University Mission Statement
Lubbock Christian University is a Christ-centered, academic community of learners, transforming the hearts, minds, and hands of students for lives of purpose and service.

Course Syllabus

COU 5310 Individual and Family Lifespan Human Development
Spring 2018
Online

Instructor Information
Elizabeth Hennington, Ed.D.
Office Location: Behavioral Sciences Building, Room 111-B
Office Hours: By appointment
Phone: 806-720-7848
Email: Beth.Hennington@lcu.edu

Course Description
Examine the stages of individual development as they occur in the context of the family life cycle. Consideration will be given to how various tasks, transitions, and events impact individuals and families at different stages of life. Students will integrate a linear individual perspective to human development with a systemic family perspective.

Learning Outcomes

Upon completion of this course, students will demonstrate appropriate competency related to the following areas of the counseling profession based on an understanding of the following 2016 CACREP standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Core Category</th>
<th>Standard</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.3.a.</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>theories of individual and family development across the lifespan</td>
<td>Lecture, videos, course readings; Discussion board; exams, Developmental Theory paper and Life Satisfaction paper</td>
</tr>
<tr>
<td>2.F.3.b.</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>theories of learning</td>
<td>Lecture, videos, course readings; Discussion board; exams, Developmental Theory paper and Life Satisfaction paper</td>
</tr>
<tr>
<td>2.F.3.c.</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>theories of normal and abnormal personality development</td>
<td>Lecture, videos, course readings; Discussion board; exams, Developmental Theory paper and case studies</td>
</tr>
<tr>
<td>2.F.3.d.</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>theories and etiology of addictions and addictive behaviors</td>
<td>Lecture, videos, course readings; Discussion board;</td>
</tr>
<tr>
<td>2.F.3.e.</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>biological, neurological, and physiological factors that affect human development, functioning, and behavior</td>
<td>Lecture, videos, course readings; Discussion board; exams, case studies and Life Satisfaction paper</td>
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</tr>
<tr>
<td>2.F.3.f.</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>systemic and environmental factors that affect human development, functioning, and behavior</td>
<td>Lecture, videos, course readings; Discussion board; exams, case studies and Life Satisfaction paper</td>
</tr>
<tr>
<td>2.F.3.g.</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>effects of crisis, disasters, and trauma on diverse individuals across the lifespan</td>
<td>Lecture, videos, course readings; Discussion board; exams, case studies and Life Satisfaction paper</td>
</tr>
<tr>
<td>2.F.3.h.</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>a general framework for understanding differing abilities and strategies for differentiated interventions</td>
<td>Lecture, videos, course readings; Discussion board; exams, and case studies</td>
</tr>
<tr>
<td>2.F.3.i.</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</td>
<td>Lecture, videos, course readings; Discussion board; exams, and case studies</td>
</tr>
</tbody>
</table>

**Please note:** All concepts in this following course are taught from a multi-cultural perspective emphasizing an understanding of diverse cultural experiences and how those can affect behavior, diagnosis and outcomes within the counseling profession.

**Teaching Methodology**
This course utilizes, but is not limited to, the following instructional methods: Lecture, online readings, exams, media, case conceptualizations, group work, discussion, theory paper, research related to evidence-based treatment, and a Life Satisfaction paper.

**Required Text and/or Materials**

**Recommended Resources**


*All course textbooks can be purchased online through our Virtual Bookstore located at http://chaplink.LCU.edu. Book buy back will occur for two days on campus at the end of each semester. An extended buy back time is available online also. For further questions, please call the...*
Other Resources and/or Suggested Readings


**Course Policies**

**Class Attendance and Participation**

Regular class attendance/online engagement is expected of each graduate student and is a professional responsibility. The classroom experience is considered an integral part of the institution’s educational program and experience. You are encouraged to access online courses 3 to 5 times per week. By doing so you will be able to actively participate in the Discussion Forums, complete your assignments and access announcements in a timely manner. On-campus students may be dropped from classes, at the discretion of the professor, due to excessive absences (i.e., three absences in courses meeting once per week and absences for athletic or school-related participation exceeding 25% of the class meetings and/or laboratory sessions). All absences are included. For elaboration of the absence policy, see the current catalog.

**Class Materials**

All materials provided in class or recordings of lectures are copyright protected by Lubbock Christian University and the professor. Your use of these materials beyond preparation for this course (i.e., publishing to a website, distribution to others, etc.) may constitute copyright infringement.

