COUN 6304 Syllabus

Human Growth and Development

INSTRUCTOR NAME ________________
TERM: __________
TELEPHONE NUMBER: _____________________
EMAIL: ________________
MEETING TIMES AND LOCATION: __________
OFFICE LOCATION: _____________________
OFFICE HOURS: ________________

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time:
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.
I will update the online grades each time a grading session has been complete—typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Textbook and/or Resource Material

Required Textbook:

Additional Recommended Study Aids for the CPCE:

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 1
Recommended Textbook:

Note: Make sure you buy the Second Printing, which is the corrected version. Check the copyright page, opposite the Table of Contents. If it is a second printing, the second paragraph will read "Second printing: August 2009.

Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:
**Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Edinburg, the CPCE is scheduled for the third Saturday in September and the first Saturday in February. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July. Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. Make plans accordingly.**

http://www.amazon.com/dp/0805856846/?tag=mh0b-20&hvadid=3486451804&hvqmt=p&hvuid=bp&hvdev=c&ref=pd_sl_487xa9u87s_p


Course Description and Prerequisites
This course provides students with advanced study in the application of life-span developmental theories to human behavior, learning and personality. The course content includes an understanding of the nature and needs of individuals at all developmental levels from prenatal through old age.

†CROSSWALK COURSE
This course satisfies EPSY 6390 Human Growth and Development at UT-Pan American or COUN 6304 Human Growth and Development at UT-Brownsville.
Learning Objectives/Outcomes for the Course

This course is designed to meet CACREP Core Standards 2.F.3 (HUMAN GROWTH AND DEVELOPMENT). The following standards are covered in this course:

**CACREP Common Core (K)** – This course is designed to meet CACREP standards and enable students to demonstrate knowledge of the following:

2.F.3.a: theories of individual and family development across the lifespan

2.F.3.b: theories of learning

2.F.3.c: theories of normal and abnormal personality development

2.F.3.d: theories and etiology of addictions and addictive behaviors

2.F.3.e: biological, neurological, and physiological factors that affect human development, functioning, and behavior

2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior

2.F.3.g: effects of crisis, disasters, and trauma on diverse individuals across the lifespan

2.F.3.h: a general framework for understanding differing abilities and strategies for differentiated interventions

2.F.3.i: ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

**CACREP Clinical Mental Health Counseling (CMHC)** – This course is designed to meet CACREP CMH Standards and enable students to demonstrate knowledge of the following:

5.C.1.b: theories and models related to clinical mental health counseling

5.C.2.g: impact of biological and neurological mechanisms on mental health

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CACREP School Counseling (SC) – This course is designed to meet CACREP SC Standards and enable students to demonstrate knowledge of the following:

5.G.2.g: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

TExES Competencies

Competencies covered throughout this program:

*Competency 001 (Human Development)*

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

*Competency 002 (Student Diversity)*

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

*Competency 003 (Factors Affecting Students)*

The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

*Competency 004 (Program Management)*

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.

*Competency 005 (Developmental Guidance Program)*

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

*Competency 006 (Counseling)*

The school counselor understands how to provide effective counseling services to individuals and small groups.

*Competency 007 (Assessment)*

The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.
Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Texas Education Agency (TEA) Standards—This course is designed to meet the following TEA Standards:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling.

(6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs.

(7) learners’ developmental characteristics and needs and their relevance to educational and career choices.

(9) the characteristics and educational needs of special populations.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

(2) provide a proactive, developmental guidance program based on the needs of students.

(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students.

(8) use varied sources of information about students for assessment purposes.

(10) advocate for a developmental guidance and counseling program that is responsive to all students.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

(1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas.

(2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information.

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(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change.

**Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.

(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures.

(3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

**Other Course Information**

**Instructional Methods and Activities:**

Most didactic material in the course will be covered by traditional experiences which include lecture, class discussion, demonstration, and experiential activities. Student self-exploration, self-disclosure, and collaboration with peers will be integral for this course. Field experience and Blackboard may be utilized.

