

**Course: EC 302: Human Growth and Development**

**Instructor: Dr. Teresa Banks**

**Contact: 662-254-3698**

**Email: Teresa.banks@mvsu.edu**

**Course time: TR- 1:215p**

**Office Hours: Virtually: mvsu.mywcoline.com Wed. 9-11:30a or**

**by appointment Monday 9-11:30a, Tuesday 9-11:30a and Thursday 9-11:30a**

**Course Text:** Life Span: Human Growth and Development( 2020). *Sigelman & Rider*. 10th Ed. Cengage Publication

**Additional Resources:**

NAEYC Standards: <https://www.naeyc.org/accreditation/higher-ed/standards/summary>

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards: https://www.cacrep.org/for-programs/2016-cacrep-standards/

**Course Description**

This course explores individuals throughout the lifespan in the areas of cognitive, personality, physical, and social development specifically through the examination of various theories. Understanding development crises, specific interventions, and optimal wellness are key content areas within this course. Additionally, this course provides a framework for understanding the impact of various situational, environmental, and sociocultural factors on individuals and their families and communities.

**Method of Instruction:**

This 15 week course is delivered in a hybrid format, with Canvas® as the primary assessment collection method. Students complete in-class and on-line meetings to discuss and share assignments during the duration of the course.

**COVID STATEMENT**



**Consistent with CDC Public Health Guidance, MSDH directs that masks be worn universally indoors for all students, faculty, staff, and visitors, regardless of vaccination status. Due to the prevalence of the highly transmissible Delta Variant, masks must be worn in all indoor facilities to mitigate the risk of infection at this time. Consistent and correct mask use regardless of vaccination status is vital to help prevent the spread of COVID-19.**

**MSDH recommends individuals who test positive for COVID-19 be excluded from the college setting and remain in Isolation for a full 10 days from the onset of symptoms and are fever free for 24 hours (or excluded for 10 days from the date of the test if asymptomatic). Please note; should you test positive for COVID and is unable to attend class, please provide your letter of notification received from your health care provider or pharmacy lab. For additional guidelines provided to the MVSU faculty, staff and students please visit:** <https://msdh.ms.gov/msdhsite/_static/resources/10472.pdf>

**Course Objectives:**

Students will demonstrate an understanding of:

1. Theories of individual development and transitions across the life-span (including cognitive, emotional, social, physical, and moral)

2. Theories of learning and personality development

3. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior

 4. Strategies for facilitating optimum development over the life-span

5. Ethical and legal considerations related to human growth and development.

**Student Learning Outcomes:**

 By the end of the course, students will be able to:

