



CNSL 5143-OG1: HUMAN GROWTH AND DEVELOPMENT

PRAIRIE VIEW A & M UNIVERSITY (PVAMU)
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
SUMMER 2008 COURSE SYLLABUS

Class Day, Time, Location: Mondays, 5:00pm – 9:30pm
Northwest Campus

PROFESSOR: Dr. M. Paul Mehta
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OFFICE HOURS: Mondays – N. W. Center, Office 6: 3:00 pm – 5:00 pm
Tuesdays, Wednesday, Thursdays, Main Campus, Delco 114:
8:30 am – 11:00am

COURSE DESCRIPTION

CNSL 5143 (3 SCH) is a graduate level course. This course is a study of the growth and development of the individual. Emphasis on stages of human intellectual, physical, and emotional development throughout the lifespan (see PVAMU graduate catalog).

REQUIRED TEXTBOOK:

Berk, Laura E. (2007). *Development through the lifespan (4th ed.)*. Boston, MA:
Allyn and Bacon. ISBN# 0-205-49125-1

Students are required to bring their textbook to class. The textbook will be used frequently. Beyond the study aids found in the textbook, Allyn and Bacon offers a number of supplements for students that complement Berk's textbook:

- My Development Lab: www.mydevelopmentlab.com
- Companion website for text: <http://www.ablongman.com/berk>
- Research Navigator: www.researchnavigator.com
- Tutor Center (part of MyDevelopment Lab):
www.ablongman.com/tutorcenter

OPTIONAL READINGS AND BOOKS:

- Becket, C. (2002). *Human growth and development*. Sage Publications, Inc.
- Bornstein, M.H. and Lamb, M.E. (1999). *Developmental psychology: an advanced textbook*. Lawrence Erlbaum Associates.
- Bowlby, J. (1983). *Attachment (Attachment and loss series, 2nd edition)*. Basic Books Classics.
- Bowlby, J. (1998). *Attachment and loss: Separation, anxiety and anger (new edition)*. Pimlico.
- Bowlby, J. (1998). *Secure base: Parent-child attachment and healthy human development*. Routledge.
- Bowlby, R. (2004). *Fifty years of attachment theory: Recollections of Donald Winnicott and John Bowlby (Donald Winnicott Memorial Lecture Series)*. Karnac Books.
- Hamilton, G. (1996). *Self and others: Object relations theory in practice*. New Jersey: Jason Aronson, Inc.
- Holmes, J (2004). *John Bowlby and attachment theory*. Taylor and Francis Group Plc.
- Jung, C.G. and De Laszlo, V. S (1977). *The basic writings of C.G. Jung*. Modern Library.
- Jung, C.G. (1955). *Modern man in search of a soul*. Harvest/HBJ Book.
- Jung, C.G. (1990). *The undiscovered self*. Princeton University Press.
- Kaplan, L (1978). *Oneness and separateness: From infant to individual*. New York: Simon and Schuster.
- Kohut, H (1976). *The restoration of the self*. International Universities Press, Inc.
- Lerner, R. (2001). *Concepts and theories of human development*. Lawrence Erlbaum Associates.
- Lessem, P. A. (2005). *Self psychology: An introduction*. Jason Aronson, Inc.
- St. Claire, M. and Wigren, J. (2003). *Object relations and self psychology: An introduction*. Wadsworth Publishing.

Winnicott, D.W. (1990). *The family and individual development*. Routledge

Winnicott, D.W. (1992). *The child, the family, and the outside world* (2nd ed.). Addison Wesley Publishing Company.

Winnicott, D.W. (1992). *Through pediatrics to psychoanalysis*. Routledge.

COURSE OBJECTIVES

Upon completion of this course, students are expected to:

1. Describe development, including biosocial, cognitive and psychosocial, as an ongoing set of processes, involving both continuity and change.
2. Recall important developmental concepts and be able to recognize and apply these concepts in everyday life.
3. Critically examine and analyze different developmental events from the major theoretical perspectives of development, and to recognize those theories when used by others to analyze events.
4. Develop graduate or professional level skills for evaluating the views and advice students will continue to hear after they finish the course.
5. Develop graduate or professional level skills for interviewing and observing subjects for case study and for researching topics germane to human growth and development.

The general objectives of this course, arranged in three broad categories, are:

Knowledge

1. To study the developing person at different periods in the lifespan.
2. To provide a perspective on the changes that takes place during an individual's life, from birth to death.
3. To examine possible causes or sources of developmental change and reasons for disturbances in the developmental process.
4. To demonstrate how different theoretical perspectives affect or determine the research and applications that arise from them.
5. To describe objective techniques and skills for observing human behavior.

Skills

1. To sharpen students' observational skills, so that they can examine behavior more objectively.
2. To teach specific skills that will help the students in various professions.
3. To enhance students' cognitive-processing ability by focusing on careful reading, clear written expression, and concise oral communication.
4. To develop students' study skills, including listening, careful reading, time allocation, and note-taking.
5. To foster critical thinking, especially in the analysis of developmental controversies.

Values / Attitudes

1. To enhance students’ awareness of the ways in which social, political, and cultural trends affect the individual.
2. To help students appreciate people of all ages, cultures, and backgrounds, and to gain insight into their similarities and differences.
3. To help students’ develop responsible personal behavior with regard to such important issues as drug use, sexual activity, and parenting.

