I. Catalog Description: Principles and practices of human development as they relate to counseling processes and strategies. Opportunity for practical application of strategies is provided. 3 credit hours.

II. Goal of the Course: Knowledge of human growth and development is considered to be essential for those professionals who are working or plan to work in counseling and other helping professions. This course is designed to provide an overview of life span development for those preparing to establish careers as helping professionals. Child, adolescent, and adult development will be explored through the study of major theories. Central concepts related to parameters of human development through the life span as well as physical, social, emotional, and cognitive development at the various stages of life will be presented. Students will consider and integrate understandings of cultural and individual differences into their learning of human development. This course will attempt to merge theory into practice and integrate critical thinking concepts associated with developmental factors in human development.

III. Tk20: This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess.

Please go to the following link for direction on how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website. [http://www.coe.unt.edu/tk20](http://www.coe.unt.edu/tk20)
IV. Core Curricular Experiences Covered: Curricular experiences will provide an understanding of the following:

<table>
<thead>
<tr>
<th>Core Curricular Experiences</th>
<th>CACREP 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. theories of individual and family development across the lifespan;</td>
<td>II.F.3.a-i</td>
</tr>
<tr>
<td>b. theories of learning;</td>
<td></td>
</tr>
<tr>
<td>c. theories of normal and abnormal personality development;</td>
<td></td>
</tr>
<tr>
<td>d. theories and etiology of addictions and addictive behaviors;</td>
<td></td>
</tr>
<tr>
<td>e. biological, neurological, and physiological factors that affect human development, functioning, and behavior;</td>
<td></td>
</tr>
<tr>
<td>f. systemic and environmental factors that affect human development, functioning, and behavior;</td>
<td></td>
</tr>
<tr>
<td>g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan;</td>
<td></td>
</tr>
<tr>
<td>h. a general framework for understanding differing abilities and strategies for differentiated interventions; and</td>
<td></td>
</tr>
<tr>
<td>i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.</td>
<td></td>
</tr>
</tbody>
</table>

V. Student Learning Outcomes (SLOs) Assessed: The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. SLOs for this course are as follows:

<table>
<thead>
<tr>
<th>CMHC Outcome</th>
<th>CACREP 2016</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Impact of crisis and trauma on individuals with mental health diagnoses.</td>
<td>V.C.2.f</td>
<td>Key Assessment</td>
</tr>
<tr>
<td>2. Impact of biological and neurological mechanisms on mental health.</td>
<td>V.C.2.g</td>
<td>Key Assessment</td>
</tr>
<tr>
<td>3. Cultural factors relevant to clinical mental health counseling.</td>
<td>V.C.2.j</td>
<td>Key Assessment</td>
</tr>
<tr>
<td>4. Strategies to advocate for persons with mental health issues.</td>
<td>V.C.3.e</td>
<td>Group Project</td>
</tr>
</tbody>
</table>
**VI. Methods of instruction:** Instruction will be through assigned readings, class and small group discussion, didactic lecture, audiovisual presentation, experiential activities, role-playing, community exploration, and feedback on reflections, papers, and presentations. Students should be prepared to participate in large and small group work on a regular basis and to access Blackboard Learn weekly for reflection opportunities related to class material, direction related to assignments, and class-related announcements.

**Special Note of Instruction:** This course’s discussions, exercises, and activities may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk to the instructor or TA. As always, the counseling department offers counseling services to counseling students through its Counseling and Human Development Center (CHDC) in Welch St. Complex #2. If you feel it would be helpful, you can contact them for an appointment at (940) 565-2970.

<table>
<thead>
<tr>
<th>CCSA Outcomes</th>
<th>CACREP 2016</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders.</td>
<td>V.E.2.d</td>
<td>Key Assessment</td>
</tr>
<tr>
<td>2. Environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
<td>V.E.2.i</td>
<td>Key Assessment</td>
</tr>
<tr>
<td>3. The influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
<td>V.E.2.j</td>
<td>Key Assessment</td>
</tr>
<tr>
<td>4. Influence of learning styles and other personal characteristics on learning.</td>
<td>V.E.2.k</td>
<td>Key Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SC Outcomes</th>
<th>CACREP</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.</td>
<td>V.G.2.g</td>
<td>Key Assessment</td>
</tr>
<tr>
<td>2. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.</td>
<td>V.G.2.i</td>
<td>Key Assessment</td>
</tr>
</tbody>
</table>
VII. **Required Texts:**


