**Course Description**

This course provides an overview of human growth and development from conception through senescence, focusing on cognitive, affective, social and psychomotor development throughout the life span.

**Required Text and Readings**


Additional readings as assigned by instructor.

**Course Prerequisites**

None

**Methods of Instruction**

This course will be conducted as a graduate seminar. **Structure of weekend classes:** We will be covering almost all of the chapters in your textbook, highlighting the main points of each chapter. I will present a short lecture on the chapter, which we will discuss. Following this, students will get into small groups and each group will work on a case study, classic reading, or project that relates to the chapter. These are applied exercises that will help the material “come alive” and make the class a more active learning experience.

**Case Study / Group Projects- In-Class:** Small groups will work on a Case Study or a related class assignment (including Social Story creation *information given in class)* at the end of a selected set of chapters and write up the responses to the questions. Each group will contribute their answers and reactions to the project to the full class discussion. These projects will be graded on completeness, effort, and insight (e.g., connections to the material in the chapter).

About 4 projects @ 5 pts each = **20 points** throughout our course- days to be determined
Age Specific Counseling In-Class: You will research one particular age group (you may choose one that you already work with, but your second age group should be one you have less experience with) in terms of common issues brought to counseling, specific programs and/or techniques, and resources found. This can be done in groups of 2-4. Some preliminary research may need to be done outside of class depending on internet and resource access on campus. About 2 projects @ 10 pts each = 20 points 4/12 and 4/13

Developmental Event Report. This assignment requires you to reflect on a developmental event in your life and relate that event to at least three (3) developmental theories covered in class. Select a topic pertaining to some developmental issue which is relevant to you. Review the literature in professional journals relate to your topic and write a paper citing current research, related therapeutic interventions, and your own experiences related to the issue. Your paper should be no more than three (3) pages, covering the areas listed above. You will briefly present your personal developmental event to the class on the class meeting date which most closely corresponds to the developmental issue you are covering. 20 points on 4/26

Developmental Fact Sheet. You will develop a 1-2 page fact sheet that provides an overview of findings in current professional literature regarding a specific developmental issue (such as starting school, divorce, loss of a job, becoming a parent) that is of particular interest to you. Define the developmental issue and its impact on social, cognitive, or physical development and provide a brief description of current counseling strategies recommended to assist those going through this developmental issue. The fact sheet must include references from a minimum of three (3) different professional journal articles. You will discuss your fact sheet in class during the age level topic discussion to which it most closely relates. Make and distribute copies of the fact sheet to your classmates during that class session and be prepared to provide a brief summary. 20 points on 4/25

Final Essay Exam- questions given prior to exam through your course companion site at www.prenhall.com/broderick focused on each lifespan stage- infancy, early childhood, middle childhood and adolescence, young, middle, and older adulthood, and each major theorist studied class). You can review multiple choice and essay questions online, though the final exam will contain only essays and will be focused on major theorists studied (such as: Erikson, Piaget, Freud, Kohlberg, Vygotsky, Bronfenbrenner, Bandura, Seligman, Watson, Skinner, Montessori, Kubler-Ross). 20 points on 4/27

Knowledge & Skill Outcomes (Objectives):

KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will:

1. Understand the nature and needs of persons at all developmental levels and in multicultural contexts (CACREP II.G.3).
2. Understand theories of individual and family development and transitions across the life span (CACREP II.G.3.a).
3. Understand theories of learning and personality development, including current understandings about neurobiological behavior (CACREP II.G.3.b).
4. Understand effects of crises, disasters, and other trauma-causing events on persons of all ages (CACREP II.G.3.c).
5. Understand theories and models of individual, cultural, couple, family, and community resilience (CACREP II.G.3.d).


7. Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (CACREP II.G.3.f).

8. Know theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment (CACREP II.G.3.g).

9. Understand theories for facilitating optimal development and wellness over the life span (CACREP II.G.3.h).

COURSE CONTENT:
This course is intended to meet the CACREP 2009 Standards for Human Growth and Development (Section II.G.3). The course will provide an overview of human development throughout the lifespan and focus on cognitive, affective, social, and psychomotor development.

Grades
You will receive a final grade reflecting the total number of points you obtain. The scheme for assignment of final grades is as follows: Grading: Final letter grades will be assigned based on the following distribution:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
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<td>C-</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>Below 60</td>
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Course Schedule (Tentative)

April 11  Topics: Overview, Infancy and Toddlerhood Chapters 1-3

April 12 Topics: Early Childhood Chapters 4-5; Age Specific Counseling

April 13 Topics: Middle Childhood /Adolescence Chapters 6-8; Age Specific Counseling

April 25 Topics: Adolescence Chapters 9-10; Fact

April 26 Topics: Young and Middle Adulthood Chapters 11-14; Event

April 27 Topics: Older Adulthood; The End of Life Chapter 15

→ Walk Away Message, Final Exam
→ Final Exam
→ Potluck
Relevant University Policies
Please become familiar with these and other policies at the University of Northern Colorado pertaining to students.

Disability Statement: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Support Services at 970-351-2289 as soon as possible to ensure that such accommodations are implemented in a timely fashion. The office of Disability Support Services provides access, accommodations, and advocacy for UNC students who have documented disabilities.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate. April 2002

Academic Conduct: In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not condone any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Please see the Student Handbook for more information on definitions of misconduct and consequences for students.

Extra-credit: I do not give extra credit.

Late Work by Students: I accept late assignments in extraordinary circumstances. Specify the assignment you missed or expect to miss, provide a rationale, and propose a make-up date.