1. Describe development through the lifespan in prospective to social, psychological, and biological factors.

2. Identify the stages of development through the lifespan and the role of nature and nurture

3. Apply concepts and theories of lifespan development to real life situations

4. Compare how the relationship between class, ethnic group and cultural affects development.

5. Evaluate research methods used in studying development through the lifespan

**Student Learning Objectives aligned with CACREP and NAEYC Standards and assignments**

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| **Standards** | **Assignments aligned with Key Performance Indications (KPIs) Direct (D), Indirect (I), Evidence & Assignment (A)** |
| Understand theories of individual and family development across the lifespan (2.F-3-a)NAEYC 1. PROMOTING CHILD DEVELOPMENT AND LEARNING* 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
* 1b: Knowing and understanding the multiple influences on early development and learning.
 | Completed course readings; active in-class participation; small and large group experiences; integration of theory in all reflection papers, presentations and wellness assignment; summation and integration of theory in final paper. D: Course readings, active participation, homework, case studies, and narrative assessments. I: Course Evaluations A: Developmental Reflection Paper/ Journals |
| Have the ability to apply theories of learning, theories of normal and abnormal personality development, and understand bio-psychosocial factors that affect overall development and functioning across the lifespan (2.F-3-b, c, e)NAEYC 1. PROMOTING CHILD DEVELOPMENT AND LEARNING* 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
* 1b: Knowing and understanding the multiple influences on early development and learning.
 | Completed course readings; active in-class participation; small and large group experiences; integration of theory in all reflection papers, presentations and wellness assignment; summation and integration of theory in final paper. D: Course readings, active participation, homework, case studies, and narrative assessments. I: Course Evaluations A: Research Project/Group Presentation/ Journals |
| Recognize systemic and environmental factors that affect human development, functioning, and behavior (2.F.3.f.)NAEYC 1. PROMOTING CHILD DEVELOPMENT AND LEARNING* 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
* 1b: Knowing and understanding the multiple influences on early development and learning.
 | Completed course readings; active in-class participation; small and large group experiences; integration of theory in all reflection papers, presentations and wellness assignment; summation and integration of theory in final paper. D: Course readings, active participation, homework, case studies, and narrative assessments. I: Course Evaluations A: Research Project/Group Presentation/ Journals |
| Understand effects of crisis, disasters, and trauma on diverse individuals across the lifespan (2.F-3-g)NAEYC 1. PROMOTING CHILD DEVELOPMENT AND LEARNING* 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
* 1b: Knowing and understanding the multiple influences on early development and learning.
 | Completed course readings; active in-class participation; small and large group experiences; integration of theory in all reflection papers, presentations and wellness assignment; summation and integration of theory in final paper. D: Course readings, active participation, homework, case studies, and narrative assessments. I: Course Evaluations A: Research Project/Group Presentation & Developmental |
| Have a general framework for understanding differing abilities and strategies for differentiated interventions (2.F-3-h)NAEYC 1. PROMOTING CHILD DEVELOPMENT AND LEARNING* 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
* 1b: Knowing and understanding the multiple influences on early development and learning.
 | Completed course readings; active in-class participation; small and large group experiences; integration of theory in all reflection papers, presentations and wellness assignment; summation and integration of theory in final paper. D: Course readings, active participation, homework, case studies, and narrative assessments. I: Course Evaluations A: Research Project/Group Presentation/ Journals |
| Review ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F-3-i)NAEYC 1. PROMOTING CHILD DEVELOPMENT AND LEARNING* 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
* 1b: Knowing and understanding the multiple influences on early development and learning.
 | Completed course readings; active in-class participation; small and large group experiences; integration of theory in all reflection papers, presentations and wellness assignment; summation and integration of theory in final paper. D: Course readings, active participation, homework, case studies, and narrative assessments. I: Course Evaluations A: Wellness Journal, Developmental Final Paper, & Research Project/Group Presentation |

**Academic Integrity:**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is Not limited to the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Cheating on examinations, plagiarism, and improper acknowledgement of sources in essay and the use of a single essay or paper in more than one course without permission are considered 3 very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

**Classroom Conduct:**

Students are expected to fully participate in all classroom activities, and come to class prepared to discuss assigned material. Class will begin promptly, and all students are expected to be ready to begin. All cell phones should be silenced for the duration of the class. Place your phone on silent or vibrate when you walk through the door to prevent any disruptions during class. Class discussions need to be conducted in a manner that is respectful and considerate of everyone in the class. While opinions may be strong or discussions heated, it is essential that all students are given an opportunity to participate in a comfortable environment. Discussion, Inquiry, and expression are encouraged in the classroom. Classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of students to benefit from the instruction is not acceptable.

**Written Assignments:**

All written assignments need to be typed and prepared in APA format. Minimally this includes the following: double-spaced, 12 point Times New Roman font, and the first word indented in each paragraph with 1 inch margins. Please put page numbers on the top right hand corner of each page. All assignments must include the following elements in the heading: name, class number, title of assignment, and date.

**Late Assignments:**

All assignments are due on the date posted and will be promptly returned with appropriate feedback. All assignments are due at the beginning of the class period in which they are assigned.