Companion website: [https://edge.sagepub.com/kuther](https://edge.sagepub.com/kuther)

**Recommended Reading**


VIII. **Assessment:**

A. Participation, Contributions & Attendance 100 points

B. Weekly Reflections 150 points

C. Interviews & Group Poster Presentation 150 points

D. Developmental Conceptualization Paper (Key Assessment) 200 points

Total 600 points

**Final Grade:**

- A = 600 – 540
- B = 539 – 480
- C = 479 – 420
- F = 419 and Below

**A: Participation, Contributions and Attendance:**

Due to the experiential nature of this class, attendance and participation is essential. Participation is credited to all activities related to this course, face-to-face as well as on-line. Students should seek confirmation from the instructor for absences that are not due to an emergency or illness. Attendance and participation points may be earned back through additional investment after consultation with the student and approved by the instructor. Students with unconfirmed absences will not have the opportunity to earn back points for those absences. The following criteria will be used:

**Excellent** 100—90 pts

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances.
B: Weekly Reflections:
Each week the instructor / TA will post a prompt, sometimes in the form of a question, a video, a quote, additional reading, or other activity to which students will respond. The prompt will be posed to the class on the discussion page on the course’s Blackboard Learn site. These prompts are designed to give you the opportunity to reflect on, synthesize, and make meaning from the readings and class discussions. Many of them will assist you in developing various aspects of your course paper—the Key Assessment. You will respond to the prompt on the discussion board for credit and will need to participate in a minimum of 6 of the 10 weekly discussions for the opportunity to earn full credit. Each week’s discussion is worth 15 points. In order to receive full points, you will need to respond thoughtfully to all aspects of the prompt, answer adequately and accurately, and demonstrate professional writing skills. [You may complete two additional reflections in excess of 10 for extra credit points. This is the only extra credit available in the course.] Initial responses to the prompt are due by 11:59pm the Monday after class. Students may continue to post reflections on their and others’ responses through the following Thursday. Reflections posted after that time may be accepted for partial credit.

See description for details and evaluation rubric.

C: Developmental Interviews and Group Poster Presentation:
Students will choose a phase of the lifespan and work in groups to create a poster presentation expanding on the developmental and counseling-related issues unique to that particular age group. Each group member will interview one person within that phase, bringing that information to the group. Individuals will bring their specific data and research to the group to reflect upon, aggregate, and illuminate. The group will assemble a poster reflecting their results to be displayed to the class. Based on the interview data, the poster should also focus on providing specific counseling theory and therapies effective for the age group. The information provided must go beyond that which is presented in the course materials. One purpose of this assignment is to demonstrate the ability to read and interpret the conceptual and research
literature relevant to your population of interest and present it in an effective and interactive manner. Groups must cite at least 8 – 10 resources, at least 3 of which must be from recent empirical counseling research. Each group will provide an electronic version of its poster to be uploaded to Bb and include the references (in APA Format) as a one-page handout to be available to the instructor on the day of the poster presentation.

Each poster must include:
- considerations of the impacts of chronological age, cognitive ability, social/emotional development, linguistic, spirituality, religiosity, culture, SES, family functioning, parenting style, environmental stressors, etc. on this age group;
- summary of the similarities and differences between and among the interviewees plus an accounting of the similarities and differences within the developmental context; and
- potential counseling treatment and intervention strategies (brief review of most relevant treatment, interventions, counseling strategies supported by the literature). Also included should be practical strategies to support healthy development/ wellness in anticipated settings with this specific population.

See description for details and evaluation rubric.

**D: Autobiographical Developmental Conceptualization Paper: Key Assessment**

**Purpose:** This assignment will give you the chance to demonstrate your understanding of course material, as well as your ability to apply, think, and respond critically to what you are learning. The autobiography will also allow you to come to know yourself in a deep, meaningful way which will enhance your insight into your culture of origin, and value and belief systems. This paper will reflect your knowledge of human development as it applies to your own life. The purpose of this paper is for you to analyze and understand your own developmental journey in a way that will enhance your understanding of human development that may be applied to your future counseling practice.

