



CG 581
Human Growth and Development
Semester and Year

VALUES • EDUCATION • SERVICE

Course Delivery Method: Seated Lecture, Online Zoom, Blackboard Collaborate
Course Section:
Meeting Time and Place:
Course Credit Hours: 3 Credit Hours

FACULTY CONTACT INFORMATION:

Instructor:

Phone:

Email:

Office Hours: Most always available before & after class; also as posted and by appointment as needed

Website: Course Site on Blackboard

I. COURSE DESCRIPTION

This course emphasizes the study of the psychological, intellectual, moral, social, and physical development of the individual across the life span and analysis of current research with diverse populations.

II. COURSE OBJECTIVES (CACREP)/COUNSELING PROGRAM STANDARDS/INSTITUTIONAL STANDARDS:

Course Objectives

As a result of taking this course, the degree candidate should:

- A. The student will become knowledgeable in theories of normal and abnormal human growth and development.
- B. The student will develop awareness of family development through the lifespan.
- C. The student will become knowledgeable in issues related to learning, problems in learning, and the behavioral implications in the learning experiences.
- D. The student will become aware of disabilities including the possible antecedents and consequences as they relate to human development.
- E. The student will become knowledgeable in various theories of personality and identity development.
- F. The student will develop an understanding of professional issues dealing with development, learning, personality and environmental concerns.

Carter and Moyers School of Education, Institutional Standard

#2. Candidates will be able to express the value of Active Engagement in Education and its value for improving the quality of life.

#17. Candidates will be able to appreciate the value for Lifelong Learning.

State of Tennessee PreK – 12 Professional Counseling Standards

IA: Understands the nature and needs of students and clients in grade levels PreK-12+, applies knowledge from the areas of human growth and development and learning theories, and assists teachers, clinicians, and parents in responding to counseling and guidance interventions.

CACREP 2016 Standards

Section 2.F.3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan

b. theories of learning

f. systemic and environmental factors that affect human development, functioning, and behavior

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

III. TEXTS/MATERIALS FOR THE COURSE

Erford, B.T. & Tucker, I.B. (2017). *An advanced lifespan odyssey for counseling professionals*. 1st edition with MindTap access. Cengage: Independence, KY.

You will need to access MindTap through Blackboard. The instructions are located in “Learning Units”.

Blackboard Discussion boards will also be used to discuss course material online. Blackboard is accessed through the LMU Pathway portal.

Additional Readings/Knowledge Base

Infancy and Toddlerhood

Ainsworth, M.D. (1979). Infant-Mother Attachment. *American Psychologist*, 34, 932-937.

Ainsworth, M., & Bowlby, J. (1991, April). An ethological approach to personality development. *American Psychologist*, 46(4), 333-341.

Perry, B., Pollard, R., Blakley, T., Baker, W., & Vigilante, D. (1995). Childhood trauma, the neurobiology of adaptation and 'use-dependent' development of the brain: How 'states' become 'traits.'. *Infant Mental Health Journal*, 16(4), 271-291.

Piaget, J. (1961). The genetic approach to the psychology of thought. *Journal of Educational Psychology*, 52(6), 275-281. Early School Age

Brofenbrenner, U., & Evans, G. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*, 9(1), 115-125.

Anda, R., Felitti, V., Bremner, J., Walker, J., Whitfield, C., Perry, B., et al. (2006, April). The Enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256(3), 174-186.

Vygotsky, L.S. (1962). The Genetic Roots of Thought and Speech. *Thought and Language*, 44-48, 50-51.

Middle Childhood

Wong, C., Eccles, J., & Sameroff, A. (2003, December). The influence of ethnic discrimination and ethnic identification on African American adolescents' school and socioemotional adjustment. *Journal of Personality*, 71(6), 1197-1232.

