HUMAN GROWTH AND DEVELOPMENT: COUNSELING ACROSS THE LIFESPAN

MA-CMHC
CN 625
Student Guide
HUMAN GROWTH AND DEVELOPMENT: COUNSELING ACROSS THE LIFESPAN

CN 625

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

ADULT AND GRADUATE STUDIES

MONTREAT COLLEGE

Montreat College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate’s degree, the Bachelor’s degree, and the Master’s degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Montreat College.

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MISSION OF THE COLLEGE

The mission of the college is Christ-centered, student-focused, service-driven; equipping students to be agents of transformation, renewal, and reconciliation.

THE CONCEPTUAL FRAMEWORK FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE PROGRAM

The Clinical Mental Health Counseling degree prepares candidates to become competent counselor practitioners who are life-long learners, critical thinkers, agents of social justice in their communities, and spokes-persons for transformation, renewal, and reconciliation in their spheres of influence within the conceptual framework of Counselor as Advocate, Leader, and Collaborator.

MISSION OF THE COUNSELING

The mission of the Counseling Program is to train candidates in the fundamentals of human development, human behavior, and counseling within the context of both a secular and Christian worldview and to guide them in developing a personal philosophy of counseling and professional practice in a variety of settings. The Counseling Program provides a forum for candidates to engage in reflective practice as professionals and to become life-long learners, active global citizens, and advocates for social justice.

MISSION OF THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE

The Master of Arts in Clinical Mental Health Counseling degree program educates candidates in the history and development of the counseling profession, the theories of counseling, the ethical practice of counseling, the competencies required for working with multicultural and diverse groups, and the strategies for working with individuals across the lifespan in everyday developmental, behavioral, psychological, social, emotional, and career challenging crises.

PROGRAM GOALS FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Upon completion of the Clinical Mental Health Counseling graduate degree program, candidates should be able to meet the following objectives that are based on the 2009 CACREP Standards for Clinical Mental Health Counseling Programs:

1. Acquire a solid knowledge base related to clinical mental health counseling that includes the following:
1. History and philosophy of clinical mental health counseling and current trends in the field (CMHC:A:1; CMCH:C:9)

2. Ethical and legal standards and ways to apply them to professional practice (CMHC:A:2; CMHC:B:1)

3. Professional associations and organizations, licenses and credentials related to clinical mental health counseling, the benefits of credentialing and membership in organizations, and the processes for obtaining credentials and licenses (CMHC:A:4)

4. Counseling theories and techniques and strategies for integrating them into counseling sessions, based on client identified goals and needs, as well as supervision theories and models (CMHC:A:5; CMHC:E:3)

5. Professional roles and functions in a variety of settings and specialties, professional issues that influence clinical mental health counselors, and self-care strategies and resources (CMHC:A:3; CMHC:A:7; CMHC:C:5; CMHC:D:9)


7. Advocacy strategies for clients and advocacy efforts, legislation, and public policy related to clinical mental health counseling (CMHC:B:2; CMHC:E:4; CMHC:E:6)

2. Demonstrate knowledge of and skills for practice in the following areas:

1. Counseling, prevention, and intervention, including theories and techniques (CMHC:A:5; CMHC:C:1; CMHC:C:8; CMHC:D:1; CMHC:D:3; CMHC:C:7; CMHC:D:4),

2. Substance abuse and addictions (CMHC:A:6; CMHC:C:4; CMHC:D:8; CMHC:K:3)

3. Career development across the lifespan and career counseling theories and techniques (Section ii:4:a–g)

4. Crisis, trauma, and disaster (CMHC:A:9-10; CMHC:C:6; CMHC:K:5; CMHC:L:3)

5. Individual, couple, family, and group counseling (CMHC:D:5)

6. Assessment, diagnosis, and treatment planning, using a variety of assessment tools such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) (CMHC:C:2; CMHC:D:1; CMHC:D:6);
7. Ethical practice, decision making, and the implications of advocacy and multicultural issues in sound ethical practice with clients (CMHC:A:2; CMHC:B:1)

8. Research strategies and critical evaluation of literature and interventions related to the practice of clinical mental health counseling (CMHC:I:1-3; CMHC:J:1-3)

9. Day-to-day practice skills, including intake, record keeping, and consultation (CMHC:A:8; CMHC:D:7)

3. Meet the following additional goals:

1. Articulate a personal worldview and personal theory of counseling, integrating their own spiritual formation into their professional growth and practice as a counseling practitioner.

2. Demonstrate mastery of the technology needed for success in today’s professional world and exemplary oral and written communication skills requisite of a graduate-level professional.

3. Demonstrate a commitment to life-long personal and professional growth through continuing education, consultation, and supervision as appropriate.

4. Create a professional portfolio that will include, but not limited to, documentation of the following: course projects, attendance at professional conferences and workshops, leadership roles, projects implemented during practicum and internship experiences (as appropriate), a Professional Growth Plan (PGP), beginning documents for the state licensure processes, and reflections on their experiences throughout the program.

