

Human Growth and Development  
COUN 517  
Fall 2011

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Office Hours:  
by appointment

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**Course Description:**

This course provides an advanced overview of current research and theory on life-span human development. The course will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on standard physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development. Professional, clinical, legal, and ethical issues will also be addressed.

**Required Texts**

Armstrong, T. (2007). *The Human Odyssey: Navigating the Twelve Stages of Life*. NY, NY: Sterling Publishing Company.

APA, *APA Manual of Style*

Broderick, P.C., Blewitt, P. (2010). *The Life Span Human Development for Helping Professionals*. Boston: Pearson Publishers.

**Course Objectives**

The objectives of this course are to help you to:

- acquire knowledge regarding how humans develop, including physical, mental, emotional, social and moral development.
- gain an understanding of the major theories and theoretical issues surrounding human development.
- use theories of human development to understand, predict, and explain human behavior.
- understand problems that may occur in the course of maturation
- practice strategies to address and prevent developmental concerns
- better understand ourselves in the context of our personal development

**Required Course Materials:**

- Journal: you will want to select a journal with pages suitable for drawing and holding medias such as watercolor and glue. Sketching journals are available for as little as \$7 at local bookstores such as Barnes and Noble.
- Colored pencils, watercolors, colored pens or markers (one of these, not all.)

**Method of Instruction:**

This course combines experiential activities, class discussion, student and instructor presentation and select media for exploring developmental psychology. It is important that you come to class having read all assignments and responded to journal prompts in order to gain the most from this course.

**Evaluation:**

	A= 540+	B= 516-539	C= 480-515		
Participation	25	Stepping Stones Portfolio	125	Midterm	75
Presentation	125	Research Paper	125	Final	75
Book Group Reflection		50			
			Total = 600		

**Assignments:**

**Classroom Participation:** In this class we will learn from one another. It is important that everyone participate meaningfully in class activities and discussion in order for the class to gain a richer understanding of the diversity of developmental experiences and in order to gain greater insight and perspective. Mutual respect, honesty and authenticity are all valued in this course. Part of being respectful to one-another is being on time, attending regularly, and maintaining one another's confidences as we share our own experiences.

**Your Readings:** You have been assigned two books. The **Armstrong** book should be read carefully. We will shape our discussions around this text. The **Broderick and Blewitt** text, however, should be given a **judicious skimming**, meaning you should begin with the chapter summary, read it carefully, and then go back to key points within the chapter that you feel may be particularly important and skim those. **Pay attention to the case studies**, they separate this book from other texts by focusing on counseling relationships to human development. This book will be an important reference when you begin your work in the field.

In your **Schedule of classes**, the Armstrong book will be represented by **(A)**: the Broderick and Blewitt will be represented by **(B&B)**.

**Group Presentation:** Each of you will participate in a group presentation of about 45-50 minutes. The presentation should be "conference ready." Your presentation should include handouts, media, and interactive components. Guidelines for developing a conference ready presentation can be found at the end of this syllabus.

**Research Paper:** Writing a research paper is one of our programs competency standards. A thorough discussion of your research paper is located at the end of this syllabus.

**Midterm and Final:** You will be given a Midterm and a Final that covers the material in your books, discussion, and media. These exams will be multiple choice and short answer.

**Steppingstones Portfolio:** You will be given a series of activities, many in-class and some out-of-class, designed to help bring the content of the course into a more personal context. A number of the activities in your Steppingstones Portfolio will include journaling and will be centered around explorations and reflections of your personal journey. Your portfolio will culminate in a brief reflection paper, 3-5 pages, on what you've taken away from the course about yourself and your growth over the life span. We

will share elements of our portfolios on our reflection day activity. This portfolio is for you; you are encouraged to make it into something meaningful to you. Again, you may want to find a journal that is visually tactilely appealing to you. I hope this will be something that you will want to keep with you and add to as you continue your professional and personal journey through life.

**Your Notes:**

## Your Research Paper

**Competencies:** As you progress through the program you will be evaluated on your ability to meet essential competencies. One of the competencies that you will need to master this semester is writing a research paper. In this class we will strive together to develop a facility in identifying and exploring topics related to counseling and weaving information and ideas into one cohesive discussion of a topic that is important to you.