Selman, R.L. & Selman, A.P. (1979). Children's ideas about friendship: A new theory. *Psychology Today*, 71-72, 74, 79-80, 114.*

Whiting, B.B. & Edwards, C.P. (1973). A cross-cultural analysis of sex differences in behavior of children aged three through eleven. *Journal of Social Psychology*, 171-188.*

Early Adolescence

Burrow-Sanchez, J. (2006). Understanding adolescent substance abuse: Prevalence, risk factors, and clinical implications. *Journal of Counseling and Development*, 84, 283-290.

Bukowski, W. M. & Adams, R. (2005). Peer relationships and psychopathology: Markers, moderators, mediators, mechanisms, and meanings. *Journal of Clinical Child and Adolescent Psychopathology*, 34, 3-10.

Paikoff, R., & Brooks-Gunn, J. (1991, July). Do parent-child relationships change during puberty? *Psychological Bulletin*, 110(1), 47-66.

Later Adolescence/Emerging Adulthood

Banks, M. E. (2003). Disability in the family: A life span perspective. *Cultural Diversity And Ethnic Minority Psychology, 9*, 367-384.

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55*, 469-480.

Penn, M.L. Witkin, D.J. (1994). Pathognomic versus developmentally appropriate self-focus during adolescence: Theoretical concerns and clinical implications. *Psychotherapy, 31*, 368-374.

Early Adulthood

Gottman, J. (1993, January 1). The roles of conflict engagement, escalation, and avoidance in marital interaction: A longitudinal view of five types of couples. *Journal of Consulting and Clinical Psychology, 61*(1), 6.

Patrick, S., Sells, J.N., Giordano, F.G., & Tollerud, T.R. (2007). Intimacy, differentiation, and personality variables as predictors of marital satisfaction. *The Family Journal, 15*, 359-367.

Middle Adulthood

Chao, R. K. (1994). Beyond parental control and authoritarian parenting style: Understanding Chinese parenting through the cultural notion of training. *Child Development, 65*, 1111-1119.

Levinson, D. (1986). A conception of adult development. *American Psychologist, 3-8*, 13.

Maslow, A.H. (1971). Self-actualizing people: A study of psychological health. *Motivation and Personality* New York: Harper & Row.

Saucier, M. G. (2004). Midlife and beyond: Issues for aging women. *Journal of Counseling & Development, 83*, 420-425.

Older Adults and the Elderly

Baltes, P.B. & Schaie, K.W. (1974). Aging and IQ: The myth of the twilight years. *Psychology Today, 35-38*, 40.

Kubler-Ross, E., Kessler, D. (2005) *On Grief & Grieving*. New York: Scribner Publishers. Introduction and Chapter 1.

Shmotkin, D., & Eyal, N. (2003). Psychological time in later life: Implications for counseling. *Journal of Counseling and Development, 81*, 259-267.

Zalaquett, C., & Stens, A. (2006). Psychosocial treatments for major depression and dysthymia in older adults: A review of the research literature. *Journal of Counseling and Development, 84*, 192-201.

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES), AND EVALUATION METHODS

Assignment A

Class Attendance and BlackBoard Discussion (50 Points)

Regular class attendance and participation in discussions are expected of all class members, and may be considered as part of the grading process. **Both participation in class and in the online BlackBoard will be examined as part of the Participation grade. In class discussion = 20 points. Online discussion Boards = 30 points. There will be 3 discussion boards throughout semester.**

Missing more than 1 class may require completion of an additional written coursework assignment, and/or result in a drop of ½ letter grade for the course. In extreme circumstances and at professor's discretion, an additional major project may be assigned to make up for missed classes.

Assignment B

Special Topic Presentation (50 points)

Students will form groups of 3-4 students to choose a content area related to major topics in Human Growth and Development on which to create a PowerPoint presentation. The expectation is that the student will include supplemental materials from outside the text, as well as use multiple methods of instruction to present the special topic in an engaging manner. Presentation should be approximately 35-45 minutes in length. Further details on this assignment and grading rubric appear in Appendix 1: Completion guides for Key Assignments at end of this syllabus.