SMALL GROUPS

The foundation of the Montreat College educational philosophy and practice is the recognition of the distinction between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and professional development. The focus is on two critical learning objectives. The first of these is shared student responsibility of self-directed learning and small-group learning dynamics. Professional and personal growth requires that students develop the skills necessary to manage their own learning. Throughout the program, students are expected to seek answers to their questions, identify and develop resources for their concerns, and take charge of their own learning. For this reason, the programs are designed to provide the structure and support necessary to encourage independence and self-direction.
The second objective is to develop the interpersonal skills necessary for effective participation in groups. Groups are an integrated part of the Montreat College educational model. The groups are comprised of three to five students each that function as mutual support mechanisms through which the students can learn more efficient problem solving from the professional expertise of peers. At Montreat College, students and faculty are acknowledged as major learning resources through which individuals learn from one another by participation in the process of inquiry and involvement with the group. This concept of shared learning responsibility is an integral element in the College's educational philosophy.

The use of groups as a tool will be enthusiastically supported by the Montreat College student. Experience indicates that the group concept is extremely beneficial in helping students achieve the prescribed learning outcomes. When students accept the fact that they can learn from one another, a system of trust and support evolves, and the learning process becomes interactive.

Montreat College acts on the belief that the validity of learning is not determined solely by its sources. The process of education encompasses the breadth of human experience. Working adults seldom have the time to devote to full-time, formal education. Through combining and sharing the talents, experience, and learning resources of the group, adult students assume a greater self-direction and responsibility for their learning. By sharing the learning and responsibilities, more information can be disseminated among the group members within a limited amount of time. Thus, more content is covered than could be achieved through an individual effort. The group members make the commitment to work together and assist each other in meeting the objectives and outcomes of the course. The curriculum is designed to focus on participative learning outcomes. Through the group process, the learning process is enhanced because students are provided with the opportunity to analyze their experiences and compare and contrast these experiences with theories presented in the curriculum materials.

It is essential that groups discuss and prepare assignments and share learning resources. Each course generally requires a group project in the form of a written and/or an oral report, usually presented to the class for discussion and critique. Group grades are awarded, so the ability to integrate each member's total participation becomes the responsibility of all group members and will be reflected in the grade.

The educational model advocated by Montreat College demands active participation by students in their educational process, thus placing substantial responsibility on the learner. The dynamic process of groups maximizes the students' understanding and involvement in their degree programs. In order to serve the needs of its students better, Montreat College has developed and instituted the group concept.
ACADEMIC INTEGRITY POLICY

DEFINITION OF ACADEMIC DISHONESTY

Academic dishonesty, such as cheating on tests and plagiarizing on essays, violates the fundamental trust underlying all academic work—that the work be the product of the student who submitted it. Montreat College defines academic dishonesty as the representation of another’s words, ideas, or images as one’s own. It applies equally to intentional and unintentional quotations, paraphrases, visual images, auditory images, and all electronic means of storage and communication. When academic dishonesty occurs, these procedures will be followed.

DISCIPLINE OF ACADEMIC DISHONESTY

When an instructor suspects a student of academic dishonesty, the instructor will meet with the student to discuss the incident and determine, to the instructor’s satisfaction, whether or not academic dishonesty has occurred. If, in the instructor’s judgment, such a violation of academic integrity has occurred, he or she will present the charges, in writing, to the student.

The only possible disciplinary actions are a zero for the assignment or an F for the course. The student may choose to admit her or his guilt of academic dishonesty and waive a hearing. This involves signing the academic dishonesty notice that outlines the disciplinary action. The academic dishonesty notice will be retained in the student’s academic record.

A student who does not agree to the instructor’s charges must appear before a panel of three faculty members, appointed by the Academic Affairs office or designee, on charges of academic dishonesty. During the intervening period, the student must continue to attend class. The panel will convene a hearing with the student and the instructor at which time the instructor will explain the student’s alleged violation. The student may choose to counter with evidence of her or his innocence or may admit responsibility.

PUNISHMENT OF ACADEMIC DISHONESTY

If the panel indicates, by simple majority vote, that the student has been dishonest, the panel shall uphold the penalty assessed by the instructor. The Academic Affairs office will notify the student, instructor, academic advisor, and Director of Records and Registration, in writing, of the panel’s decision. If the student received a failing grade for the course, the student may remove the impact of the F on her or his grade point average by successfully retaking the course. Two incidents of academic dishonesty will result in a student being dismissed from the College. The student will not be eligible to reapply to Montreat College for at least two years after dismissal. If the panel finds the student not responsible for academic dishonesty, it will notify both the student and the instructor.
If the student wishes to drop the course but has been found guilty of academic dishonesty, the student may withdraw with a grade of W or WF, according to the withdrawal dates on the academic calendar. The academic dishonesty notice will be kept on file if the student has admitted or been found guilty of academic dishonesty.

EXONERATION OF ACADEMIC DISHONESTY

If exonerating information becomes available in the five business days following notification of the panel’s decision, the student may appeal to the Vice President for Academic Affairs & Dean of the College. Appeals will be heard only if they meet one of the following conditions: (a) discovery of new information or (b) violation of procedure. A student must remain in the course and work toward its successful completion during the appeal process. The student will be notified, in writing, of the final decision.

