ST. BONAVENTURE UNIVERSITY
SCHOOL OF EDUCATION DEPARTMENT OF COUNSELOR EDUCATION

SESSION: Fall, 2017
SEMESTER & LOCATION: Fall 2017
PROFESSOR: Barbara C. Trolley, PhD, CRC, Professor
PHONE #:716-646-1500   **E-MAIL ADDRESS:** btrolley@sbu.edu

A. **COURSE TITLE:** CE 511 Advanced Human Growth and Development

B. **REQUIRED TEXTBOOKS/MATERIALS:**
Santrock, J. (2013). *Essentials of life-span development.* Columbus, OH: McGraw-Hill.
ISBN:0078035422; ISBN-13:9780078035425

C. **CREDIT HOURS**: 3 graduate credit hours.

D**. APPROVED COURSE DESCRIPTION**: The course addresses development and cognitive processes governing learning from conception to death. Normative, non-normative and historical effects within childhood, adolescence, adulthood and later life are presented. Formal developmental and learning theory is emphasized in conjunction with practical interpretation and application. The course provides an orientation and background for sound educational and clinical practices.

E. **PREREQUISITES:** None.

F. PROGRAM GOALS:
1.Counselor Education graduates will demonstrate knowledge in the core and relevant specialty areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs. {LG1, LG3, LG4}
2.Counselor Education graduates will be able to demonstrate competency in facilitating cognitive/behavioral change using evidence-based treatment/educational planning and counseling skills in various settings. {LG1, LG2, LG3, LG4}
3. Counselor Education graduates will demonstrate the professional knowledge, skills, and dispositions necessary within their specialty counseling context. {LG1, LG2, LG3, LG4}.

Students will engage in in critical thinking, and reflection throughout their work [D1], demonstrate respect for the dignity and worth of all individuals [D5], and create effective learning environments that recognize commonalities while affirming diversity in all its forms [D6].

G. Learning Objectives: Learning objectives and outcomes will follow the conceptual framework

Developed by the School of Education, which outlines three framework goals and learner outcomes Including demonstrating professional competence, utilization of knowledge skills and values of the university's community and the more global and professional community. The codes represent CACREP, as well as program goals.

The specific objectives of the course are to educate students as to:

OBJECTIVES/STUDENT LEARNING OUTCOMES	CACREP	PROG GOALS
a. Theories of individual and family development across the lifespan	2F3a.	G3
b. Theories of learning	2F3b.	G3
c. Theories of normal and abnormal personality development	2F3c.	G3
d. Theories and etiology of addictions and addictive behavior	2F3d.	G1, G3
e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior	2F3e.	G1, G3
f Systemic and environmental factors that affect human development, functioning, and	2F3f.	G3
g. Effects of crisis, disasters, and trauma on diverse individuals across the	2F3g.	G3
h. A general framework for understanding differing abilities and strategies for differentiated interventions	2F3h.	G3
i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2F3i.	G3

The School of Education Knowledge, Skills and Dispositions, as seen in Appendix I, are discussed in this class.

 H. **FIELD EXPERIENCE**: Project.

I. **COURSE REQUIREMENTS [each assignment is described at the end of this syllabus]:**

CLASS ASSIGNMENTS	CACREP	PROG GOALS
Project Choice	2F3a-d.	G3
Presentation	2F3a,c,g.-i	G3
Four take home, open book quizzes based on the readings from the text.	2F3a-i.	G3
ONLINE ASSIGNMENTS		
Autobiography: 'The Story of My Life'	2F3a-g	G3
Discussion Forum Posts	2F3a-i.	G3

 are assignments that evaluate CACREP core standards.

I.   **Evaluation/Grading**
Graduate Grading Policy – School of Education

Grade Value	Indicator
A = 100-95	Demonstrates a superior application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
A- = 90-94	Demonstrates a superior application and connection of knowledge and skills through evaluation and analysis.
B+ = 89-86	Demonstrates a thorough and effective application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
B = 85-80	Demonstrates consistent application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
C = 79-75	Demonstrates an inconsistent level of application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
F = < 75	Fails to demonstrate a basic application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
P	Passing grade for field experience/practicum.
F	Failing grade for field experience/practicum.

Each of the assignments is worth 25% of the grade. However, the final grade, [as determined by the average of the assignments], may be adjusted, based on class attendance, level of active participation in discussions, and quality of discussion forums.
Half Grade Deduction:
One class day missed /Consistently coming late/leaving early to a campus class/Consistent late assignments
Full Grade Deduction: Missed classes in combination with no notification of the professor
*Exceptions to the above at the discretion of the individual professor.