Assignment C

Key Assignment #1: Research Paper (50 points)

Students will write a research paper on a major topic related to Human Growth and Development. Length is to be Approx. 7 double-spaced pages, not including title or reference page. *Use headings in your paper to divide your paper into sections.* Reference list should be presented at the end of your paper in APA format. Further details on this assignment, associated standards, and grading rubric appear in Appendix 1: Completion guides for Key Assignments at end of this syllabus. *I also require that each student submit their paper to www.turnitin.com for a plagiarism check (part of an institution-wide policy, not just specific to this class).*

Completed assignment will address the CACREP standards listed below:

CACREP.2016.2.F.3.b: theories of learning.

CACREP.2016.2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Assignment D

Key Assignment #2: Case Study (50 points)

Students will do a case study on a child or young person; This should include **labeled sections (USE HEADINGS!)** describing his/her 1) physical, 2) cognitive, 3) psychological and 4) social development, and it should also include 5) a final conclusion/summary section. Relating aspects of your case study to subjects covered in class/text should be a part of your approach. Length: 4-

6 double-spaced pages. Further details on this assignment, associated standards, and grading rubric appear in Appendix 1: Completion guides for Key Assignments at end of this syllabus. *Assignment to be submitted to Livetext.*

Completed assignment will address the CACREP Professional Identity standards listed below:
CACREP-2016.2.F.3.a: theories of individual and family development across the lifespan.
CACREP-2016.2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior

Assignment E: Chapter Quizzes

Online Cengage Mindtap - Chapter Examinations and Online learning (80 points)

Students will take “Did I Get This?” quizzes for each chapter. You may take it multiple times. Each quiz is worth 10 points.

There are additional exercises (case studies, videos) in the textbook that you may find helpful, but those are not required.

Course Evaluation/Assessment

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Percentage	Grade
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-75	C
74-70	C-

V. METHODS OF INSTRUCTION

Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. The Clinical/Laboratory/Field Experience in this class involves Case study analysis. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the

Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

Turn-it-in

Portions of Course Assignments (Research Paper) will be required to be submitted to *Turn-It-In*, the computer program designed for checking literature duplication. Submitting additional course work to *Turn-It-In* is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage, and from course instructor.

LiveText

Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. LiveText is located online at <http://www.vialivetext.com> and can be purchased through the LMU Bookstore.

Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINICAL SCHEDULE

Schedule of Classes and Assignments

Week 1 Class meets 5 – 9:45 pm	Introductions, Review of Syllabus Human Development in Your own Words Homework: Log into MindTap Chapters 1-4: Introduction <i>CACREP-2016.2.F.3.a: theories of individual and family development across the lifespan.</i>
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Week 2	Discuss Online technology: MindTap and Discussion Boards Instructor Presents Special Topic: Fetal Alcohol Syndrome Homework: Intro to Online Bulletin Board Discussions Develop Special Topics List in Class Chapters 5, 6: Infancy CACREP.2016.2.F.3.b: theories of learning.
Week 3	Out of class work: Read Research Article: Children’s Experience of Depression Chapters 7, 8: Early Childhood CACREP.2016.2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across lifespan
Week 4	Out of class work: Using “Depression in Children” Article complete Online Bulletin Board #1: Children’s Experience of Depression Chapters 9, 10: Middle Childhood
Week 5	Out of class work: Online Bulletin Board #2: Naturalistic Observation of Human Development Chapters 11 – 14: Adolescence and Early Adulthood CACREP-2016.2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior
Week 6	Work on Special Topic Presentations with Small Groups Chapters 15, 16: Middle Adulthood
Week 7	Upload Case Studies Due to Livetext Out of class work: Online Bulletin Board #3: Discuss Case Studies Chapters 17, 18: Late Adulthood
Week 8	Group Special Topics Presented Research Paper Due (Slide Presentation) Discussion of Effectiveness of Online-Hybrid Format Review Course Student Evaluations

VIII. HONORS CONTRACT ADDENDUM INFORMATION (NOT APPLICABLE):

IX. TRANSPARENT INSTRUCTION:

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to

complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: [OPTIONAL SECTION(S).]