A student may be dismissed from the College without refund of tuition or fees after the second incident of academic dishonesty occurs (including, but not limited to, cheating and plagiarism). That student will not be eligible to reapply to the College for at least two years after the dismissal, and any readmission will be subject to review by the Student Success Team in consultation with the Vice President for Academic Affairs & Dean of the College.

ADA STATEMENT – EQUAL ACCESS TO CLASSES AND LEARNING ACCOMMODATIONS

Equal access to education means equal opportunity to learn. Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, students with verified disabilities who are otherwise qualified, have a right to equal access to classes at Montreat College. If you are a student with a disability and you need accommodations for this course, please provide documentation of your disability and discuss necessary accommodations with your Academic Advisor. Your advisor will provide a letter for you to give to your instructor stating your accommodations. Faculty and staff look forward to facilitating your success in the course.

CLASS ETIQUETTE

Students and instructors have the right to an environment conducive to learning. To meet this expectation, students are expected to respect the rights of fellow students to have a class free of personal criticism, distracting noises, and disruptive and inappropriate behaviors. The following are a few examples of inappropriate classroom behavior: using a cell phone in class; keeping personal pagers on; using computers in class for non-class related purposes; talking with other students during instructor or student discussions; sleeping in class; repeatedly going in and out of class; and cheating or plagiarism. If the instructor considers the behavior of a student to be disruptive to the class, the student may be asked to leave. Consequences for missing class activities will depend on the expectations of individual courses. Should repeated
disruptive occurrences happen, the student will be required to meet with his or her
Academic Advisor and risk possible dismissal from the College.
COURSE DESCRIPTION

This course will provide an overview of human development across the lifespan, from birth until death and explore critical considerations for counseling individuals across these stages of development.

TOPICS

The topics to be covered include the following:

- Theories of Human Development Birth to Death
- Physical and Social Development
- Connection of Mind, Brain, Environment, and Education
- Language Development and Literacy
- Theory-based Practice and Research in Human Development
- Development in Specific Age Periods
- Research Methods and Assessment
- Cognitive and Language Development
- Gender and Relationships
- Dying and End-of-life Decisions
- Development Across Cultures

COURSE OBJECTIVES

Objectives to be met by students in this course include the following:

1. Apply life-span theories of human development to the field of counseling. (CACREP Section II.G.3.a; Section II.G.3.f; Section II.G.3.h; CMHC C.8.; CMHC D.3.; CMHC G.1.)

2. Demonstrate working knowledge of major theories of personality development, contributing theorists, and historical influencing factors. (CACREP Section II.G.3.a; Section II.G.3.b; Section II.G.3.c; CMHC C.8.; CMHC D.3.; CMHC G.1.)
3. Recognize and differentiate between normal and abnormal human behavior as well as identify the influence of psychological and sociological factors. (CACREP Section II.G.3.c; Section II.G.3.d; Section II.G.3.e; Section II.G.3.f; Section II.G.3.g.; CMHC C.8.; CMHC D.3.; CMHC G.1.)

4. Apply major learning theories and recognize historical influencing factors. (CACREP Section II.G.3.b; Section II.G.3.e; CMHC C.8.; CMHC D.3.; CMHC G.1.)

5. Demonstrate working knowledge of cognitive-structural developmental theories concerned with moral, intellectual, and ethical development. (CACREP Section II.G.3.a; Section II.G.3.b; Section II.G.3.e; Section II.G.3.f; Section II.G.3.h; Section II.G.7.a; Section II.G.7.b; Section II.G.7.c; Section II.G.7.d; Section II.G.7.e; CMHC C.8.; CMHC D.3.; CMHC G.1.)

6. Utilize current research-based literature on the use of human development theories and their application in the counseling profession. (CACREP Section II.G.3.a; Section II.G.3.f; Section II.G.3.h; CMHC E.3.; CMHC I.1.; CMHC J.1.)

Additionally, students will be able to:

7. Integrate technology into the completion of course and learning activities in preparation for the growing integration of technology in the profession of counseling.

8. Produce course materials and presentations that reflect exemplary professional oral and written communication skills at standards expected of entry-level professionals.

9. Apply proper APA style documentation and formatting to learning activities.

COURSE OUTCOMES

The following outcomes are expected of each student for this course:

1. Through the completion of a media-based/experiential activity project and presentation, explore a self-selected topic related to the field of human development in order to explore its relevance to the counseling profession. (Meets CObs 1, 2, and 4–9)

2. Through reading and reviewing a book that addresses a human development topic, explore the human development topic or issue in order to apply theory in a practical manner to a counseling relationship and discuss in the book review the usefulness of the book in a counseling
relationship. (CObs 1–6, 8, and 9)

3. Through researching current literature on current trends in the counseling profession and their connection to human development topics, issues, or theory and by completing a presentation or developing an experiential lesson, demonstrate and apply human development theories in a practical manner for use as a presentation to a target population. (CObs 1–4 and 6–8).