**Accommodations for students with special needs:**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located in the Social Science Building Office 105 to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mrs. Kathy Brownlow, via phone or email at 662-254-3443 or **kbrownlow@mvsu.edu****.**

**Attendance/Participation:**

This class will be taught in a highly interactive manner and therefore your attendance at every class session is extremely important. It is necessary that you attend all classes, are on time, and do not leave class early. Attendance will be taken and it is your responsibility to sign the attendance for each class. If something unexpected occurs and you are unable to come to class, it is your responsibility to contact me as soon as possible through email to explain. If you miss class it is your responsibility to find out what was missed or to get copies from a classmate. It is also extremely important that you conduct yourself in a professional manner at all times. You will be graded on this aspect of your performance. Class participation/cooperation includes attendance, appropriate attitudes, professionalism, responsiveness and involvement. Assessment of your level of professional conduct will be at the discretion of the instructor. Points may be deducted from your professionalism grade as deemed appropriate by the instructor.

**Technology Use:**

**THE USE OF TECHNOLOGY IS PROHIBITED DURING CLASS TIMES UNLESS ASKED BY THE INSTRUCTOR TO DO SO. FIVE (5) POINTS FOR THE ASSIGNMENT DUE WILL BE DEDUCTED FOR USE OF TECHNOLOGY DURING CLASSTIME.**

**Individual Assignments and /or Projects**

**Wellness Assignment: Points: 100 DUE DATE: Sept. 28(CANVAS) & Sept. 30 – Presentation In-class**

You will write a wellness plan and keep a weekly journal to monitor your wellness and self-care for the rest of the quarter. Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. The 2014 American Counseling Association Code of Ethics, in Section C.2.g, states in part, “Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired.” Maintaining a holistic lifestyle when working through life struggles for both yourself and your clientele is not only a reminder of the difficulty associated with personal change, but illustrates the importance of wellness when promoting the same for others. Understanding your own personal developmental milestones and lifespan development is imperative to your success as a clinician. Take detailed notes after lectures and dyad/discussions in order to write a weekly journal reflection that is based on your own personal wellness. Your musings will be written up (1-2 pages) and presented to the class in varying forms on a weekly basis.

This assignment has three parts:

a. Wellness Plan: Write a 2-page wellness plan to reflect on your wellness and your self-care plan for this quarter **(30 points)**

b. Wellness Activity: You will bring one wellness activity (10-15 minutes) to the class to help your peers learn about self-care and wellness. **(30 points)**

c. Entry: You will write a 1-2 pages wellness journal every week. The purpose of the journal is to help you monitor your progress of self-care and to incorporate what you have learned from the class (reading materials, class discussion, activities).Also be prepared to share your progress in the group’s check-in. **(40 points)**

**Developmental Reflection Paper POINTS: 100 DUE DATE: November 2**

You will write a 8-10 pages reflection paper (APA format, including title page and references). Utilize your learning from this class (readings, class activities, discussion) from week 1 to week 8 to write this paper. The purpose of this paper is for the candidate to demonstrate the ability to apply a working knowledge of the theories, terminology, and concepts of human growth and development. The candidate will discuss his/her own development over his/her lifetime and how it relates to the developmental concepts discussed throughout this course. The candidate will analyze his/her life as it relates to the key aspects of human growth and development.

1. Choose a period of your own lifespan development (i.e. early childhood, middle childhood, adolescence, etc.) and address significant issues and life events that occurred within biopsychosocial and development.
2. Utilizing one or a blend of developmental theories (Piaget/Vygotsky/Erikson etc.) presented in your reading (or not mentioned), the paper will present theoretical context specifically related to this period of personal development. Depending on the candidate's life and influences, there may be more attention placed during one period of time. The candidate is encouraged to glean information from his/her mother about her pregnancy to see if there were any notable issues during that time. The candidate is also to include his/her spiritual development with applicable research.
3. Also, culture is a broad concept. Identify ONE idea, belief, OR value that you learned as an individual that came from:

• the culture of your family

• one that came from the culture of your community or neighborhood

• one that came from your broader cultural or ethnic background

• one that came from your religious culture

**Quizzes and Exams**

You will have several quizzes throughout the semester which will be available in Canvas with each at having points up to 50. Mid-term and Final exam will have a weight of 100 points each.