Your paper will be assessed on four categories of competency: structure, content, quality of ideas and comprehensiveness.

**Structure:** The structure of your paper should conform to the APA publication Manual (6<sup>th</sup> edition). Your paper should include a cover-page, abstract, body (12-15 pages), and a complete reference list. Your paper should include at least 2 heading levels.

### ***Necessary Elements:***

**Abstract:** The abstract of your paper constitutes a brief discussion introducing your topic and conveying what will be covered in your paper.

**Introduction:** Your paper should include an introduction that provides an entry into the topic as well as describe what you will cover and what is outside the scope of your paper.

**Content of your text:** It is important that your paper be clear and provide a lucid exploration of your topic. You should integrate ideas from a number of different sources and perspectives and weave them into an original discussion. Your paper should not represent a re-write of an article, chapter or book you have already read or been exposed to. Please carefully examine the APA manual and its discussion of plagiarism. **No part or stage of your research paper should include plagiarized work. Plagiarized work in any stage of your paper, including drafts is grounds for a failure of the assignment.**

**Conclusion:** Your paper should also include a conclusion that summarizes the main points of your paper **and its relevance to professional counseling**. Your conclusion should also suggest further research, exploration or policy development that would deepen or broaden our understanding of the topic.

**Sources:** Generally, papers written for publication have a total of 2 sources for each page of your paper. For this paper, however, you should draw from 13-15 quality resources, only one of which should be a webpage. Take care that any website you would choose is a credible source; if you are unsure, please feel free to send me a link and we can discuss together the credibility of the source.

***Ideas:***

*Topics:* The possibilities for topic selection are virtually endless. You might consider exploring a particular **developmental stage** or **milestone**, for example:

- 1) Early, Middle, or Late Childhood (stage of life topic) or emotional development (milestone), for example.
- 2) You might select an issue of concern within a particular stage in development (child abuse in middle childhood) or the effect of a concern across the life span (cognitive impairments in early, middle and later life).
- 3) You can explore changing attitudes or interventions about some aspect of development (exploring changing attitudes related to women's depression).
- 4) You may also select another type of exploration not listed here.

**However, any topic explored should be related to counseling (intervention, research or policy) and that relationship should be articulated within your paper.** If you have questions about a topic that interests you please contact me, I am happy to help!

**Peer Review of first draft:** Each of you will receive a review of your first draft of your paper by another student and by me using the grading rubric. This review should guide you in developing the final draft of your research paper. **Plagiarism on your draft will result in a '0' on your paper.** I will assign a grade to your first draft. **If you earn a 'B' or above, you can decide to keep that grade and no final draft will be necessary.**

**Final Draft:** Staple your peer's review and my review of your first draft to your final draft when you turn it in. I will review these drafts and rubric feedback *very carefully* when assigning your final grade, so please make good use of the feedback you are given.

A **careful review of the grading rubric** will help to assure that your final grade on this project reflects the grade you would like to earn!

**Your Notes:**

**ADA:** If you require accommodations under the Americans with Disabilities Act, please contact me immediately. Reasonable efforts will be made to accommodate your needs.

## Research Paper Rubric

### Title Page

<b>Domain</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
APA Style					
Title (reflects content)					
Abstract					

### Body

<b>Domain</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
APA Style					
Page length					
Originality					
Introduction					
Free of typos					
Clear/concise writing					
Flow of Ideas & Clear Transitions					
Content of the paper is relevant to counseling					
Goes beyond textbook					
Demonstrates analysis of the topic					
Conclusion					
Incorporates appropriate peer recommendations					

Use reverse for Comments:

### References

<b>Domain</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
APA Style					
Complete					
13 quality Resources					

### Drafts:

<b>Domain</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
First Draft					
Final Draft					

## Presentation Guidelines

The following are some questions to ask yourselves as you prepare your presentations:

1. Is the information provided clear?
2. Is the information important to maintaining counseling competence and a rich knowledge base?
3. Have I/we made the connections between the concepts and counseling applications clear?
4. If activities or video will be used, are they engaging? Are their connections to your presentation evident?
5. Are the handouts useful and easy to read, understand and apply?

Below is a compiled a list of suggestions drawn from feedback given to past presenters in a number of classes. I hope you will find these helpful. If you have any questions, please let me know!