4. Through successfully answering correctly 75% or more of the questions on both a mid-course and a final exam, demonstrate knowledge of course material. (CObs 2, 3, and 5)

INTRODUCTORY NOTES TO STUDENTS

This course is designed to introduce future counseling practitioners to the central issues of human development. Designed as an introductory, graduate-level human development course, this course will explore the relationships between biological, cognitive, social, and cultural aspects of development from childhood to adulthood. You will reflect on the application of human development theories and assessment as it applies to the education and specific issues of language development, interpersonal development, brain processes in learning, identification and intervention of at-risk populations, and children's emotional, moral, and cognitive development. Further, you will examine language development, cognitive development, social and moral development, and cultural differences.

The course is an introduction to and establishes a foundation for exploring topics and issues you can expect to encounter in greater detail in future coursework. You will have an opportunity to explore human development and its place in the counseling process through presentations, writing assignments, personal reflection and contemplation, and class discussions. The course will challenge you to explore human development and the role of the counselor. You are expected to thoroughly prepare for each class period, completing all assignments, so class time can focus on applying human development theories in a practical manner.

ACCELERATED COURSES AND WORK LOAD

Accelerated courses assume a high level of self-directedness by the students, requiring a significant amount of work to be done out of class, both independently and collaboratively with classmates. Each course in the Clinical Mental Health Counseling program is 8 weeks long, with the exception of the Practicum (which is 10 weeks long) and the Internship (which is 14 weeks long). Each class meets for 3 ½ hours, for a total of 28 in-class contact hours for an 8 week course. Regional accreditation standards require 45 contact hours, which can be a combination of in- and out-of-class work. Thus, a minimum of 17 out-of-class contact hours with course material is required for each 8 week course. Further, because advanced graduate studies are demanding,
successful graduate students should expect to spend 2–3 hours out of class for every hour spent in class. Thus, for an 8 week course, 56–80 ½ hours, plus the 17 hours of required out-of-class contact time for a total of 73–97 ½ hours will be spent out of class reading, studying, completing assignments, and preparing for class. This means you should expect to devote approximately 9½–12½ hours per week to completing out-of-class course work in order to meet minimum expected academic standards.

ASSIGNMENT OVERVIEW

Mid-course Exam

In Class Four/Week Four, you will complete a mid-course exam, covering assigned readings and course topics discussed in Classes/Weeks One to Three. (Meets CObs 1–5)

Final Exam

In Class/Week Eight, you will complete a final exam, covering assigned readings and course topics discussed in Classes/Weeks Four to Seven (Meets CObs 1–5).

Book Review

You will select a book of 150 pages or more to read and review for your personal and professional use. The book you select may be heavily research-based (i.e., textbook) or it may be a book used in popular psychology or a self-help book that addresses a human development topic. Your selected book should address a specific issue, topic, or stage of development across the lifespan of an individual. A partial list of suggested books is provided in the student appendices section. Other titles may be selected, but you must submit the title and your rationale for the selection to the instructor for approval. Your 3- to 5-page book review paper will include the following information:

- The APA reference information for the book
- The stage of development that is the focus of the book
- The target population(s) /audience for the book
- The author’s main points and the evidence used to support the author’s points
- The author’s credentials
- The purpose/goal of the book and what message it is sharing
- How well the book achieve its purpose/goal
- Any possibilities suggested for the target population
- Any specific points that are not convincing. If any, discuss.
- In your opinion, anything the author(s) left out
- How do the author’s points align with your faith or potentially challenge your faith?
- Your rationale for selecting this book
- Any personal experiences you have had related to the topic/subject
• If you would recommend this book to another student, counselor, parent, or member of target population. Why or why not?
• How this book might be used in the practice of counseling
• If you would consider assigning this book to a potential client as a bibliotherapy tool. Why or why not?
• A concluding, summary comment on the book, its target audience, and your personal feedback for others (e.g., imagine movie theater posters and their endorsements for the movie: 4-stars and a family adventure on the big screen.).

You will briefly share your book (title, target audience, author’s main point, and so forth) with the class in an informal discussion-based seminar with the class. No formal presentation will be required. (Meets Cobs 1, 3–6, 8, and 9).

**Class Presentation**

You will develop a 30-minute presentation (activity based) on a self-selected topic or issue that may occur over the course of a lifetime (i.e., prenatal concerns to end-of-life decisions). The presentation may take one of two forms: 1) design a presentation modeled after one you might make for a professional conference or seminar, or 2) design an activity or lesson you would deliver to a target audience on a topic of interest from birth to death. For example, you may choose to use *The Rainbow Fish* (series) by Marcus Pfister to discuss differences, acceptance, or conflict resolution for students in elementary school. The lesson may be modeled after a guidance lesson with an objective, purpose, activity, materials needed, and directions for execution. *You must have your topic approved by the instructor before you begin working on this assignment.* Presentations will be made during Classes/Weeks Three to Seven; you will be assigned the class/week to make your presentation.