Each student will write a term paper using APA style for cover page, running heads, margins, organization, and references. Your paper will demonstrate your knowledge of the major developmental constructs through the stages of early childhood, middle childhood, adolescence, young adulthood, middle adulthood, and late adulthood as they apply to you as well as your understanding of the major theories discussed in class. Students must choose at least one of the following theories through which to view their own development: psychoanalytic stages, Erickson’s stages, Piaget’s stages, Vygotsky, Bronfenbrenner, Fowler, Kohlberg, Gilligan, and Kegan. Also included will be a consideration of the impact of crisis and trauma on development, as well as a personal wellness plan. In parts of this paper, students may be asked to describe events or stages of development that they have yet to experience. In these cases, students should make hypotheses regarding the possible content of a stage or how a certain event could potentially impact their development or may have impacted development differently. You can use
these hypothetical examples to strengthen various aspects of your paper for which you may have less lived experience. For example:

1. The traumatic event of September 11, 2001 may have had a significant developmental impact on an individual, but this impact may have had different implications for individuals in various developmental stages. How might you have experienced this event differently had you been in early childhood or near the end of life? How might an event like being diagnosed with cancer impact a person who is 90 years of age differently than a person who is 14 years of age?

2. As a person who has not yet reached late adulthood, I view that stage in a certain way, with specific excitement and fears. I imagine that some of these views may change and others may not as I approach that stage of life. ~ It would be fine to discuss this stage from this context.

3. You may also want to interview family members to gain information about your own development that you may not be able to recall.

This paper is due by electronic submission to Tk20 on or before June 24.

Length: No more than 10 pages of text not including title page and reference section.
Format: APA 6th Edition
Grading: The paper will be graded on a 200-point scale.

See grading rubric for specific requirements.

IX: COURSE REQUIREMENTS

Expectations:
Students are expected to read the assigned textbooks and literature prior to class, appropriately participate in class, and turn in assignments no later than the beginning of class on the day they are due. Extensions will be granted at the discretion of the instructor PRIOR to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date. Late assignments will be penalized 5% for each day they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit. Cell phones and pagers must be silenced during class for the respectful learning of all, unless otherwise requested. If you need to respond to an emergency call, please leave the class with minimal disruption.

Sharing and Confidentiality:
This course will require you to spend time considering your own developmental journey. It will involve self-examination and some degree of sharing personal information with the class. It is important that you strive to be appropriate in your personal sharing in our classroom. Although we will discuss confidentiality in class in order to promote an emotionally safe learning environment, confidentiality cannot be guaranteed. Therefore, be mindful of what you choose to share—I encourage you to take risks and to challenge yourself, while maintaining any personal boundaries that are important to your continued health and development as a professional in training and person.

Attendance Policy:
Attendance is essential. Understanding of the value of the course is based on your level of investment in personal growth and integration of the course material in your identity as a professional counselor. The structure of this course and its importance in your development as a future counselor/educator necessitates
that you attend regularly. We are going to cover a considerable amount of information during each class session. Lectures will not be repeated due to your absence. In the event a student misses class, it is the student’s responsibility to obtain information regarding assignment and notes. Students may miss one course per semester with no penalty. For each absence in excess of one, the student will need to complete a make-up assignment in addition to the regular course work. This assignment will be identified after consultation with the instructor and will take the student approximately 3 hours to complete (the hourly equivalent of the missed class session). Missing more than two classes for whatever reason may result in a failing grade. University policy will be followed for attendance concerns. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion. Please note: it is the student’s responsibility to drop this course, if necessary.

**Observation of Religious Holy Days:**
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Format Guidelines**
Unless otherwise indicated, all assignments should be written in accordance with APA style 6th Edition. Specifically, assignments should:
- Contain an APA-style cover page (abstracts are not required, and weekly reflections do not need a cover page)
- Be typed, double-spaced, with 1” margins, and in 12-point Times New Roman Font
- Contain citations and references formatted according to the *APA Publication Manual (6th ed.)* guidelines (weekly reflections do not have to be double spaced)
- Adhere to page length, formatting, and content required by instructor
- Demonstrate the student’s professional writing (correct sentence format, spelling, grammar, and organization)

**EagleConnect**
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit [https://eagleconnect.unt.edu](https://eagleconnect.unt.edu). This is the main electronic contact for all course-related information and/or material.

**Student Perceptions of Teaching (SPOT)**
Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**Disability Accommodation**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.
For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: www.deanofstudents.unt.edu

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Academic Integrity and Academic Dishonesty**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: http://vpaa.unt.edu/academic-integrity.htm.