**Late Assignments**

All assignments are due on the dates indicated online within the course, except in the case of significant illness (doctor’s note required) or major family emergency. For late assignments, 5 points each day will be deducted with a limit of 3 days allowed. You need to notify the instructor as soon as possible about the emergency, so that I can arrange a mutually agreed upon time for completion of the assignment.

**Incompletes**

PR--In Progress, is given at the discretion of the instructor, if requested by the student. It is the responsibility of the student to see that a PR is removed. A PR cannot be permanently left on the transcript. Students have one semester to remove the PR grade, but with instructor and academic dean permission, the period may extend one additional semester. When a PR is not removed, or extended at the end of one semester, the registrar must change the grade to F.

**Tracking Grades**

Students are responsible for tracking their academic progress in this class throughout the semester. Therefore, students with questions about grades are encouraged to contact the instructor. Final grades will be posted on LCU Self-Serve at the conclusion of the semester.

**Department of Psychology and Counseling Writing Expectations**

Student in graduate courses should demonstrate graduate-level writing skills. Students are expected to write complete sentences, use appropriate grammar, and spell words correctly. If you have difficulty in this area the Lubbock Christian University Writing Center is available to you at http://lib.lcu.edu/UWC. The department also has an online writing coach. Graduate students in the Department of Psychology and Counseling may access the Online Writing Center (OWC) via their Moodle home page (http://moodle.lcu.edu). These are great resources for you to use as needed.

Students who do not demonstrate graduate level writing skills may:

1. Have their ungraded paper returned to rewrite and/or
2. Receive feedback which must be followed for improvement or
3. Receive an inadequate grade which may result in failure of the course.
Plagiarism is unacceptable and will result in failure in the course and possible dismissal from the program.

**Academic Integrity**

LCU Department of Psychology and Counseling follows the University policy for academic integrity including plagiarism. The Code of Academic Integrity can be found here at https://lcu.edu/resources/student-handbook/code-of-academic-integrity/.

**Standards of Student Conduct**

With the goal to create a community that is Christ-centered, the university has established expectations for student behavior. As a member of the LCU community, each student has the responsibility to become familiar with the expectations that reflect the high standards of the university’s mission. These values include, but are not limited to:

1. Respect for one’s self and others within the campus and in the community.
2. Respect for the legacy, mission, and community Lubbock Christian University strives to maintain.
3. Respect for all the laws set forth by the government at local, state, and federal levels.
4. Respect of policy, procedure, discipline, and authority implemented by the institution to effectively manage all university activity.
5. Respect for the diversity (personality, race, religion, etc.) of students, faculty and staff who inhabit the LCU community.
6. Willingness to embrace the need to hold others in the LCU community accountable to the Christian standards that reflect the university’s mission.
7. Ability to communicate effectively and appropriately with instructors, staff, clients, supervisors, and fellow classmates—both in person and by email. We believe it is imperative that a student graduating into the mental health profession know to communicate thoughtfully, appropriately, and with care.

All policies regarding student conduct are available in the University Student Handbook (https://lcu.edu/resources/student-handbook). These policies apply to all graduate students on or off campus, regardless of whether school is in session.

**Library Resources**

Library services for distance students are borrowing privileges, research and reference assistance, library instruction and interlibrary loan mediation.

Information about services for distance students, access into academic databases and other library resources is available through the Lubbock Christian Library Website at http://lib.lcu.edu/home.

You can access research how to’s and support at the LCU library at http://lib.lcu.edu/c.php?g=659240&p=4628344

For further information on any aspect of library resources and access please call or write the Lubbock Christian Library at 806.720.7326 or library@lcu.edu.

**Services for Students with Disabilities**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Also, please contact the Disabilities Coordinator in the Office for Disability Services at 806.720.7156 in room 117 CAA to coordinate reasonable accommodations. Be advised accommodations will not be made prior to documentation with the Office of Disability Services.

All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of a course or degree program. You may find more information on Disability Services here at https://lcu.edu/resources/disability-services/.

**Concerning Violence, Harassment or Stalking**
Unlawful discrimination and harassment (and any related retaliation) is prohibited and will result in disciplinary action, up to and including dismissal or separation from the University. LCU affirms its commitment to protecting the right of each person to raise concerns about alleged discrimination free of fear of retaliation. The university will take prompt, decisive action to: investigate allegations of violence, harassment, and stalking; initiate the disciplinary process if appropriate; issue appropriate sanctions against any student found responsible for acts of violence whether the behavior occurred on campus or off campus; take steps designed to prevent recurrence; and protect against retaliation.