Each presentation will include the following:
• Reference a minimum of 3 professional journal articles to support your objectives or to provide your rationale for selecting this topic or method of delivery
• Use APA style guidelines
• State the learning objectives
• State the purpose of presentation
• Describe the area of development addressed by the topic, issue, or subject
• Identify the target audience
• Discuss multicultural applications
• Include biblical principles that could guide a counselor. Reflect on spiritual values that could be applied.
• Include an activity demonstration if using the model of guidance lessons

Prepare a copy of your presentation or activity for each class member. Online students can download and save their classmates’ presentations and activities for personal use. (Meets Cobs 1, 2, and 4–9).
Discussion Boards

Students completing this course online will be expected to respond to graded discussion prompts by posting responses to the discussion board in the course delivery platform, Moodle. Your contributions to the threaded discussions will count toward your class participation grade. Discussion prompts may be based on your reading assignments, reflective in nature, and/or ask you to respond to classmates’ responses. Learning from another’s perspectives is vital to professional development and will help you begin to develop your consultative and communication skills. Responses should be 3–5 quality sentences that offer comments, feedback, support, or research-based resources to enhance the learning of each student. (Meets CObs 1, 2, and 4–8).

ASSESSMENT CRITERIA

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<td>Final Exam</td>
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<td>Book Review</td>
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<td>Class Presentation</td>
<td>200</td>
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<td>Participation</td>
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1000 total points possible

A suggested grading scale is as follows:

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<td>B</td>
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<td>C+</td>
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MATERIALS INVENTORY

The following materials are required for the course:

Textbook

CLASS ONE

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Define developmental theory.
2. Compare and contrast major tenets of the following developmental theories: psychodynamic, learning, cognitive-development, ecological and systems, and life-span.
3. Describe three research designs used to study human development.
4. Explain research design and define research-based terms used to study human development.
5. Identify the physiological development of the embryo/fetus.
6. Explain the role of environment on heredity and development.
7. Define teratogen.
8. Discuss two examples of teratogens and their specific effects.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Read chapters 1 and 2 of Kail and Cavanaugh.
3. Develop a graphic organizer similar to Table 1.3 on page 22 as a reference tool on the major developmental theories, the major idea(s), and their corresponding theorist.
4. Using your beginning knowledge of research design, identify the population of participants you would like to study, determine what method of research will you use, state what the advantages and disadvantages are to the method of research you plan to utilize, and decide how you will
recruit participants.

7. Discuss this week’s reading assignments.

8. Consider what pregnant women can do to minimize their exposure to teratogens during pregnancy. Compare and contrast the risks to expectant mothers who are either teenagers, twenty-something, or thirty-something. Discuss how the risks may be different for each of those age groups. Beyond age, discuss what other reasons may exist to explain the differences in the risks of each age group.

9. Review table 1.3, and use it as a guide for studying the major theoretical approaches used in human development.

10. Define reliability and validity.

Group

None

ONLINE

The following assignments are to be completed during Week One:

Individual

1. Read chapters 1 and 2 of Kail and Cavanaugh.


3. Post your original response to the discussion prompts for Week One, and post your responses to your classmates’ postings as directed by your instructor.

4. Develop a graphic organizer similar to Table 1.3 on page 22 as a reference tool on the major developmental theories, the major idea(s), and their corresponding theorist.

5. Using your beginning knowledge of research design, identify the population of participants you would like to study, determine what method of research will you use, state what the advantages and disadvantages are to the method of research you plan to utilize, and decide how you will recruit participants.

6. Identify your topic for research, and select a day for presenting.
7. Discuss this week’s reading assignments.

8. Consider what pregnant women can do to minimize their exposure to teratogens during pregnancy. Compare and contrast the risks to expectant mothers who are either teenagers, twenty-something, or thirty-something. Discuss how the risks may be different for each of those age groups. Beyond age, discuss what other reasons may exist to explain the differences in the risks of each age group.

9. Review table 1.3, and use it as a study guide for the major theoretical approaches used in human development.

10. Define reliability and validity.

Group

None
CLASS TWO

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Explore brain development.
2. Define terms related to brain development, motor development, and the physical development of children birth to toddlers.
3. Explain cognitive development based on Piaget's theory of development.
4. Articulate Pavlov's theory of conditioning and describe its impact on exhibited behaviors.
5. Explore speech milestones and language development from the use of scaffolding to teaching new skills.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Read chapters 3 and 4 of Kail and Cavanaugh.
2. Complete the Test Yourself Review Tools on pages 87, 95, 102, 109, 113, 130, 137, 140, and 155.
3. Communicate to the instructor the date of your class presentation, and begin to gather research-based literature for the presentation.
4. Select a book for your book review, and communicate that selection to your instructor.

Group

1. Discuss this week's reading assignments.
2. Discuss how an understanding of human growth and development can help the counselor practitioner.
3. Reflect on your personal interest in human development: How did your interest in children or adults begin? What did you first notice about them?
What interested you? Did the children/adults seem to be like you when you were a child/as you are as an adult? How were they different? What may have been different about their environment?


5. Develop a list of topics/issues that may be used for your class presentation.

6. Identify your topic for research, and select a day for presenting.

**ONLINE**

The following assignments are to be completed during **Week Two**:

**Individual**

1. Read chapters 3 and 4 of Kail and Cavanaugh.

2. Complete the Test Yourself Review Tools on pages 87, 95, 102, 109, 113, 130, 137, 140, and 155.

3. Post your original response to the discussion prompts for Week Two, and post your responses to your classmates' postings as directed by your instructor.