The instruction in this course will be delivered via

- Lecture/PowerPoint
- Experiential Activities/Assessment Administration
- Small Group Discussion
- Large Group Discussion

**Alignment of Course Objectives to National and State Standards**

*The table below should include alignment to standards relevant to the program. The columns below are used as examples.* *Please keep in mind that candidates in initial programs must demonstrate competence in the 4 categories of the InTASC standards.*

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOS</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain theories of individual and family development across the lifespan</td>
<td>SLOS: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development,</td>
<td>Standard I. (5), (7), (9) Standard II. (8) Standard IV.</td>
<td>2F3a</td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
**Course Objectives** | **Program SLOs** | **TEA Standards** | **CACREP Standards**
--- | --- | --- | ---
human growth and development, social and cultural diversity, and assessment. | (1) | 2F3b

**Compare and contrast theories of learning**  
SLO5: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development, human growth and development, social and cultural diversity, and assessment.  
Standard I. (7), (9)  
Standard II. (8)  
Standard IV. (1)  
2F3c

**Outline theories of normal and abnormal personality development**  
SLO5: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development, human growth and development, social and cultural diversity, and assessment.  
Standard I. (7), (9)  
Standard II. (8)  
Standard IV. (1)  
2F3d 5G2g

**Describe theories and etiology of addictions and addictive behaviors**  
SLO5: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development, human growth and development, social and cultural diversity, and assessment.  
Standard I. (7), (9)  
Standard II. (8)  
Standard IV. (1)  
2F3e 5G2g

**Differentiate biological, neurological, and physiological factors that affect human development, functioning, and behavior**  
SLO5: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development, human growth and development, social and cultural diversity, and assessment.  
Standard II. (8)  
Standard IV. (1)  
2F3f 5G2g

**Delineate systemic and environmental factors that affect human development, functioning, and behavior**  
SLO5: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development, human growth and development, social and cultural diversity, and assessment.  
Standard I. (5), (6)  
Standard II. (8)  
Standard IV. (1)  
2F3g 5G2g

**g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan**  
SLO5: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development, human growth and development, social and cultural diversity, and assessment.  
Standard I. (6)  
Standard II. (8)  
Standard IV. (1)  
2F3g 5G2g

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Major Requirements, Demonstration of Mastery and Evaluation

Assignments and Assessments

1. **Class Discussion and Experiential Activity**: Students will participate in classroom discussion and engage in experiential activates pertaining to assigned, self-directed readings.
   
   2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.e, 2.F.3.f, 2.F.3.g, 2.F.3.h, 2.F.3.i, 5.C.1.b, 5.C.2.g, 5.G.2.g

2. **Group Presentation**: Students will present the characteristics of an assigned developmental stage, the results of a literature review on a chosen topic related to the particular developmental stage, and an activity/program to address the chosen topic/issue.
   
   2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.e, 2.F.3.f, 2.F.3.g, 2.F.3.h, 2.F.3.i, 5.C.1.b, 5.C.2.g, 5.G.2.g

3. **Topic Study**: Students will complete several topic studies designated by the instructor. Students may study documents, develop programs, do observations, interview people, or search for literature. After gathering the information, students will report their reactions and answers to the task.
   
   2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.e, 2.F.3.f, 2.F.3.g, 2.F.3.h, 2.F.3.i, 5.C.1.b, 5.C.2.g, 5.G.2.g

4. **Examination**: Students will demonstrate understanding of course content through examinations.
   