### **Presentation:**

- a. If you are working as group presenters, each of you should understand all of what you are presenting. Sometimes busy students collaborate by splitting the presentation down the middle and some of the cohesiveness is lost. While you can “pass the baton” back and forth in terms of discussing your topic, avoid giving a presentation that looks like each of you knows half or a quarter of your topic and you are “taking turns” at presenting.
- b. Consider merely referencing information that the group should know by this point of the class (ex: information in your book that has been assigned prior to your presentation) rather than using precious time to review basic information.
- c. Presenters often talk about issues and concerns that have directly impacted their own lives. A mistake some presenters make is to draw too heavily on their own experiences to illustrate their topics rather than on the experiences of others, or on eliciting experiences from the audience. It is fine to talk about your own experiences, but remember that in order to reach your audience best you need their participation.
- d. Work on smooth and intuitional transitions from one topic to the next
- e. Strong presentations integrate clear counseling implications into the presentation. Sometimes this is as simple as saying something about why the information is important/foundational knowledge for working with a particular population, it may require a more thorough discussion of counseling interventions that are recommended in light of the information provided, or may feature the counseling implications with concepts and themes woven into it.
- f. Watch your time! At a conference you will probably have about 50 minutes from start to finish. If you go over, you don't leave enough time for the person who follows you to set up and you don't leave your

participants time to get to another session on time. Going over will irritate everyone at the conference and reflect badly on you.

### **PowerPoint/Keynote:**

1. Be prepared for the possibility that your PowerPoint would not run and you would have to “fly solo.” Consider making an “Emergency Outline” that will guide you through your most important points. Remember that at conferences, the overhead projectors are often unreliable and sessions run back to back and you will have almost no set-up time. You won’t have time to fumble around with your PPT and projectors, if something isn’t working you need to be able to start your discussion before losing too much time!
2. Be sure that your slides are not “too full” of information and that each slide can be read easily from the back of the room.
3. Some “action” on the slides is nice, but too much action (like move in bullets for every point throughout your 50 minute presentation) is too much and takes up your time. Think balance.
4. Never read from your slides. Your audience will assume you don’t know your topic and will be annoyed.
5. Be sure that your slide background is easy to read. Darker backgrounds look very nice and show up somewhat better on plasma screens, lighter ones with darker print show up better on white screens.
6. More recently the trend has been to put in-text citations in your slides. I strongly encourage you to do this.

### **Discussion:**

1. Some topics bring up strong emotions for participants, such as death and dying. Be prepared to “hold” the emotions that might come up during the discussion. You might even consider mentioning that the topic sometimes evokes strong emotion, so that participants are not caught off guard.
2. Use your developing reflection skills to acknowledge and link participant comments to one another and to your topic. Avoid “leaving people hanging.”
3. Decide how formal you want your presentation to look. If you want to encourage more discussion and a less formal tone, you might consider sitting in front of your audience and talking in a more casual tone. If you have a very structured presentation and a lot of information you may want to take on a more formal, but accessible disposition.
4. Sometimes a discussion question brings more discussion than you really have time to accommodate. Consider thinking of some responses that will help you to transition from open discussion and back to your presentation points such as, “So we can see from the excitement in the room that this topic raises a lot of important questions. But there is more to this puzzle that we would like you to consider. If we can draw your attention to ...”

5. On the other hand, sometimes we expect a lot of discussion but instead we can hear the crickets chirping in the corner every time we pause. Consider having an emergency activity or add-on information for “quiet” groups. Be sure that this activity or added information isn’t something that you can’t do without if things run more smoothly.

### **Handouts:**

1. Consider whether creating a handout, rather than using powerpoint note pages, is better for your presentation. Sometimes the slides printed on handouts are impossible to read because the print is so small—which is frustrating to your audience. (Consider the average age of attendees—professional conferences tend to have older people may see less well than younger people ...)
2. Consider using full sentences in your handouts so that people who return to the handout later can remember the context and meaning of the ideas you presented.
3. Excellent handouts provide needed resources, brief discussions of information that people should know but you may not have time to present in your 50 minutes, as well as full citations for all information in your slides.
4. Sometimes, at a conference people will walk out of the session if they realize the handout has all the information that will be presented and they don’t need to stay for the session—it is rude but not uncommon. You can address this by controlling when you pass out your handouts or by creating handouts that are not obvious scripts for your presentation.
5. For group presenters: your handouts should represent your work together (rather than two handouts that have been pasted together). Decide on a format, font etc. and use that throughout. Remember that everyone is responsible for what goes into the handout as far as your audience is concerned, so please read all information on the handout and ask questions of your co-presenters if something is unclear to you.
6. For a conference you will want to put your name and contact information on the handout.