4. Communicate to the instructor the date of your class presentation, and begin to gather research-based literature for the presentation.

5. Select a book for your book review, and communicate that selection to your instructor.

**Group**

1. Discuss this week’s reading assignments.

2. Discuss how an understanding of human growth and development can help the counselor practitioner.

3. Reflect on your personal interest in human development: How did your interest in children or adults begin? What did you first notice about them? What interested you? Did the children/adults seem to be like you when you were a child/as you are as an adult? How were they different? What may have been different about their environment?

5. Develop a list of topics/issues that may be used for your class presentation.

6. Identify your topic for research, and select a day for presenting.
CLASS THREE

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Describe Erikson's three stages of psychosocial development.
2. Explore the role of play in growth, development, and emotional expression.
3. Explore the formation of gender identity.
5. Expand understanding of cognitive development through the use of Piaget's concrete-operational and formal operational stages.
6. Explore memory as a tool for processing information and learning.
7. Discuss theories of intelligence and the use of testing and assessment as a measure of intelligence.
8. Discuss forms of ability (i.e., gifted, children with disability).
9. Differentiate the main ideas of Piaget, Freud, and Erikson's stages of development of children based on their respective theories.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Read chapters 5 and 6 of Kail and Cavanaugh.
3. As assigned, prepare to make your class presentation.
1. Discuss this week’s reading assignments.

2. Compare and contrast Piaget, Freud, and Erikson’s stages of development of children ages 7–11 years of age. How are they similar? Different? Do you like one theory more than another? Explain your preference.

3. Begin studying and preparing for the mid-course exam on chapters 1–8, administered in Class Four.

ONLINE

The following assignments are to be completed during Week Three:

**Individual**

1. Read chapters 5 and 6 of Kail and Cavanaugh.


3. Post your original response to the discussion prompts for Week Three, and post your responses to your classmates’ postings as directed by your instructor.

4. As assigned, prepare to post your presentation.


**Group**

1. Discuss this week’s reading assignments.

2. Compare and contrast Piaget, Freud, and Erikson’s stages of development of children ages 7–11 years of age. How are they similar? Different? Do you like one theory more than another? Explain your preference.

3. Begin studying and preparing for the mid-course exam on chapters 1–8, administered in Week Four.
CLASS FOUR

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Compare and contrast different parenting styles.
2. Recognize family systems theory as a framework for understanding the social and emotional development of children.
3. Explain the role of friendships in social and emotional development.
4. Describe physiological changes that have an impact on physical and social changes during puberty.
5. List environmental elements threatening the well-being of adolescents.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Prepare to take the mid-course exam on chapters 1–8.
2. Read chapters 7 and 8 of Kail and Cavanaugh.
4. As assigned, prepare your class presentation.

Group

1. Discuss this week’s reading assignments.
2. Discuss the role of friendships in social development. How might a counselor assist a student being bullied or resisting peer pressure?
3. Discuss and find the answer to the following question: What
responsibilities does a counselor have to a client who may be experiencing maltreatment, neglect, or abuse? Does a counselor have to have proof of neglect or abuse? As electronic media becomes a new tool in covert aggression, how should schools and local community agencies respond?

4. Compare and contrast Piaget's stage of formal operational thought to Kohlberg's stage of conventional moral reasoning.

5. Rehearse your book review presentations.

ONLINE

The following assignments are to be completed during Week Four:

Individual

1. Prepare to take the mid-course exam on chapters 1–8.

2. Read chapters 7 and 8 of Kail and Cavanaugh.


4. Post your original response to the discussion prompts for Week Four, and post your responses to your classmates' postings as directed by your instructor.

5. As assigned, post your presentation.


Group

1. Discuss this week's reading assignments.

2. Discuss the role of friendships in social development. How might a counselor assist a student being bullied or resisting peer pressure?

3. Discuss and find the answer to the following question: What responsibilities does a counselor have to a client who may be experiencing maltreatment, neglect, or abuse? Does a counselor have to have proof of neglect or abuse? As electronic media becomes a new tool in covert aggression, how should schools and local community agencies respond?

4. Compare and contrast Piaget's stage of formal operational thought to
Kohlberg's stage of conventional moral reasoning.

5. Rehearse your book review presentations.
CLASS FIVE

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Explore identity development through an analysis of Erikson and Marcia’s theories.
2. Define *ethnic identity*.
3. Explore the role of romantic relationships in adolescent development.
4. Discuss career development in adolescents.
5. Describe environmental dangers to adolescent development.
6. List rites of passages marking adulthood and explore rites of passage from a multicultural perspective.
7. Define *fluid intelligence* and *crystallized intelligence*.
8. Describe cognitive development through Erikson’s intimacy versus isolation stage of human development.
9. Identify environmental factors that have an impact on growth and development in adolescence and young adulthood.
10. Articulate the life-span construct.