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR, SEMESTER & YEAR:

TBD BASED ON SEMESTER

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII. UNIVERSITY SERVICES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagged Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. UNIVERSITY POLICIES:

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences

are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an “excused absence” the opportunity to make up work missed without any reduction in the student’s final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University’s academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete’s responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F’s is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer's office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcome's assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate’s degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student’s subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

IN THE EVENT OF INCLEMENT WEATHER, STUDENTS should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

XIV. MISSION STATEMENT:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU’s website: [HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP](https://www.lmunet.edu/about-lmu/heritage-mission.php).

Counseling Program Mission Statement

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

- XV. STUDENT COMMUNITY ENGAGEMENT:** A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at hannah.wilson@lmunet.edu.
- XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.
- XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS. [OPTIONAL SECTION/LANGUAGE.]**

Appendix 1: Completion guides for Key Assignments

CG 581 – Human Growth and Development

Grading Guidelines for Special Topic Presentation

Topic related to course content: 5 points. Topic is clearly connected to main themes from Human Growth and Development. Implications for Counselors are explored.

In-depth knowledge of subject matter conveyed: 10 points. Detailed and nuanced understanding of topic is presented to class. Full context and scope of topic is explored. Important social, cultural, and contextual factors are clearly explored.

Information Dissemination to Class: 10 points. Use of PowerPoint slide presentation, voice articulation, and other methods to present information to class in a competent and professional-looking manner.

Multiple methods of instruction: 15 points. Topic is presented in an engaging and informative manner, using multiple methods of instruction. Demonstration, Role play, Movie Clip, Guest Speaker, Quiz, Class Activity are just some methods that can be used to appeal to a variety of learning styles and make a memorable impression of the importance of key take-away information.

Overall Clarity and Flow: 10 points. Overall clarity and flow of the presentation from one section to another.

CG 581 - Human Growth and Development - Key Assignment #1: Research Paper Completion Guide

HUMAN GROWTH AND DEVELOPMENT RESEARCH PAPER

For this assignment, you are to complete a research paper on a major topic related to human growth and development. I expect you to take a to present current research evidence (from at least seven solid research-based sources) supporting the research findings. Length: 7-10 double-spaced pages excluding cover & reference page with 5 to 10 peer-reviewed references, the majority of which should be 5 years old or less, and to include at least one web reference. Reference list should be presented at the end of your paper in APA format. I also require that each student submit their paper to www.turnitin.com for a plagiarism check (part of an institution-wide policy, not just specific to this class).

This paper is an opportunity to research a specific topic related to Human Growth and Development. Range for choice of topics is very broad. In your paper, be sure to include sections relating to your topic of choice that you deem important, such as History, Social and Cultural factors, current research trends, etc. Also, **FOLLOW YOUR PASSION AND INTEREST TO PICK A REASEARCH TOPIC, BUT MAKE SURE THAT YOUR PAPER ADDRESSES THE FOLLOWING TWO TOPICAL AREAS, WITH A SEPARATE SECTION HEADING FOR EACH...**

Theories of Learning and Personality Development

This section offers the chance to look at how your topic of choice intersects with research on theories of learning and personality development. Some guiding questions for this section might be: What research findings are related to learning and personality development? What is the intersection of your topic with current findings of such topics as brain-based learning, biological basis of behavior? What part of your topic can be related to the "nature" part of the "nature vs. nurture theme" or specific hereditary factors?

This section will be assessed by CACREP.2016.2.F.3.b: theories of learning.

Culturally Relevant Strategies for Promoting Resilience

This section provides understanding of the importance of the counselor understanding the importance of resilience in the lives of clients and families, and the importance of gaining a knowledge of ethically and culturally sound strategies. As counselors, we will see the effects of crisis and trauma in the lives of clients and families, and understanding Human Growth and Development and evidence-based strategies for promoting Resilience. Include in your paper a section on Strategies to Promote resilience, as relates to your chosen topic. Section will be assessed along the lines of how well you demonstrate understanding of:

CACREP.2016.2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Rsearch paper will also assess how well you demonstrate knowledge of: TN-LMUCG.I.A:

The candidate will understand the nature and needs of students and clients in grade levels PreK-12+; apply knowledge from the areas of human growth and development and learning theories; identify learning and adjustment problems and assist teachers, clinicians, and parents in

responding to counseling and guidance interventions with students/clients with performance no less than 80% as measured by rubrics.