J. COURSE CALENDAR:

Week	CACREP	Chpt	Assignment Due
1	2F3a-c; e	1, Introduction 2 Biological Beginnings	
2	2F3d, e-f	3 Physical and Cognitive Development in Infancy 4 Socioemotional Development in Infancy	
3	2Fe;h-i	5 Physical and Cognitive Development in Early Childhood	'
4	2F3f, h-i	6 Socioemotional Development in Early Childhood	
5	2Fe;h-i	7 Physical and Cognitive Development in Middle and Late Childhood	Project Choice
6	2F3f, h-i	8 Socioemotional Development in Middle and Late Childhood	Presentations
7	2Fe;h-i	9 Physical and Cognitive Development in Adolescence	Presentations
8	2F3f, h-i	10 Socioemotional Development in Adolescence	Presentations
9	2Fe;h-i	11 Physical and Cognitive Development in Early Adulthood	Presentations
10	2F3f, h-i	12 Socioemotional Development in Early Adulthood	
11	2Fe;h-i	13 Physical and Cognitive Development in Middle Adulthood	

12	2F3f, h-i	14 Socioemotional Development in Middle Adulthood	Autobiographies
13	2F3e, h-i	15 Physical and Cognitive Development in Late Adulthood	
14	2F3f, h-i	16 Socioemotional Development in Late Adulthood	Quizzes
15	2F3g	17 Death, Dying, and Grieving	

L. ADDITIONAL COURSE INFORMATION:

Conceptual Framework. This course promotes the 'conceptual framework' of the SBU School of Education ('Educator as Connector'):

'Knowledge' (Quizzes, Autobiography, Presentation, Class readings/lectures/discussions)

'Integrity' (Autobiography, Project Choice, Class Participation)

'Community' (Presentation, Autobiography, Project Choice, Class Participation)

School of Education Attendance Policy "Attendance is required and critical for success. It is the student's professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Courses may contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grades or failing the course. Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements. For hybrid courses, attendance is essential unless there is an extraordinary reason, which is discussed in advance with the instructor.

Technology. This course fosters the 'technology' of the SBU School of Education through the use of technology assisted lectures, presentations, and use of web resources.

Diversity. This course fosters the 'diversity' objective of the School of Education via the following activities: involvement in a comprehensive developmental counseling program for all students, lecture presentations on this topic, recognition of diverse learning styles within the classroom, respect for diverse opinions and beliefs shared within course discussions, encouragement of students to interview community counselors with diverse demographics.

Academic Honesty. Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person, and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices,, penalties to be assigned, and procedures to be followed in the prosecuting of cases of alleged academic dishonesty may be found in the Student Handbook. Students should familiarize themselves with these very important provisions of the handbook.

ADA Statement. Students with disabilities who believe that they may need accommodation in this class should contact the Disabilities Support Services Office, Doyle Room 26, at 375-2065, as soon as possible to ensure that such accommodations are implemented in a timely fashion. The instructor should also be informed on or before the first day of class.

Method of Instruction: Friday evenings are devoted to lectures, discussion of required readings, and small group application of theoretical material. Saturdays involve weekly quizzes, class presentations and guest speakers.

Syllabus Change. This syllabus may be subject to change.

Hybrid Courses: Hybrid courses on the surface can appear to be much easier than a totally face to face class, especially if the assignments have a range of time within each time period that they can be completed; it may seem like there are 'times off'.. However, a few things to remember:

a. **Deadlines**: Please adhere to all assignment deadlines. If they are late, the overall course grade will be downgraded a half a grade.

b. Discussion Forums: They must be completed by the time posted. Discussions which are late will be downgraded a half grade.

c. **Netiquette**: This pertains to the guidelines as to how to communicate effectively and professionally

online. See the following websites:
- *The Core Rules of Netiquette* by Virginia Shea (http://albion.com/netiquette/corerules.html)
- *Top 26 Most Important Rules of Email Etiquette*
  (http://email.about.com/od/emailnetiquette/tp/core_netiquette.htm)

d. **Emoticons**: Please do not use.

e. **Plagiarism:** With online work, it is sometimes more difficult to differentiate what is plagiarism when resources are obtained online. For assistance with these issues, please see the following websites:
- *Definition of Plagiarism*
  (http://en.wikepedia.org/wiki/Plagiarism)
- *Self-detection and checking*
  (http://plagiarism.com/self.detect.htm and http://turnitin.com/static/index.html

Instructor Accessibility: The instructor may be reached by email Monday through Friday. She is in her office at the Buffalo Center on Tuesday mornings if an appointment needs to be scheduled. She is also available most weekends on Friday and Saturday at the Buffalo Center campus; and before class. Please check in advance to schedule an appointment. Responses to emails will be given within one business day of receiving them.