ASSIGNMENTS

The following assignments are to be completed **prior** to this class:

**ON-GROUND**

Individual

1. Read chapters 9 and 10 of Kail and Cavanaugh.
3. As assigned, prepare your classroom presentation.
Group

1. Discuss this week’s reading assignments.
2. Discuss the difference between self-concept (chapter 3) and self-esteem (chapter 9).
3. List reasons why adolescents develop romantic relationships. Discuss these reasons from a gender-specific perspective.
4. Using Super’s theory of career development, identify environmental factors that may enhance or hinder each of the stages of career development.
6. Identify a culture of interest, and then list 3 events/rituals that mark adulthood.
7. Discuss Erikson’s intimacy versus isolation stage of development. How might this “conflict” manifest itself in a future client.

ONLINE

The following assignments are to be completed during Week Five:

Individual

1. Read chapters 9 and 10 of Kail and Cavanaugh.
3. Post your original response to the discussion prompts for Week Five, and post your responses to your classmates’ postings as directed by your instructor.
4. As assigned, post your presentation.

Group

1. Discuss this week’s reading assignments.
2. Discuss the difference between self-concept (chapter 3) and self-esteem (chapter 9).

3. List reasons why adolescents develop romantic relationships. Discuss these reasons from a gender-specific perspective.

4. Using Super’s theory of career development, identify environmental factors that may enhance or hinder each of the stages of career development.


6. Identify a culture of interest, and then list 3 events/rituals that mark adulthood.

7. Discuss Erikson’s intimacy versus isolation stage of development. How might this “conflict” manifest itself in a future client.

CLASS SIX

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Describe adult friendships using the ABCDE model.
2. Discuss Sternberg’s three components of love.
3. List types and causes of relational abuse.
4. Identify stressors of single, cohabitating, and gay/lesbian couples.
5. Differentiate the terms nuclear and extended family.
6. Explore the stages of marriage and divorce through adulthood.
7. Articulate career development through Super’s implementation, stabilization, and consolidation stages.
8. Discuss job satisfaction.
9. Explore the role of gender in occupational development and satisfaction.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Read chapters 11 and 12 of Kail and Cavanaugh.
3. As assigned prepare your classroom presentation.

Group

1. Discuss this week’s reading assignments.
2. Discuss the role of friendships in adolescence and young adulthood. How might your answer change if you use a different theorist’s main ideas? How is your answer similar or different?

3. How are the stereotypes of single women similar or different around the World (in comparison to the USA)?

4. Knowing nuclear families are the most common form of family in America, how might the family unit help or hinder the counseling process.

5. Using your gender as your only tool to view the world of work, answer the following questions:
   a. How was your career choice easy/hard?
   b. How was your decision to pursue the counseling profession received by family and friends?
   c. How might their response have been different had you been the opposite gender?
   d. What obstacles might you encounter as you seek a work-life balance? What can you put into place now to make it easier to overcome those obstacles?

ONLINE

The following assignments are to be completed during Week Six:

Individual

1. Read chapters 11 and 12 of Kail and Cavanaugh.


3. Post your original response to the discussion prompts for Week Six, and post your responses to your classmates’ postings as directed by your instructor.

4. As assigned prepare your classroom presentation.


Group

1. Discuss this week’s reading assignments.

2. Discuss the role of friendships in adolescence and young adulthood. How might your answer change if you use a different theorist’s main ideas? How is your answer similar or different?
3. How are the stereotypes of single women similar or different around the World (in comparison to the USA)?

4. Knowing nuclear families are the most common form of family in America, how might the family unit help or hinder the counseling process.

5. Using your gender as your only tool to view the world of work, answer the following questions:
   a. How was your career choice easy/hard?
   b. How was your decision to pursue the counseling profession received by family and friends?
   c. How might their response have been different had you been the opposite gender?
   d. What obstacles might you encounter as you seek a work-life balance? What can you put into place now to make it easier to overcome those obstacles?
CLASS SEVEN

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Explore the biopsychosocial changes of middle adulthood.
2. Define practical intelligence.
3. Discuss the 5-factor model of adult personality.
4. Define generativity.
5. List the major biological theories of aging.
6. Examine the physiological changes of older adults.
7. Describe the two types of memory.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

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Individual

1. Read chapters 13 and 14 of Kail and Cavanaugh.
3. As assigned, prepare your class presentation.

Group

1. Discuss this week’s reading assignments.
2. Create a graphic organizer of an issue middle-aged adults are faced with, based on the readings or personal knowledge. Include the environmental, social, and biological factors related to your chosen topic.
3. Compare and contrast the American views of older adults to another
culture. Which culture(s) value older adults? How is that evident? What explanations can you offer for this difference?

4. What factors might have an impact on your treatment of a depressed, older adult client?

5. Rehearse your book review presentations.

ONLINE

The following assignments are to be completed during Week Seven:

**Individual**

1. Read chapters 13 and 14 of Kail and Cavanaugh.


3. Post your original response to the discussion prompts for Week Seven, and post your responses to your classmates’ postings as directed by your instructor.