Students are encouraged to report any incidents related to this policy and pursue the matter through the state's civil and/or criminal systems as well as through the university. A student who in good faith reports being the victim of, or a witness to an incident of sexual harassment, sexual assault, dating violence, or stalking may not be subject to disciplinary action for violation(s) of the Code of Community Standards occurring at or near the time of the incident.

Pursuant to Title IX

Reports of sexual misconduct may be made to the Title IX Coordinator, Yvonne Harwood at 806.720.7497, yvonne.harwood@lcu.edu. For more information on what and who to report this information to see our webpage at https://lcu.edu/resources/title-ix/.

To schedule an appointment with the LCU Counseling Center, call 806.720.7158. If you prefer, you may also request an appointment via e-mail, sent directly to counseling@lcu.edu. The Center is located on the 2nd floor of the SUB, Room 202.

Assessment and Grading
The online course is divided into 8 weeks. For the online course, please follow the schedule as demonstrated on your current syllabus and Moodle course schedule. The on-campus course is divided into 16 weeks.

I. Discussions (10% of grade). This course is designed to be a collaborative learning experience using Discussion Forums. Your participation is vital to the learning taking place and represents in class discussion you may have. **Yellowdig Discussion Forum (DQ x 8):**

This course is designed to be a collaborative learning experience using the Yellowdig app. As future administrators, I think you can learn a lot from each other’s experiences and use that information to make you better at what you do. Each week, three students (we will sign up for weeks) will post something they feel is pertinent to the class. These posts must be relevant to counselors and relevant to understanding the development of human behavior in a deep way. I’ll put some various topics for us to understand further to choose from and you go digging away on the World Wide Web.

- **Examples of things to share:**
  - Peer-reviewed research: Maybe a PDF of an interesting article (within last 5 years) on the topic
  - Litigation that recently occurred on a related topic
  - Video on the topic of the week
  - Breaking news on the topic
  - A well-known author or website that gives more in-depth information on the topic
  - Pictures with descriptions related to the topic
  - The entire class is expected to respond to their peers (the 3 posts) in a relevant way for each week

- **More substantive posts and comments will receive an instructor badge which can boost your score 20 points for the week. This icon looks like a little badge/ribbon and will be highlighted in yellow when it is received.**

- **Less substantive posts may receive a reduction in possible points (indicated by the circle with a slash through the center). This icon will be highlighted red if you received a deduction.**
II. Developmental Theories: (10% of grade). In addition to yourself, choose two individuals that you know personally in diverse stages of life (infancy, early childhood, middle childhood, adolescence, young adulthood, middle adulthood and late adulthood). Apply the following theories of human development to each of the individuals (a total of three). Your paper should have a short introduction to human development theory then three bolded headings for each stage of life represented. An explanation answering each of the following questions should follow each of the bolded heading for each person:

A. Which psychosexual stage would Freud say they were in? Give a rationale.
B. Which psychosocial stage would Erikson say they were in? Give a rationale.
C. Which cognitive stage would Piaget say they were in? Give a rationale.
D. Which bioecological system would Bronfrenbrenner say they were most involved in? Why?
E. How would Watson, Skinner, or Bandura (choose a different for each person for example: Watson for the first individual, Skinner for the second, and Bandura for the third) explain the behaviorist theory in relation to the person you are evaluating?

Please use APA format in this paper. Your final report should be 3-4 pages excluding the cover page and references.

III. Case Studies (20% of grade). This course is designed to provide you with ample opportunity to develop case studies using a counselor’s point of view for each stage of lifespan development. You will be submitting a paper and discussing the information with your classmates. The paper will be 50% of your case study grade, while the discussion will be the other 50%.

- Your paper should be formatted in APA format
- Your case studies should be 2-3 pages (not including the title and reference page).
- You will need:
  - An introduction to the case
  - Issues to address
  - Possible solutions/treatments/resources for the client
  - Do NOT be subjective in your report. Be factual and do NOT use personal opinions, DO use professional opinions and a professional tone in your report.
  - You will need to use research (peer-reviewed, from the LCU library) in addition to your textbook to make appropriate recommendations.

Note regarding case studies: As a professional in the field of counseling you must understand a variety of perspectives to collaborate more effectively with other professionals for your future success. We will be discussing the case studies together. I expect professional and a polite tone in your discussion. If you disagree with another student, use research to demonstrate your perspective.