'Attendance': For weeks that work is online, students should be online for a substantial period of time 2 to 3 times a week.

M. Selected Bibliography

Berk, L. (2013). *Exploring lifespand development* (3rdEd.) New York, NY:. Prentice Hall.

Bjorklund, B. R., & Bee, H. L. (2008). *The journey of adulthood* (6th ed.). Upper Saddle River, NJ:

      Prentice-Hall.

Broderick, P.C. & Blewitt, P. (2014). *The life span: Human development for helping professionals* (4th

      Ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Cook, E. (1993). *Women, relationships and power: Implications for counseling.* Alexandria, VA:

      American Counseling Association.

Dillard, A. (2009). *An American childhood*. New York, NY: Harper and Row.

Harris, M. (1996). *The loss that is forever: The lifelong impact of the early death of a mother or father*.

      New York,NY: Plume.

Ivey, Allen E. , Ivey, Mary B., (1998) Reframing DSM-IV: positive strategies from developmental

      counseling and therapy. *The Journal of Counseling and Development*. 76, 334-350.

Kail, R. & Cavanaugh, J. (2013). *Human Development: A Life Span View* (6th ed.). Canada. Thompson.

Papalia, D., Wendkos-Olds, S. & Duskin Feldman, R. (2009). *Human development* (11thEd.)*.* Cloumbus,

      OH: McGraw-Hill.

Pavao, J. M. (2005). *The family of adoption* (Rev. Ed.). Boston, MA: Beacon Press.

Pipher, M. (1999). *Another country: Navigating the emotional terrain of Our Elders*. New York: Riverhead

      Books.

Pollock, W. (1998). Real Boys. New York: Random House.

Ritter, K. Y., & O'Neill, C. W. (1996). *Righteous religion: Unmasking the illusions of fundamentalism and*

      authoritarian Catholicism. Binghamton, NY: Haworth.

Ritter, K. Y., & Terndrup, A. I. (2002*). Handbook of affirmative psychotherapy for lesbians and gay men.*

      New York, NY: The Guilford Press.

Schlossberg, N. (2012). *Counseling adults in transition* (4thEd.). New York, NY: Springer.

Schlossberg, N. (2008). *Overwhelmed: Coping with life's ups and downs*. New York: Lexington Books.

Woodward, J. Viorst, J. (2005). *I'm too young to be seventy.* New York, NY: Simon & Schuster.

Viorst, J. (2010). *Unexpectedly eighty and other adaptations..* New York, NY: Simon & Schuster.

Viorst, J. & Rosenwald, L.(2000). *Suddenly sixty.* New York, NY: Simon & Schuster.

Woodward, J. (2010) *The lone twin: Understanding twin bereavement and loss.* London: Free Association

    Books.

Reference Journals: Journal of Experimental Child Psychology
                             Child Development
                             Developmental psychology
                             Journal of Adolescence
                             American Journal of Epidemiology
                             The Gerontologist
                             Human Behavior and Evolution
                             Psychology and Aging

Internet Resources:www.learner.org/discoveringpsychology
                             www.mhhe.com/socscience/devel
                             www.mentalhelp.net
                             www.uakron.edu/ilsdg
                             web.uvic.ca/psyc/lifespan/main.html

N. Assignment Descriptions

ASSIGNMENT	CACREP

1. PRESENTATIONS
 	
OVERVIEW:
In teams of two, you will complete an observation/interview. You will turn in your top 3 choices the first night of class and will be assigned a topic by the second week. Prior to the actual site visit/observation, you will define, in a sentence, the focal point of your study [e.g., language, altruism, empathy, play, parenting, lifestyles, career, education, friendships], and then develop an outline in which 5 specific areas of observation/inquiry are defined. You will then do a 30 minute presentation to the class. Be sure to address physical, cognitive, psycho-social, moral aspects of development in your presentation.
PRESENTATION GUIDELINES:
1. A power point to include:
  ➤ Your Activity
  ➤ What was your focus of study
  ➤ Your outline sheet
  ➤ What you learned
  ➤ How you will apply this to your counseling
  ➤ Resources
  ➤ 10 Journal articles, APA Style, with one line descriptor of each [2009 – present]
  ➤ 5 Internet Resources with one line descriptor of each
  ➤ 5 Community Resources with one line descriptor of each
2. Activity involving the class
3. A presentation evaluation form you create
OBSERVATION CHOICES:
A playground ____
Career Center ____
Child Care Center ____
College student s on a weekend ____
Hospice ____
Parent-child mall interactions ____
Recreation Center ___
School ___
Senior Center ____
Other [Specify] _____
INTERVIEW CHOICES:
Ageing Couple ___
Genetic Counselor ___
Grandparents/Senior ____
Grief Counselor _____
Hospice Worker ____
Parents of Children with Disabilities ____
Parents of Differentially-Aged Children ____
Funeral Directors ____
	2F3a,c,g-i