**Activities:** Activities can be helpful to illustrate the complexity or meaning of your topic and to orient your audience to the tone and content of the ideas you will explore. However, activities take time and should be used optimally. Here are some things to think about that will help you maximize the use of activities:

1. Make the connections between your activity and your topic clear to your audience.
2. When planning your activity consider the time it will take for people to arrange themselves, if the activity involves movement, for you to give directions, and to summarize briefly what happened in the activity (process).
3. If your activity raises emotion, be prepared to process that emotion with your participants.
4. If your activity is one that you recommend that your audience do with others (children in the school setting, for example) consider providing instructions and materials list (if relevant).

**Media:** Media is not a required component of your presentation, however, if you would decide to use media, here are some things to think about:

1. Check, double check and triple check your media to be sure it is working. Have a plan for an event when the media is not working. Think about how you would engage your audience while you make adjustments if something were to go wrong while the media is playing. You can't plan for every crisis, but you can look like you did!
2. Be sure that you don't over-use media; 30 minutes of video in a 50 minute presentation does not leave enough time to discuss your topic. Consider showing a key part of the clip if it is too long to show in its entirety. Don't forget to reference your media and to include a link somewhere in your handouts.
3. Don't forget that music, art, poetry, and other forms of media can be interesting ways of adding meaning and interest to your presentation.

**Your Notes:**

## Schedule of Classes

<b>Class</b>	<b>Date</b>	<b>Activity</b>	<b>Assignment</b>
1	8/31/11	<b>Introductions, Class Organization</b>	
2	9/07/11	<b>Theory Overview &amp; Intro to the Brain</b> <i>Bring your journal today and to all classes from today on.</i>	
3	9/14/11	<b>Infancy</b>	<b>A:</b> Chapter 1 & 2 <b>B &amp; B:</b> Chapter 2
4	9/21/11	<b>Infancy &amp; Toddler Development</b> Group Presentation <i>Semester Project idea due today</i>	<b>A:</b> Chapter 3 <b>B &amp; B:</b> Chapters 4 & 5
5	9/28/11	<b>Early Childhood</b> Group Presentation	<b>A:</b> Chapter 4 <b>B &amp; B:</b> Chapter 6
6	10/05/11	<b>Middle Childhood</b> Group Presentation	<b>B &amp; B:</b> Chapters 7 & 8 <b>A:</b> Chapters 5 & 6
7	10/12/11	<b>Midterm</b> <i>Spiritual Development (second half of class)</i>	
8	10/19/11	<i>Guest Speaker: Mary Kawaji-Baron: Sandtray with Children, Adolescents and Adults</i> Group Presentation	
9	10/26/11	<b>Adolescence</b> <i>Spring Recess: no class</i>	<b>A:</b> Chapter 7 <b>B &amp; B:</b> Chapter 9
10	11/02/11	<b>Adolescence</b> Group Presentation	<b>B &amp; B:</b> Chapter 10
11	11/09/11	<b>Early Adulthood</b> Group Presentation	<b>A:</b> Chapter 8 <b>B &amp; B:</b> Chapters 11 & 12
12	11/16/11	<b>Middle Adulthood</b> Group Presentation <i>First Draft Due</i>	<b>A:</b> Chapter 9 <b>B &amp; B:</b> Chapters 15 & 16
13	11/23/11	<i>Thanksgiving – No Class</i>	
14	11/30/	<b>Late Adulthood</b> <i>Semester Papers Due</i> Group Presentation	<b>A:</b> Chapters 10, 11 & 12 <b>B &amp; B:</b> Chapters 13 & 14
15	12/07/11	<b>Death &amp; Dying</b> Group Presentation <i>Final Draft Due</i>	<b>A:</b> Chapters 13, & 14 <b>B &amp; B:</b> Chapter 15
16	12/14/11	<b>Reflection Day</b> <i>Reflection Papers Due</i>	