; minimally demonstrates understanding of	Student posts by Saturday and responds a peer's post by Sunday; post contains information from the readings and connections to	Student posts by Saturday and respectfully and thoughtfully responds to at least one peer's post by Sunday; student post succinctly connects

and respectfully and thoughtfully responding to posts of their peers in small online groups. These discussion posts will be used by the instructor to assess students' knowledge of the concepts covered in the course. Students are expected to post to the forum questions by Saturday and respond to peers by Sunday.		the concepts covered and/or may not completely answer the forum question posed; does not respond to a peer's post.	material covered in class and/or real life related examples to answer the forum question posed.	readings to real life examples and demonstrates that the student has not only read the material but understands the concepts and their relation to the question posed in the forum.

Presentation/Project/Paper

OBJECTIVE	EXPECTATION NOT MET 0-5	APPROACHING EXPECTATION 6-14	MEETS EXPECTATION 15-17	EXCEEDS EXPECTATION 18
Individual students or small groups (2-4 students) will choose a topic of interest related to a developmental issue (i.e., developmental crises, disability, psychopathology, situational, or environmental factors, which affect normal and abnormal behavior) and discuss it, including systemic factors, and ethical and culturally relevant strategies for promoting resilience and optimum development and wellness that could be used. Use at least five citations.	No presentation was uploaded; work showed little to no collaboration among group members (if group project).	Project topic loosely related to a developmental issue but did not discuss details of systemic factors and/or relevant strategies; less than five references were included; uploaded past the deadline by no more than 1 day.	Presentation adequately covered a topic related to developmental issues, discussed the details of systemic factors and/or relevant strategies, including ethically and culturally relevant strategies for promoting resilience and wellness; included at least four references; uploaded on time.	Presentation thoroughly and succinctly detailed a topic related to developmental discuss it, including systemic factors, and ethical and culturally relevant strategies for promoting resilience and optimum development and wellness that could be used; presentation included five or more references.
The project must be posted to the course Canvas page and students must make a response to at least one peer's work.	This section is scored separate from group project.			

Potential Developmental Issues to Use for Small Group/Individual Presentations:

AIDS/HIV	Autism
Down Syndrome	Fetal Alcohol Syndrome/Effects
Premature Birth	Children with Incarcerated Parents
Youth in Foster Care	Huntington's Disease
Divorce	Alzheimer's
Multiple Sclerosis	Reactive Attachment Disorder
Chronic Stress/Trauma	Oppositional Defiant Disorder
Fragile X	Depression ***Others with permission from the instructor***