4. As assigned, prepare your class presentation.


**Group**

1. Discuss this week’s reading assignments.

2. Create a graphic organizer of an issue middle-aged adults are faced with, based on the readings or personal knowledge. Include the environmental, social, and biological factors related to your chosen topic.

3. Compare and contrast the American views of older adults to another culture. Which culture(s) value older adults? How is that evident? What explanations can you offer for this difference?

4. What factors might have an impact on your treatment of a depressed, older adult client?

5. Rehearse your book review presentations.
CLASS EIGHT

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Articulate the continuity theory.
2. Explain Erikson’s integrity versus despair state of human development.
3. Explore psychosocial development in late life.
4. Identify types of elder abuse and counselor responses.
5. Explore the term death from a multicultural perspective.
6. Examine the ethics of dying/process of death.
7. List the 5 stages of death/grief.
8. Describe human development through the successful completion of an end-of-course exam.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Read chapters 15 and 16 of Kail and Cavanaugh.
2. Complete the Test Yourself Review Tools on pages 518, 524, 529, 537, 547, 559, 564, 570, 577 and 584.
3. Complete the end-of-course exam on chapters 9–16.
4. Complete your written book review, and finalize your presentation.

Group

1. Discuss this week’s reading assignment.
2. Discuss the following questions:
   a. How might the continuity theory apply to your current developmental stage of life.
b. How might Erikson’s integrity versus despair be applied to your life? Career choice? Relationships?

c. How does your career choice match your dreams for late life/retirement? Identify 5 death rites from around the world.

d. List behaviors you may observe in a client through each of the 5 stages of dying/grief as presented by Kubler-Ross.

3. Reflect on how this course will inform your practice as a counselor.

4. Prepare for the end-of-course exam on chapters 9–16.

ONLINE

The following assignments are to be completed during Week Eight:

Individual

1. Read chapters 15 and 16 of Kail and Cavanaugh.

2. Complete the Test Yourself Review Tools on pages 518, 524, 529, 537, 547, 559, 564, 570, 577 and 584.

3. Post your original response to the discussion prompts for Week Eight, and post your responses to your classmates’ postings as directed by your instructor.

4. Complete the end-of-course exam on chapters 9–16.

5. Complete your written book review, and finalize and post your presentation.

Group

3. Discuss this week’s reading assignment.

4. Discuss the following questions:
   a. How might the continuity theory apply to your current developmental stage of life.
   b. How might Erikson’s integrity versus despair be applied to your life? Career choice? Relationships?
   c. How does your career choice match your dreams for late life/retirement? Identify 5 death rites from around the world.
   d. List behaviors you may observe in a client through each of the 5 stages of dying/grief as presented by Kubler-Ross.

5. Reflect on how this course will inform your practice as a counselor.

6. Prepare for the end-of-course exam on chapters 9–16.
APPENDIX A

A Partial List of Suggested Books for Use in the Book Review Assignment

A Mind at a Time: America’s Top Learning Expert Shows How Every Child Can Succeed by Mel Levine

Born To Rebel: Birth Order, Family Dynamics, and Creative Lives by Frank J. Sulloway

But I Love Him: Protecting Your Teen Daughter from Controlling, Abusive Dating Relationships by Jill Murray

Einstein Never Used Flashcards: How Our Children Really Learn--and Why They Need to Play More and Memorize Less by Roberta Michnick Golinkoff, Kathy Hirsh-Pasek and Diane Eyer

Emotional Intelligence: 10th Anniversary Edition; Why It Can Matter More Than IQ by Daniel Goleman

How to Talk So Kids Will Listen & Listen So Kids Will Talk by Adele Faber and Elaine Mazlish

In Love and In Danger: A Teen’s Guide to Breaking Free of Abusive Relationships by Barrie Levy

It’s So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success by Richard Lavoie

Look me in the eye my life with Aspergers by Robison John Elder

Losing the Race: Self-Sabotage in Black America by John McWhorter

Magic Trees of the Mind: How to Nurture Your Child’s Intelligence, Creativity and Healthy Emotions from Birth Through Adolescence by Marian Diamond and Janet Hopson

Montessori Today: A Comprehensive Approach to Education from Birth to Adulthood by Paula Polk Lillard

Odd Girl Out, Revised and Updated: The Hidden Culture of Aggression in Girls by Rachel Simmons

Playful Parenting by Lawrence J. Cohen

Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and the New Realities of Girl World by Rosalind Wiseman
Race Matters by Cornel West

Raising Cain: Protecting the Emotional Life of Boys by Dan Kindlon


Real Boys: Rescuing Our Sons from the Myths of Boyhood by William Pollack and Mary Pipher

Reviving Ophelia: Saving the Selves of Adolescent Girls by Mary Pipher

The Good School: How Smart Parents Get Their Kids the Education They Deserve by Peg Tyre

The Myth of Laziness by Mel Levine

The Silent Passage by Gail Sheehy

The Trouble with Boys: A Surprising Report Card on Our Sons, Their Problems at School, and What Parents and Educators Must Do by Peg Tyre

Touchpoints by Dr. T. Berry Brazelton


What Do You Really Want? How to Set a Goal and Go for It! A Guide for Teens by Beverly K. Bachel