IV. Exams (40% of grade). You will be given 4 multiple choice exams based on the course reading. You may use your book during the exam to assist you. You will need to read through the chapters before attempting the exam. You may find it easier to mark or tab important topics as you read.

V. Life Satisfaction Paper (20% of grade). Develop a reflection of your own experience in adulthood generalizing the information learned in early to middle adulthood. This assignment can be completed through a written research paper or visual story (for the technologically creative). A visual story would include pictures, video interviews from yourself and/or your family and audio explaining theory that would give us insight into the areas defined below. The assignment is designed to demonstrate your understanding of the information and insight into your own life.

Some apps that might be used to create a visual story are:

- iMovie
After reading Chapter 14, take the Assessing Your Life Balance assessment found in the PDF given. In this wellness wheel assessment, you need to consider physical, cognitive and social-emotional developmental issues that may impact you as a professional counselor and/or human services professional. Consider the strengths and challenges that you bring to the profession based on your own unique history and current balance results. Make sure to use professional vocabulary and theory from your textbook showing mastery of each area. Be specific in each area designated below and how it’s related to you and the counseling profession.

1. Physical (Chapter 14): (1-2 written page or a group of pictures/interviews that demonstrate your current physical strengths and weaknesses with audio explaining the information)

2. Intellectual/Cognitive (Chapter 13): (1-2 written pages or a group of pictures/interviews that demonstrate your current cognitive strengths and weaknesses with audio explaining the information) Include Perry’s theory of intellectual and ethical development. Discuss your Family Life Cycle Stage.

3. Emotional (Chapter 12): (1-2 written pages or a group of pictures/interviews that demonstrate your emotional growth with audio explaining the information) Discuss Erikson’s theory, Loevinger and Gould. Discuss any of the Horsemen of the Apocalypse you have encountered.

4. Social (Chapter 13): (1-2 written pages or a group of pictures/interviews that demonstrate your social strengths and weaknesses specific to your background with audio explaining the information) Discuss your social development using Bartholomew’s Typology of attachment, Holland’s personality types, the Big 5 and Sternberg’s stages of love.

5. Spiritual (Chapter 14): (1-2 written pages or a group of pictures/interviews that demonstrate your spiritual growth with audio explaining the information). Discuss your development as a Christian professional in the field of counseling and/or human services. Has your outlook on working with various populations changed? Has your idea of how to approach people (according to your spiritual stage) changed based on your understanding of lifespan development (physical, cognitive, social/emotional)? Use Fowler's stages of faith to help explain your development.

Use theories and professional vocabulary to show your mastery of the information. Your paper should be a minimum of 7 pages in APA style (not including the title page or references).

Grading Criteria

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>200</td>
<td>10%</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
<td>40%</td>
</tr>
<tr>
<td>Developmental Theories</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Case Studies</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Life Satisfaction Paper</td>
<td>300</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Developmental Theory Paper Rubric

<table>
<thead>
<tr>
<th>Theorist/Item</th>
<th>Excellent Description</th>
<th>Fair Description</th>
<th>Poor Description</th>
<th>No submission. 0points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freud</strong></td>
<td>Clearly applies theory to three individuals and gives three clear, individual examples of how theory fits person's situation. <strong>10points</strong></td>
<td>Applies theory to three individuals and gives two individual examples of how theory fits person's situation. <strong>8points</strong></td>
<td>Applies theory to three individuals and but gives limited or no information on the rationale. <strong>6points</strong></td>
<td>No submission. 0points</td>
</tr>
<tr>
<td><strong>Erikson</strong></td>
<td>Clearly applies theory to three individuals and gives three clear, individual examples of how theory fits person's situation. <strong>10points</strong></td>
<td>Applies theory to three individuals and gives two individual examples of how theory fits person's situation. <strong>8points</strong></td>
<td>Applies theory to three individuals and but gives limited or no information on the rationale. <strong>6points</strong></td>
<td>No submission. 0points</td>
</tr>
<tr>
<td><strong>Piaget</strong></td>
<td>Clearly applies theory to three individuals and gives three clear, individual examples of how theory fits person's situation. <strong>10points</strong></td>
<td>Applies theory to three individuals and gives two individual examples of how theory fits person's situation. <strong>8points</strong></td>
<td>Applies theory to three individuals and but gives limited or no information on the rationale. <strong>6points</strong></td>
<td>No submission. 0points</td>
</tr>
<tr>
<td><strong>Bronfenbrenner</strong></td>
<td>Clearly applies theory to three individuals and gives three clear, individual examples of how theory fits person's situation. <strong>10points</strong></td>
<td>Applies theory to three individuals and gives two individual examples of how theory fits person's situation. <strong>8points</strong></td>
<td>Applies theory to three individuals and but gives limited or no information on the rationale. <strong>6points</strong></td>
<td>No submission. 0points</td>
</tr>
<tr>
<td><strong>Watson, Skinner, or Bandura</strong></td>
<td>Clearly applies theory to three individuals and gives three clear, individual examples of how theory fits person's situation. <strong>10points</strong></td>
<td>Applies theory to three individuals and gives two individual examples of how theory fits person's situation. <strong>8points</strong></td>
<td>Applies theory to three individuals and but gives limited or no information on the rationale. <strong>6points</strong></td>
<td>No submission. 0points</td>
</tr>
<tr>
<td><strong>Writing, Mechanics and APA</strong></td>
<td>No mistakes in APA. Well</td>
<td>1-3 errors in APA style and/or 1-3</td>
<td>4+ errors in APA style and/or 4+</td>
<td>No submission. 0points</td>
</tr>
</tbody>
</table>