Content Analysis Rubric – CG 581 – Key Assignment #2 – Research Paper

	Above Sufficient (3)	Sufficient (2)	Below Sufficient (1)
<p>Theories of learning</p> <p>CACREP 2016 - 2.F.3.b - Standard 2.F.3.b</p>	<p>Candidate clearly and comprehensively articulates major ideas, questions, issues, or points related to theories of learning and personality development, and places understandings about neurobiological behavior and development in context.</p>	<p>Candidate includes major ideas, questions, issues, or points related to theories of learning and personality development, and demonstrates understanding of neurobiological behavior and development.</p>	<p>Candidate demonstrates misunderstanding of major ideas, questions, issues, or points related to theories of learning and personality development, and demonstrates understanding of neurobiological behavior and development.</p>
<p>Strategies for Promoting Resilience</p> <p>CACREP 2016 - 2.F.3.i - Standard 2.F.3.i</p> <p>TN-LMUCG.I.A - TN-LMUCG I A</p>	<p>Conclusions and related outcomes are logical and reflect a deep understanding of Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.</p>	<p>Conclusion is logically tied to a range of information, including clear connection to Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>	<p>Conclusion is inconsistently tied to some of the information discussed, not related to Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>

CG 581 - Human Growth and Development - Key Assignment #2: Case Study

The final project for the child and adolescent development class is to complete a case study on a child or adolescent in your life. Requirements for selecting the participant for the case study are fairly broad--though I encourage you to pick someone who you have enough access to and familiarity to complete a good case study. Also, please do not choose your own child as often is hard to maintain objectivity. Examples of good participants for this case study would be neighbors, children of family friends, children and teens from church, nieces and nephews, etc.

The subject for this case study does not have to be an atypical child--such as a special needs student, an athlete, an honor student, or a child with autism--though all of these would be acceptable. The level of detail and insight shown is more important than the selection of participant.

The purpose of this case study is to apply knowledge of human development describe and examine the development of the subject of your case study in four different domains: physical, cognitive, psychological, and social. Therefore having a fair amount of knowledge and history about your participant as well as access to parents for a parent interview would be very helpful. Following is a brief outline to help you write this paper and satisfactorily complete all requirements.

The case study will contain the following sections.

Section 1: Introduction/background

In this section, briefly describe how you know the participant, and give a brief introduction or outline sketch of them. Per the rubric, make sure to include two things in this section:

1. A statement regarding confidentiality, such as, "To ensure the confidentiality of the participants in this study, all names and nonessential identifying information have been changed." As you are submitting this online, it is good form to always change names identifying information. Including this clause and adhering to it throughout the paper will ensure the full 10 points for confidentiality of subjects.
2. A few sentences or paragraph describing sources of information and how you gain the information for the study. For instance, you may include a statement such as, "For this paper I obtain the information through direct observation of the student daily in my classroom, and have spoken with the parents three times to gather additional information on developmental history." Obtaining multiple sources of information and clearly explaining what they are and why it is important to obtain info. from parents or other adults about a child or adolescent will ensure the full 10 points for sources of information.

Section 2: Physical Development

In this section, you will describe the physical development of the child or adolescent in your case study. Many different factors can be analyzed here, such as developmental records and growth and weight charts from early childhood (or parents best recollection), athletic prowess, physical posture, grooming habits, style of dress, and anything along these lines that describes the physical development or presentation of the subject of your case study. Dr. Ireton's Child

Development Chart, available on the Internet, and Chapter 6 of the text on physical development may be particularly helpful in completing this section.