Nurse/Pediatricians ___ Teachers ___ Widow/Widowers ___ Other [Specify]: _____	
2. PROJECT OF CHOICE **CRITERIA:** For all of these projects: • Write a 3 page paper • Include class concepts THROUGHOUT the paper; specifically address theories of development • Outside references are not required but may be used **CHOICES [Pick one]:** **CHILDREN'S BOOKS REVIEW:** A review and comparison of 2 current children's books [within 2000] and 2 children's books published prior to 1990. Discuss the ways the developmental issues of and responses to the children in the books are portrayed, and what changes you would make to each book. **INTERNET RESOURCES:** Pick a developmental topic of your choice. Research the Internet and locate 10 resources related to this topic. Summarize what the resource is, assistance provided, and contact information, [do NOT cut and paste web summary; this is to be in your own words), evaluate the strengths and limits of each resource, and share one improvement for each resource. **CASE STUDY** **MEDIA REPRESENTATION:** A review and comparison of 2 movies from the list provided. Describe how the characters were portrayed, the characteristics of the developmental stage they were in, how these representations influence people of various ages (e.g. stereotypes). **GENDER ROLES ON TELEVISION:** Watch two TV shows that are on in the evening. Compare and contrast: the number of male and female characters, their occupations, how they are portrayed, and their personality characters. **CONTEMPORARY CONCERNS IN THE MEDIA:** Monitor a newspaper, radio news program, and a television news program for a week, and discuss the number and types of stories that reflect each of the following concerns: health and well-being, parenting and education, sociocultural contexts and diversity, and social policy. **TECHNOLOGY AND YOU:** Keep a journal of media use for three days, logging how much time you spend on the internet, texting, watching TV, listening to music, etc. In addition to keeping track of your media use, keep track of the amount of time you spend studying. After the three days, reflect upon how much time you spend "connected", and what the impact of technology use is on your development. **GENDER & AGE ROLES & SEX IN MAGAZINE ADVERTISEMENTS:** Choose two widely circulated magazines and evaluate how ads depict (physical appearance, personality, behaviors) males and females of various ages (adolescence and early, middle, and late adulthood). Tally how many males versus females are depicted, the number of persons in each age group, and how many times sex was mentioned. Discuss why you think the distribution you obtained occurred. **LITERATURE REVIEW:** Think of a developmental question you would like to answer, and locate 5 Journal articles, 2009-present, in which the question is addressed. Discuss why you were interested in this question and what you learned. **SONG LYRIC VALUES:** Pick 2 current songs and two songs prior to 1990. Evaluate each set of lyrics for sexism, ageism, attitudes toward love, work, and life, and general values. Discuss the	2F3a-d

similarities and differences you found, any current events that may have influenced the lyrics during the period they were written, and what your projection is as to how lyrics may change in the next 10 years. **ADVOCACY:** Select a topic and age group of your choosing (e.g. those with age and housing; young children and fast food; adolescents and employment). Write a one page letter of advocacy [Counts towards the page count of the paper], and discuss why you chose this topic, and why it is important. This letter will be sent to 3 sites of your choosing.	
3. QUIZZES There are four open book, take home quizzes based on the text. They are NOT team quizzes. Their format is multiple choice, with short answer bonus questions. Note, the specific standards that these quizzes addressed are detailed in the calendar below.	2F3a-i

