I. TITLE: Human Development

II. COURSE DESCRIPTION AND PREREQUISITE(S):
A detailed study of the life-span development of the individual in terms of human growth and development, foundations and dynamics of human behavior, and personality, and learning theories and their application.
Prerequisite(s): none

III. COURSE OBJECTIVES:
Upon completion of this course, students will (per 2009 CACREP Standards):
1. Appreciate developmental studies as an academic discipline (Section II, G.1.a.; Section II, G.3.c.; Section II, G.3.e.; Section II, G.3.f.; Section II, G.3.h.).
2. Understand the history of human development and the major theories of human development (Section II, G.3.a.).
3. Develop an understanding of the potential implications of biological and genetic influences on human development as well as on maturation issues such as brain development, individual differences, health and nutritional and environmental (ecological) impact (Section II, G.3.b.).
4. Develop an awareness of how social influences such as family interaction, self-identification, peer interaction, and other cultural influences impact human development (Section II, G.3.a.; Section II, G.3.d.; Section II, G.3.g.).
5. Understand how aging affects sensation, perception, and cognition (Section II, G.3.a.).
6. Comprehend the similarities and differences between various learning theories (Section II, G.3.b.).
7. Apply various learning theories to the role of attention and memory over the life-span (Section II, G.3.a.; Section II, G.3.b.).
8. Understand the theories of sex-role development, sexual behavior over the life span, and biosocial influences of sexual development (Section II, G.3.a.; Section II, G.3.f.).
9. Understand the theories of personality development and related issues such as self-concept, attitudes, beliefs, values and life-style (Section II, G.3.b.).

Diversity Statement
The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:
A. Overview of Life-Span Human Development
   1. History
2. Theories
3. Cultural values
4. Methods of research

B. Biological and Biosocial Influences
   1. Genetics
   2. Maturation
   3. Health and nutrition
   4. Interactive influences

C. Social and Environmental Influences
   1. Early experience
   2. Family influence
   3. Social influence
   4. Cultural influence

D. Behavioral Processes
   1. Sensation and perception
   2. Learning, attention, and memory
   3. Intelligence
   4. Motivation and emotions
   5. Sex differences and behaviors
   6. Personality

V. INSTRUCTIONAL ACTIVITIES:
   This is an online course. As such, you will be responsible for engagement in the course, via readings, discussion boards, and completion of assignments. Case study, assessments, and application approaches will be utilized for understanding the various theoretical approaches.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
   None

VII. TEXT AND RESOURCES:
A. Required Text:

B. References:

Websites:
American Counseling Association (ACA): www.counseling.org
Adult Development and Aging (AADA): www.aadaweb.org
National Career Development Association (NCDA): www.ncda.org
American Mental Health Counselors Association (AMHCA): www.amhca.org
American School Counselor Association (ASCA): www.schoolcounselor.org
Kentucky Counseling Association (KCA): www.kyca.org

Journals:
Journal of Counseling & Development
Measurement and Evaluation in Counseling and Development
Adultspan Journal
The Career Development Quarterly
Journal of Mental Health Counseling
Professional School Counseling Journal

Library Resources:
MSU Library: www.murraystate.edu/MSML
MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 / kfarmer10@murraystate.edu

VIII. EVALUATION AND GRADING PROCEDURES:
A. Course Requirements:
   Developmental Case Study Project 25%
   Personal Developmental Milestones Paper 20%
   Juggling Activity & Reflection 10%
   Exam 1 10%
   Exam 2 10%
   Exam 3 10%
   Final Exam 15%
   Total 100%

B. Grading Scale:
   A = 90 – 100
   B = 80 – 89
   C = 70 – 79
   E = Below 70

NOTE:
It is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective and/or harmful to others, will not receive instructor endorsement to continue in clinical courses.

C. Assignments:
This is a semester-long project that will help you apply the theories of human development in a creative manner. This project will build on itself continuously throughout the course of the semester. As such, you will be responsible for submitting a portion of this assignment on a regular basis. However, you will build this project on the same Microsoft Word Document week after week. (FOR HDL STUDENTS ONLY: This is the common assignment for this class. If you entered the program in summer or fall 2011, post the completed assignment in LiveText. This will be part of your review for the comprehensive exam.)