**Plagiarism and Academic Misconduct**

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledge. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of research papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or the entire course and or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. (The full policy (18.1.16) is available online at policy.unt.edu, where it can be located by searching for either title or number).

UNT counseling program students should be prepared to submit research papers and other written work electronically via Blackboard Learn so that the instructor can use anti-plagiarism software to validate the originality of the students’ work.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the APA Manual. Some general guidelines from the 2010 6th edition include:

1. Always cite the source of a quote or paraphrase,
2. When quoting:
   - Copy the original material word for word,
- If quotation is less than 40 words, place quotation marks around it, if it is 40 or more words, indent the quote as a block, double space all text,
- Follow the conclusion of a quotation immediately with the citation of author, year of publication or year of creation if original material is unpublished and page number for direct quotes,

3. When paraphrasing:
- Restate concepts in substantially different words than the original material,
- Immediately after paraphrased material cite author(s) and year of publication.

Plagiarism of any sort will not be tolerated and will result in a minimum of failing grade on the assignment; plagiarism may jeopardize your standing in the program.

**Meeting with Counseling Program Faculty Members in Welch Street Complex 2**
The Counseling Program faculty welcomes undergraduate and master’s students to meet with them. Best times are during office hours or by appointment – but students are welcomed to take their chances by coming by at any time during regular business hours. To meet with a faculty member in Welch Street Complex 2, do not enter the faculty office suite via the door between the CHDC and the suite. Instead, always enter through the main entrance on Welch Street, and tell a front office staff member which faculty member you would like to see.

**College Information**
The University of North Texas College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The designed liaison for the Department of Counselor Education is Dr. Jan Holden, Room 102, Welch St. Building Complex 2. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 214.

The student has the responsibility of informing the course instructor of any disabling condition which will require modifications to avoid discrimination.
Succeed at UNT

1. Show up. »
2. Find support. »
3. Get advised. »
4. Be prepared. »
5. Get involved. »
6. Stay focused. »
# COURSE SCHEDULE: Spring 2017

*Course Content and Schedule Subject to Change*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Due Dates</th>
</tr>
</thead>
</table>
| 6/5 Wk 1 | Course Orientation  
Introduction to Classic Developmental Constructs and Social Constructivism  
Ecological Systems Theory  
Bronfenbrenner’s Ecological Model | Kraus: Ch 1, 2, & 3  
Kuther: Ch 1, 2, & 3 |
| 6/12 Wk 2 | Parenting and Attachment Theory, Early Social Relationships and Childhood Development  
Introduction to Vygotsky, and Psychoanalytic | Kraus: Ch 4, & 6  
Kuther: Ch: 4-6 |
| 6/19 Wk 3 | Kegan’s Subject-Object Theory  
Early and Middle Childhood | Kraus: Ch 5  
Kuther: 7-10 |
| 6/26 Wk 4 | Impact of Crisis and Trauma on Human Development | DeFrain & Asay (2007); DeFrain, Jones, Skogard, & DeFrain (2003)  
**DUE: Interview Strategy** |
| 7/3 Wk 5 | Exceptionality and Adolescence  
Gender Identity Development  
Sexual Identity Development | Kraus: Ch 9 & 10  
Kuther: Ch 11 & 12 |
| 7/10 Wk 6 | Young Adulthood  
Racial Identity Development | Kraus: 11, 12, & 13  
Kuther: Ch 13 & 14  
Due: Interview Reflection |
| 7/17 Wk 7 | Wellness, Resiliencey, and Prevention  
Group Time | Cummins, Massey, & Jones (2007); Myers & Sweeney (2008); Roscoe (2009) |
| 7/24 Wk 8 | Middle Adulthood  
Lifespan Developmental Issues for Women | Kraus: Ch 8  
Kuther: Ch 15 & 16  
**Due: Developmental Autobiography** |
| 7/31 Wk 9 | Late Adulthood, End of Life and Life review  
Moral and Spiritual Development: Fowler, Kohlberg, and Gillian | Kraus: 14  
Kuther: Ch 17 & 18 |
| 8/7 Wk 10 | Conceptualization and Development of Clinical Judgment  
Developmental Assessment & Didactic Conclusions  
Critical Issues related to growth, maintenance and regulation  
Student Poster Presentation on Development | **DUE: Group Posters** |