### Grading Scale
- **A** 90-100%
- **B** 80-89%
- **C** 70-79%
- **F** 69% and lower
<table>
<thead>
<tr>
<th>Case Study Rubric</th>
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<tbody>
<tr>
<td><strong>Total Possible = 100</strong></td>
</tr>
<tr>
<td><strong>Excellent (91-100 pts.)</strong></td>
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<tr>
<td><strong>Introduction 25 pts.</strong></td>
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<tr>
<td><strong>Discussion Questions 25 pts</strong></td>
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<tr>
<td><strong>Recommendation s/Intervention 25 pts</strong></td>
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<tr>
<td><strong>Conclusion 10 pts.</strong></td>
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<tr>
<td><strong>Spelling, Grammar and Format 15 pts.</strong></td>
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</table>
Life Satisfaction Paper Rubric

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction (20 pts)</strong></td>
<td>The introduction is engaging and establishes purpose of reflection on adulthood maintaining a clear focus throughout.</td>
<td>The introduction states the main topic establishes purpose of reflections on adulthood and maintains focus for most of the project.</td>
<td>There is no clear introduction to the topic and the purpose is difficult to understand.</td>
</tr>
<tr>
<td><strong>The Body (60 pts.)</strong></td>
<td>The body/script is well written and contains all of the required elements, including a meaningful purpose, clear focus and logical conclusion. Each section is clearly conveyed including Personality and jobs, Spiritual Discovery and Stress, coping and life satisfaction using Chapters 12, 13 and 14.</td>
<td>The script is well written and contains all of the required elements, including a meaningful purpose, clear focus and logical conclusion. The three sections are understood and examples and vocabulary from chapters 12-14 to convey the message.</td>
<td>The concept is poorly conveyed and lacks a meaningful purpose, clear focus and logical conclusion. Little is explained using the textbook information. Little to no life examples are given to explain the concepts learned.</td>
</tr>
<tr>
<td><strong>Audio/Images/Writing (20 pts.)</strong></td>
<td>The project contains excellent high-quality audio narration that is clearly heard and images that enhance the project. The writing is clearly understood and gives good visual pictures of the topic.</td>
<td>The project contains good-quality audio narration clearly heard and images that which complement the project. Tone of writing conveys the purpose and most is clearly understood.</td>
<td>The project contains poor-quality audio, little to no images, and or tone of writing doesn’t convey purposes. If images are present, few are connected to purpose of the project.</td>
</tr>
<tr>
<td><strong>Content (30 pts.)</strong></td>
<td>The content used demonstrates an understanding and generalization of the concepts; includes theory and 10+ appropriate vocab words related to development. Mastery of the chapters is evident.</td>
<td>The content used demonstrates a good understanding of the concepts, includes theory and 7-9 appropriate vocab words related to development. Mastery of the chapters is apparent.</td>
<td>The content used demonstrates a poor connection to the concepts, uses little to no theory and 3 or less appropriate vocab words related to development. Appears that chapters have not been mastered.</td>
</tr>
</tbody>
</table>
| **References (20 pts.)**             | Headings are used well in digital and written presentations. APA | Headings are used in most parts of the digital or written presentation. | No headings are used to delineate the sections of the presentation. Few to
format is correctly used in the reference section.  
Most references are correctly cited in APA format.  
no references are cited in APA format.