During the course of the semester, you will create a semi-fictional case study of a person’s development from conception to death. You will build the case study around a person with whom you have had personal, but limited contact (e.g., a fellow student in a previous class, a co-worker, etc.); developing a case study around a person with whom you have intimate contact (e.g., a spouse, friend, sibling, offspring, etc.) is highly discouraged for this assignment. Be sure to change the name of your case study to ensure anonymity. Also, it is recommended that this person presents some observable issue/challenge (see example in next paragraph).

Your initial submission will be a snapshot of your case study taken from your last encounter. Specifically, you will submit any and all information that you can access, observe, or remember about said person (remember this is a creative project; as such, you will not interview the selected individual, just write and submit as much information about this person as you can recall). For instance, the following is a modest example of what an initial submission could look like: “The name of my case study is Dave S. He is a 32-year-old white male. He is married to a Hispanic woman, and they have a two year old son. Dave is currently employed as a banker. He deals with people on a regular basis, but recently he has been arguing with some of the customers. When asked by the bank manager why he has been “short-tempered”, Dave responds that he is dealing with some family issues. Overall, Dave is a pleasant person, but he seems to be letting his familial dealings interfere with his professional life.”

As the course continues, you will be asked to build on the case study (in a creative manner) based on 11 developmental periods (i.e. pregnancy, infancy, toddlerhood, early childhood, middle childhood, early adolescence, early adulthood, middle adulthood, late adulthood, and very old age). With each developmental period you will be responsible for illustrating developmental theories with your case study. In keeping with the example of Dave, I make up the rest of his life, from birth to death. With regards to the developmental period of pregnancy, for instance, I would create and submit a fictional story about Dave: “Dave’s parents were heavy drinkers. In fact, when Dave was conceived, both of his biological parents were intoxicated. Dave’s mother continued drinking and smoking cigarettes during her pregnancy. This abuse subsequently resulted in Dave’s premature birth. Despite being born two weeks early (5 lbs. 7 oz.) he was physiologically healthy and was released from the hospital four days after his birth. Dave was the youngest of three children.” My fictional story about
Dave continues and is submitted upon the due date indicated in the syllabus. Overall, the case study will be analyzed based on the theories of human development gleaned from the readings (please see the rubric for specifics on grading).

By the end of the semester, there will be information from each chapter applied to the case study as a possible explanation for the formation or possible consequences of the presenting issue that was indicated in the first case study submission (e.g., Dave’s outbursts at customers). At the end of the semester, a treatment plan will be developed to address the problem/issue. The treatment plan is to be grounded in the theories and best practices research (please see example of treatment plan for more information), and will based on the information on the information that you submitted to me throughout the course of the semester. Remember to submit all entries in APA (6th ed.) format.

Reflect on three different milestones in your life (i.e. significant events in your life that shape who you are presently), from three different developmental stages (I have provided an outline [not the actual paper] of how I would conceptualize my Developmental Milestones Paper to assist you in conceptualizing your Developmental Milestones Paper). Specifically, I want you to describe and analyze aspects of developmental theories that occurred during your unique developmental milestones. Also, speculate on how these milestones might influence your future development in a particular area.

This is a creative project (5-10 pages) that is written in first person narrative. Although it is not a research-based paper, you will still need to follow APA (6th ed.) guidelines.

3. **Juggling Activity & Reflection (10%)** (CACREP Standards Section II: G.3.b., G.3.e.)
A byproduct of this project is that you will learn how to juggle three balls; or if you already know how to juggle, you will teach another person how (someone who is not taking this course) to juggle three balls. The main intent of this project to do reflect on and describe the application of developmental learning theories to this project. Specifically, I want you to identify how you learned (or how you taught) juggling, based on the theories of learning depicted in our text (i.e. identify and describe the learning theories employed in the task of learning/teaching the act of juggling). Additionally, I want you to describe challenges and obstacles that you experienced in completing this project, and what it means to you that attempted and accomplished this task.