COURSE LEARNING OUTCOMES

| | Competencies (T, R, I) | | |
|---|-------------------------------------|---|---|
| | T Competency is taught | R Competency is reinforced | I Competency is utilized/ integrated |
| HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following: | | | |
| a. theories of individual and family development and transitions across the life-span, | T | R | |
| b. theories of learning and personality development, including current understandings about neurobiological behavior, | T | R | |
| c. effects of crisis, trauma and disasters on individuals of all ages, | T | R | |
| d. theories and models of individual, cultural, and community resilience, | T | | |
| e. a general framework for understanding exceptional abilities and strategies for differentiated interventions, | T | R | |
| f. human behavior including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior, | T | R | |
| g. theories and etiology of addictions and addictive behaviors including strategies for prevention, intervention and treatment, | T | R | |
| h. strategies for facilitating optimum development and wellness over the life-span. | T | R | I |

TEXAS EXAMINATION OF EDUCATOR STANDARDS (TE_xES) - FIELD 152:
SCHOOL COUNSELOR. DOMAIN 1 – UNDERSTANDING STUDENTS:
COMPETENCY 001 (Human Development)

Counseling students are expected to know and learn the TE_xES competencies germane to Human Growth and Development. Domain 1 – Competency 001 explicitly states:

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

The beginning school counselor:

1. Demonstrates knowledge of development progression in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents.
2. Demonstrates knowledge of developmental issues of particular importance, including atypical differences, at different stages of human development (e.g., early childhood, middle childhood, adolescence).
3. Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students' behaviors (e.g., how affective characteristics may affect academic performance).
4. Understands the range of human developmental variation (e.g., typical and atypical behaviors) and knows how to provide appropriate, effective guidance and counseling services that are responsive to students' developmental characteristics and differences.
5. Understands students' developmental characteristics and needs in relation to educational and career awareness, planning, and decision making.

E-FOLD-P CONCEPTUAL FRAMEWORK

Educator as Facilitator of Learning for Diverse Populations

- To prepare beginning administrators and counselors as problem solvers, critical thinkers and decision makers.
- To prepare beginning administrators and counselors as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators and counselors with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
- To prepare beginning administrators and counselors to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

TRUEOUTCOMES

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an “artifact” (an item of coursework that serves as evidence that course objectives are met) and will be loaded into TrueOutcomes. The assignment to be used as a TrueOutcomes artifact is identified under COURSE REQUIREMENTS AND GRADING.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net

COURSE REQUIREMENTS AND GRADING

| | | |
|--|-------------|-------------------|
| • Group Presentation (Artifact) | 30% | 150 Points |
| • The Case Study | 20% | 100 Points |
| • Mid-term and Final Examinations | 40% | 200 Points |
| • Attendance & Class Participation | 5% | 25 Points |
| • Timely Uploading of Artifact and Other Assignments into the TRUEOUTCOMES | 5% | 25 Points |
| TOTAL | 100% | 500 Points |

Perfect Attendance + 1 percent directly added to your final grade.

The **final grade** resulting from the sum of the above components will be converted into letter grades according to the following scale (see grading system, PVAMU’s graduate catalog):

A = 95 -100 **B** = 85 – 94 **C** = 75 – 84 **D** = 65 – 74 **F** = 64 and below

DESCRIPTION OF COURSE REQUIREMENTS:

1. Group Presentation (30%): Class groups will present 45 - 60 minute presentations on specified chapters in the required text.

- Power point presentation
- 2 journal research articles supporting chapter concepts
- Five multiple choice questions with answers over chapter
- Chapter outline for each class member

2. The Case Study (20%): You are to interview and observe a person from one of the specific age groups covered in this class and then write and submit a paper (6-8 pages) based on your interviews and observations. Additional instructions and guidelines will be provided by your instructor.

3. Mid-term and Final Examinations (40%)

4. Attendance and Class Participation (5%)

5. Timely Uploading of Artifact and Other Assignments (5%): Further instructions will be provided by the instructor during the first class session.

UNIVERSITY RULES AND PROCEDURES

Students must familiarize themselves with the university rules and procedures pertaining to disability, academic misconduct and dishonesty, non-academic misconduct, sexual misconduct, attendance policy, and student academic appeals process.

SEE ATTACHMENT AT THE END OF THIS COURSE SYLLABUS.



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SUMMER 2008 COURSE SCHEDULE – DR. MEHTA

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|-----------------|---|
| June 9 | General Overview and Chapter 1 - 3 |
| June 16 | Student Presentation – Chapter 4 – 6; Class Discussion |
| June 23 | Student Presentation – Chapter 7 - 8; Class Discussion |
| June 30 | Student Presentation- Chapters 9 - 10; Class Discussion |
| July 7 | MIDTERM EXAMINATION – (Chapters 1 – 10); Student Presentation – Chapter 11 – 12; Class Discussion |
| July 14 | Student Presentation – Chapter 13 - 14; Class Discussion |
| July 21 | Student Presentation – Chapter 15 - 16; Class Discussion / Case Study Due |
| July 28 | Student Presentation – Chapter 17 - 19; Class Discussion |
| August 4 | FINAL EXAMINATION – CHAPTERS 11 - 19 |