4. AUTOBIOGRAPHY: 'THE STORY OF MY LIFE'
 	
OVERVIEW:
• You will complete an autobiography of your own development.
FORMAT:
• The content will be submitted in a Journal format.
• You may use bullet points for specific questions in each developmental stage.
• Please use the headings and sub-headings listed for each entry.
CREATIVE PRESENTATION:
• You may use any medium [e.g., collage, collection of music, family pictures, art, poetry, dance, or photography] to illustrate the written content.
• This illustration personalizes your story and makes it 'come alive'.
CONTENT:
• Class concepts from each chapter MUST be incorporated into EACH of your responses.
• Sample text concepts include but are not limited to: **stages of psychosocial, cognitive, physical, and moral development;** nature vs nurture; birth order, parenting styles and attachment; six functions of friendships and peer pressure; career exploration, selection and maintenance; risky behaviors, ambivalence between independence and dependence; spiritual issues; gender, age and cultural '–isms'; health concerns.
• The specific content areas are listed below:
1. **Title of Your Journal**
2. **Introduction & Theoretical Overview**
Discuss the following theories as a foundation for your auto-biography; how each theory impacted your growth over time:
      Theories of individual and family development across the lifespan
      Theories of learning
      Theories of normal and abnormal development
      Theory and etiology of addictions and addictive behavior
3. **Developmental Stages:** For each stage**,** make sure to address <u>biological, neurological, physiological, systemic and environmental factors</u> that affected your development.
➢ **Infancy:**
	2F3a-g

- o Describe what your family recalls about your eating, sleeping habits, motor development, potty training, temperament.
- o Share what they stated in relation to the biggest changes they noticed during this time.

➢ **Childhood:**
- o Discuss your family relationships, times together, parenting style of your parents & what style you believe in; similarities & differences between you and your siblings [parents if an only child]; friendships [how did they form, conflicts that arose, lessons learned]; activities [types, how were they chosen, triumphs& disappointments, ties to fine& gross motor skills, their benefits & limits]
- o Share your favorite childhood memories; and who were your hero[es] and why
- o Describe your childhood affects you today

➢ **Adolescence:**
- o Discuss your family relationships, role changes, communication patterns; identity and independence issues; friendship development and changes, peers' influences and responses to them; types, as well as the positive and negative impact of extra-curricular activities; morality, spiritual, academic and vocational issues; gender influences.
- o Recall a big decision that you made during adolescence. Describe the thought processes, your feelings of preparedness to make the decision, people you talked with, and those that talked to you about it, how you made the decision, and the outcome.
- o Share your favorite adolescent memories; and who were your hero[es] and why
- o Describe how your adolescence affects you today

➢ **Early Adulthood:**
- o Discuss when and why and how you made college decisions; changes in family, friend and dating relationships; hobbies and interests, outside activities; work experiences; changes in self-concept and identity; gender issues.
- o Recall a big decision that you made during adolescence. Describe the thought processes, your feelings of preparedness to make the decision, people you talked with, and those that talked to you about it, how you made the decision, and the outcome.
- o Share your favorite early adulthood memories; and who are/were your hero[es] and why
- o Describe how your early adulthood is affecting/affects you today

➢ **Middle Age:**
- o Describe your perceptions of when middle age starts; what your life will be/is like at this stage; relationships with family and friends; parenting issues [with your parents and, if you have them, with your children]; vocational, spiritual and health issues
- o Share your positive expectations of middle age/favorite middle age experiences; and who might be/are your hero[es] and why

o Describe how this stage will possibly affect your future development /affects you today
 ➢ **Late Adulthood:**
    o Describe your perceptions of and feelings about retirement; anticipated changes [e.g., lifestyle, health, memory, family and friendships, financial, residences, activities] and plans for retirement; personal and media influences on these expectations
    o Share your positive expectations of older age; and who your hero[es] might be and why
    o Describe how this stage will impact your developmental process
 ➢ **.Summary**
    o
    o Share your experiences with death; trauma, crises; stage you were at when they occurred & perception of what these events meant; rituals involved; others' responses to these events & your own; how they impacted your development
    o Reflect on your life thus far & discuss whether you see yourself as a product of your childhood or other influences. Describe the most significant change in your life to date, what has most influenced who you are now, & what has been the most important lesson you have learned so far.
    o Describe a closing sentence that depicts who you are; your journey in life so far.	

4. DISCUSSION FORUM Starting with week 2, you will post your response to the discussion forum questions for that week and respond to two peers' responses. You need to add something to what has been said, not regurgitate the text or your peers' comments; critical thinking and application of the material are important! These responses will not be graded. However, the quality and timeliness of the responses will be considered in the final grade. They are due each THURSDAY 9am.	2F3a-i

APPENDIX   **KSD's**

KSD's

Conceptual Framework Outcomes
K1. Candidate uses content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.
K2. Candidate considers learner or client and environmental characteristics when planning activities.
K3. Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.
S1. Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
S2. Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
S3. Candidate uses appropriate assessment tools and techniques to inform practice.
D1. Candidate uses reflection to improve professional practice.
D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.
D3. Candidate is receptive to feedback.
D4. Candidate works as an active part of a learning community.
D5. Candidate demonstrates respect for the dignity and worth of individuals.
D6. Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.