***DISCLAIMER: The instructor reserves the right to adjust the assignments and/or syllabi when needed.***

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| **Dates** | **Class Discussions and Readings** | **Assignment due** |
| Week oneAugust 17 &19 | Overview of Course, Assignments and expectations- Mind Tap | None. Read Chapter one |
| Week TwoAugust 24 & 26 | Chapter 1: Understanding Life Span- Human Development Discussion | Mind-Tap purchase for courseRead Chapter twoChapter 2- Mind Tap |
| Week ThreeAugust 31 7 Sept 2 | Chapter 2: Genes, Environment & DevelopmentVideo- the developing child(2001) in-class | Read Chapter 3Chapter 3 mind Tap |
| Week FourSept. 7 & 9 | Chapters 1 & 2 | Complete quiz in canvas |
| Week FiveSept. 14 & 16 | Chapter 3Discussion and activity | Read chapter 4Mind-Tap |
| Week SixSept. 21 & 23 | Chapter 4 discussion and activity | Complete wellness plan and activityMind-Tap |
| Week SevenSept. 28 & 30 | Wellness plan activity presentation | Wellness plan |
| Week EightOct 5 & 7  | Mid- Term Examination | Complete exam in canvas |
| Week NineOct. 12 & 14 | Chapters 5 & 6Discussion and in-class activity | Mind-TapRead Chapters 7& 8 |
|  Week TenOct. 19 & 21 | Chapter 7 & 8 | Mind-Tap AssignmentRead chapters 10 & 11 |
| Week ElevenOct. 26 & 28 | Chapter 10 & 11 | Mind-Tap AssignmentStudy for quiz |
| Week TwelveNov. 2 & 4 | Quiz; Chapters 5,6,7 & 8  | Developmental Reflection paper due in CanvasRead Chapters 14 & 16 |
| Week ThirteenNov 9 & 11 | Chapters 14 & 16Discussion of reflection paper and in-class activity | Mid-Tap assignment |
| Week fourteenNov 16 | Final Examination |  |

**Reference and/or additional resources**

1. Centers for Disease Control and Prevention. (2012). Developmental Milestones. Available from <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>
2. Centers for Disease Control and Prevention. (2012). Fetal Alcohol Spectrum Disorders. Available from: http://www.cdc.gov/ncbddd/fasd/index.html Espinoza, L.M. (2008).
3. Challenging Common Myths about Young English Language Learners. Foundation for Child Development Policy Brief 8. Available from: http://fcd-us.org/sites/ default/files/MythsOfTeachingELLsEspinosa.pdf IRIS Center. (n.d.). Star Legacy Modules.
4. Teaching English Language Learners: Effective Instructional Practices. Available from http://iris.peabody.vanderbilt.edu/ell/ chalcycle.htm Maschinot, B. (2008).
5. The changing face of the United States: The influence of culture on early childhood development. Washington, DC: ZERO TO THREE. Available from http:// main.zerotothree.org/site/DocServer/Culture\_book.pdf?docID=6921 Rous, B., Hallam, R., Turnbull, A., Buysse, V., & Winton, P., (2010).
6. CONNECT Module 2: Transition. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at http:// community.fpg.unc.edu/connect-modules/learners/module-2
7. Sexuality Information and Education Council of the United States (SIECUS) Public Policy Office. (2007). On Our Side: Public Support for Comprehensive Sexuality Education. Available from <http://www.siecus.org/_data/global/images/public_support.pdf>