This is a creative project (2-5 pages) that is written in first person narrative. Although it is not a research-based paper, you will still need to follow APA (6th ed.) guidelines.

4. **Exams (3 @ 10% each, and a Final Exam at 15%)** (CACREP Standards Section II:}

You will be given three, noncumulative exams during the course of the semester. The final will be a cumulative exam. All exams will consist of multiple choice and true and false items. All exams will be timed.

ALL ASSIGNMENTS MUST BE TYPED & IN APA FORMAT

Please note: Any assignment not turned in at the designated classroom due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

X. ATTENDANCE POLICY:
This is an online course. As such, your participation and learning will be self-directed. Additionally, this will be an accelerated course. As such, a good rule of thumb is to spend between 15 to 30 quality hours per week on the various activities for this class (Readings – 5 to 10 hours; PowerPoints – 3 to 5 hours; Assignments – 5 to 10 hours).

XI. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the
course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XII. NON-DISCRIMINATION POLICY STATEMENT:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).
**Course Specifics for CNS 635 (Summer 2012)**

**Instructor:** Samir Patel, Ph.D.  
**Telephone:** Office: (270) 809-6123  
**Office:** Alexander Hall, Room 3218  
**E-Mail:** spatel4@murraystate.edu  
**Office Hours:** By Appointment Only  
**Format:** Web Course

### CACREP Counseling Program Specifics for CNS 635

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<th>Clinical Mental Health Counseling Objectives</th>
<th>Assessment</th>
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<td>Foundations A9</td>
<td>Understands the impact of crises, disasters, and other trauma-causing events on people</td>
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<tr>
<td>Counseling, Prevention, and Intervention C1</td>
<td>Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society</td>
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<tr>
<td>Assessment G1</td>
<td>Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnosis and appropriate counseling treatment plans</td>
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### School Counseling Objectives

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# Tentative Topical Outline

**Week 1  5/29/12 – 6/1/12**  
**Developmental Theories, Pregnancy, and Infancy**  
Readings (Kail & Cavanaugh, 2007):  
Chapters 1 [1.1 – 1.3], 2, & 3  
Assignments Due (By June 2 at 11:59 PM):  
*Case Study*: Initial Case Study Submission (i.e. background information); Pregnancy Submission; Infancy Submission

**Week 2  6/2/12 – 6/8/12**  
**Toddlerhood, Early Childhood, and Middle Childhood**  
Readings (Kail & Cavanaugh, 2007):  
Chapters 4, 5, 6 [6.1 – 6.3], & 7 [7.1 – 7.2]  
Assignments Due (By June 8 at 11:59 PM):  
*Case Study*: Toddlerhood Submission; Early Childhood Submission; Middle Childhood Submission

**Exam 1**

**Week 3  6/9/12 – 6/15/12**  
**Early & Late Adolescence**  
Readings (Kail & Cavanaugh, 2007):  
Chapters 8 & 9  
Assignments Due (By June 15 at 11:59 PM):  
*Case Study*: Early Adolescence Submission; Late Adolescence Submission  
*Developmental Milestone Paper*

**Exam 2**

**Week 4  6/16/12 – 6/22/12**  
**Early & Late Adulthood**  
Readings (Kail & Cavanaugh, 2007):  
Chapters 10, 11 [11.1 – 11.3], 12, 13, 14  
Assignments Due (By June 12 at 11:59 PM):  
*Case Study*: Early Adulthood Submission  
*Juggling Activity & Reflection Paper*

**Exam 3**

**Week 5  6/23/12 – 6/29/12**  
**Very Old Age**  
Readings (Kail & Cavanaugh, 2007):  
Chapters 15 & 16 [16.1 – 16.3]  
Assignments Due (By June 29 at 11:59 PM):  
*Case Study*: Late Adulthood Submission; Treatment Plan & Self-Reflection  
*Final Exam*