Section 3: Cognitive Development

In this section you will describe the cognitive development of the child or adolescent in your case study. Academic records, language development, and Cognitive development theorists such as Piaget are especially useful in this section.

Section 4: Psychological Development

In this section you will describe the psychological development of the child or adolescent in your study. Psychological development can be close to cognitive development, so it would be best if you think of cognitive development as the intellectual/thinking/academic functions of mental development, and conceptualize psychological development as development of emotions, morality, attachment, personality style, and “the self”. Especially useful in this section would be a detailed analysis with Erick Erickson and his stage model. Morality theorist Kohlberg would also be useful.

Section 5: Social Development

In this section you will describe the social development of the child or adolescent in your study. This is fairly self-explanatory and referencing relevant chapters in the text may be helpful. Looking at factors such as: how this child connects with other children? If a young child, is he or she in day care? Is the child home-schooled? How large of a family and how much contact with family does the child have? What sports clubs or activities does the child have involvement with? Perhaps give some more information on family background. All of these concepts and areas will help you develop the social development part of your case study. In this section provide clear evidence for *CACREP Standard 2016.2.F.3.a Understanding of theories of individual and family development across the life-span*.

Section 6: Crisis and Resilience

In the normal course of development, every individual goes through bumps in the road and times in life when things aren't all peaches and cream. At the same time, people acquire amazing variety and repertoire of coping skills to thrive. For this section, identify at least one crisis, disability, or area of psychopathology, or a developmental crisis, and clearly show an understanding of *CACREP Standard 2016.2.F.3.f how situational and environmental factors affect normal and/or abnormal aspects of behavior for this individual*. Then, clearly explain how this individual has managed to cope and thrive using one clearly outlined theory of resilience, specifically mentioning how individual, family, and community factors that serve as bases of resilience.

Section 7: Final Conclusion/Summary

In this section, try to avoid simply writing one paragraph restating a couple findings from the rest to your paper, which is a temptation after writing the rest of the study. Instead, use this section to

show your understanding of human development. Some good items for this section would be how you look at this child differently now after doing a case study, a comment on the holistic nature of development or how you see that one of the areas mentioned influenced another one of the areas mentioned, or a comment on how genetic factors versus the environment may have played out in this case study. Considering the holistic picture of this individual’s development, suggest interventions or strategies that could be used, based on theory, for facilitating optimum development and wellness over the life span (CACREP Section II.G.3.h.) Especially helpful in this section would be a quote or two from the book or other sources to show that in your final conclusion summary is research-based.

Content Analysis Rubric – CG 581 – Key Assignment #2 – Case Study

	Above Sufficient (3)	Sufficient (2)	Below Sufficient (1)
<p>Theories of Development across the lifespan</p> <p>CACREP 2016 - 2.F.3.a - Standard 2.F.3.a</p>	<p>Synopsis clearly and comprehensively articulates major ideas, questions, issues, or points related to theories of individual and family development across the life span.</p>	<p>Synopsis includes major ideas, questions, issues, or points related to theories of individual and family development across the life span.</p>	<p>Synopsis demonstrates misunderstanding of major ideas, questions, issues, or points related to theories of individual and family development across the life span.</p>
<p>Systemic and Environmental Factors</p> <p>CACREP 2016 - 2.F.3.f - Standard 2.F.3.f</p> <p>TN-LMUCG.I.A - TN-LMUCG I A</p>	<p>Understanding of human growth and development, including situational and environmental factors is comprehensive, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Other stakeholders (parents, teachers, etc.) points of view are synthesized within conceptualization.</p>	<p>Understanding of human growth and development, including situational and environmental factors is demonstrated. Limits of position (perspective, thesis/hypothesis) are acknowledged. Other stakeholders (parents, teachers, etc.) points of view are used to develop deeper understanding and interventions.</p>	<p>Understanding of broad theories of human growth and development is demonstrated, but is simplistic and obvious. Evidence is lacking for gathering points of view of other stakeholders (parents, teachers, etc.), and environmental and situational factors are not understood.</p>