   2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.e, 2.F.3.f, 2.F.3.g, 2.F.3.h, 2.F.3.i, 5.C.1.b, 5.C.2.g, 5.G.2.g

5. **Developmental Autobiography**: Students will create personal autobiographies to reflect their personal lifespan development. Each student should write a developmental self-assessment using the theories, ideas, discussions and research from class and readings.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
### Evaluation and Grading

<table>
<thead>
<tr>
<th>Activity/Assessment</th>
<th>CACREP</th>
<th>TEA</th>
<th>Weighted Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussion and Experiential Activity</td>
<td>2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.e, 2.F.3.f, 2.F.3.g, 2.F.3.h, 2.F.3.i, 5.C.1.b, 5.C.2.g, 5.G.2.g</td>
<td>Standard II. (8) Standard IV. (1)</td>
<td>10%</td>
</tr>
<tr>
<td>Examination</td>
<td>2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.e, 2.F.3.f, 2.F.3.g, 2.F.3.h, 2.F.3.i, 5.C.1.b, 5.C.2.g, 5.G.2.g</td>
<td>Standard II. (8) Standard IV. (1)</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Methods of Course Instruction

1. Face-to-face and online discussions
2. Group work
3. Readings from textbook
4. Readings from professional journals
5. Writing assignments
6. Examinations  
7. Presentations  
8. Reflective and guided learning  

**COURSE ORGANIZATION & ONLINE TOOLS**

**Course Structure:**  
This course will be delivered partially online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

**Course Policies**

**Attendance Policy**  
Prompt and regular attendance is expected. The student may be asked to drop the class after two absences. More than 3 lapses in punctuality or early dismissal (15 minutes or more) will be equivalent to an absence. More than one absence will result in the lowering of one letter grade. An excused absence(s) is left to the discretion of the instructor.

**Class Participation**  
Students are expected to attend, participate and engage in ALL classes. This includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. **Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade.** It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

**Make-Up Policy**  
The student should, if possible, make arrangements in advance for make-up work. If advance notice is not possible, arrangements can be made with the instructor for make-up work, provided the absence is explained and legitimate, i.e. sickness, death in family, etc. Late submissions without legitimate excuses will not receive full credit; each assignment will drop 5 points for each day it is late.

**Format of Written Assignment**  
**All written assignments must be done according to APA guidelines.** The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. **(Grade will reflect the quality of your writing style.)**
Student Responsibility
The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

Program Policies

Seminar Attendance:
Students must attend one seminar from the Counseling & Guidance Faculty Seminar Series offered in this semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled in. Students must turn in a reflection paper based on their seminar experience.

Semester Reading:
This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list.

As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,

Counseling & Guidance Faculty


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**UTRGV University Policies**

**UTRGV Policy Statements**

*The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi.* Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

**STUDENTS WITH DISABILITIES:** Required on all syllabi. Do not modify.

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:** Required on all syllabi. Do not modify.

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account ([http://my.utrgv.edu](http://my.utrgv.edu)); you will be contacted through email with further instructions. **Online evaluations will be available Nov. 18 – Dec. 9, 2016.** Students who complete their evaluations will have priority access to their grades. **Online evaluations will be available.**
This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Calendar of Activities

Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at [http://my.utrgv.edu](http://my.utrgv.edu) at the bottom of the screen, prior to login. Some important dates for Fall 2016 include:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29</td>
<td>Fall classes begin</td>
</tr>
<tr>
<td>Sept 1</td>
<td>Last day to add or register for Fall classes</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Last day to withdraw (drop all classes) for a 80% refund</td>
</tr>
<tr>
<td>Sept 5</td>
<td>Labor Day Holiday, <strong>no classes</strong></td>
</tr>
<tr>
<td>Sept 14</td>
<td>Census day (last day to drop without it appearing on the transcript)</td>
</tr>
<tr>
<td>Nov 17</td>
<td>Last day to drop (DR grade) a class or withdraw (grade of W)</td>
</tr>
<tr>
<td>Nov 18 - Dec 8</td>
<td>Online course evaluations available</td>
</tr>
<tr>
<td>Nov 24 - Nov 25</td>
<td>Thanksgiving Holiday, <strong>no classes</strong></td>
</tr>
<tr>
<td>Dec 8</td>
<td>Study Day, <strong>no classes</strong></td>
</tr>
<tr>
<td>Dec 9 – Dec 15</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>

*Tentative Course Topics, Calendar of Activities, Assignments, Test Dates*

*To be determined by instructor.*