### Instructional and Outside Work Estimate

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated time spent</th>
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</thead>
<tbody>
<tr>
<td>Class reading/media (or textbook, articles, test administration books and media)</td>
<td>65 hrs.</td>
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<tr>
<td>Course discussions/assignments</td>
<td>20 hrs.</td>
</tr>
<tr>
<td>Exams (x4)</td>
<td>20 hrs.</td>
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<tr>
<td>Case Studies (x2)</td>
<td>20 hrs.</td>
</tr>
<tr>
<td>Life Satisfaction Paper</td>
<td>10 hrs.</td>
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<tr>
<td><strong>Total time spent</strong></td>
<td><strong>135 hrs.</strong></td>
</tr>
</tbody>
</table>

### Tentative Schedule and/or Due Dates

#### Online schedule

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topics</th>
<th>Assignments</th>
<th>CACREP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Theories in Human Development</td>
<td>Reading: Syllabus; Getting Started folder, Broderick and Blewitt-Chapters 1-2</td>
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<td></td>
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<td>Media: What Determines Our Destiny (4:32)</td>
<td>2.F.3.a</td>
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<td></td>
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<td>Piaget’s Developmental Theory: An Overview (4:01)</td>
<td>2.F.3.b</td>
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<td></td>
<td></td>
<td>Erickson’s 8 Stages of Psychosocial Development (12:02)</td>
<td>2.F.3,d</td>
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<td></td>
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<td>DQ Intro</td>
<td>2.F.3.e</td>
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<td>Yellowdig DQ: Developmental Theories</td>
<td>2.F.3.f</td>
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<tr>
<td></td>
<td></td>
<td>Developmental Theory Assignment</td>
<td>2.F.3.g</td>
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<td>2.F.3.h</td>
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<tr>
<td></td>
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<td></td>
<td>2.F.3.i</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>The Early Years: Nature versus Nurture</td>
<td>Reading: Broderick and Blewitt- Chapters 3-4</td>
<td>2.F.3.a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media: Early Recognition of Child Development Problems (4:33)</td>
<td>2.F.3.b</td>
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<td>Yellowdig DQ: Culture in Development</td>
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<td>Exam 1: Chapters 1-4</td>
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<td><strong>Week 3</strong></td>
<td>Early Childhood</td>
<td>Reading: Broderick and Blewitt -Chapters 5-6</td>
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<td>Wall, J. E. (2004). Why counselors shouldn’t let testing leave them behind.</td>
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<td>In Walz, G. R.&amp; Media: The Science of Early Childhood Development (3:58)</td>
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<td><strong>Week 4</strong></td>
<td>Middle Childhood</td>
<td>Reading: Broderick and Blewitt -Chapters 7-8</td>
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<td>Media: Journey - Middle Childhood Cognitive Development Part 1 (8:01)</td>
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| Week 5 | Topics in Early Adolescence | Reading: Broderick and Blewitt - Chapters 9-10 | Yellowdig DQ: Gender Confusion
Exam 2: Chapters 5-8 | 2.F.3.f
2.F.3.g.
2.F.3.h
2.F.3.i. |
|-------|-----------------------------|-------------------------------------------------|-------------------------------------------------------------------|
|       |                             | Media: The Teenage Brain                        | Yellowdig DQ: Influences in Successful Development                | 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. |
| Week 6 | Developing Identity         | Reading: Broderick and Blewitt - Chapters 11-12 | Yellowdig DQ: Developing Identity
Case Study: Mark Spencer
Exam 3: Chapters 9-12 | 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. |
|       |                             | Media: Adolescent Crash Course #20              |                                                                   | 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. |
| Week 7 | Adulthood                   | Reading: Broderick and Blewitt - Chapters 13-14 | Assessing your Life Balance
Life Satisfaction Paper | 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. |
|       |                             | Media: Assessing your Life Balance              |                                                                   | |
| Week 8 | Growing Older               | Reading: Broderick and Blewitt - Chapters 15   | A Journey to Becoming Restraint Free and Staying There (7:02)     | 2.F.3.a
2.F.3.b
2.F.3.c
2.F.3.d
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2.F.3.f
2.F.3.g.
2.F.3.h
2.F.3.i. |
|       |                             | Media: A Journey to Becoming Restraint Free and Staying There (7:02) | Yellowdig DQ: Understanding Aging Adults
Exam 4: Chapters 13-15 | 2.F.3.a
2.F.3.b
2.F.3.c
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2.F.3.e
2.F.3.f
2.F.3.g.
2.F.3.h
2.F.3.i. |