

Houston Graduate School of Theology

COU/PC 522 Human Growth and Development

Fall 2019 Hybrid - Mondays, 6:00-8:30 pm

Aug. 19, Sept. 9, 23, Oct. 7, 21, Nov. 4, Nov. 18, Dec. 9

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Houston Graduate School of Theology equips women and men to be ministers and messengers of God's mission of reconciliation through academic excellence, personal transformation, and leadership development

I. Course Description

A study of the processes and stages of human intellectual, physical, social, and emotional development from prenatal origins through senior adulthood, with attention to Christian perspectives on these issues and implications for ministry and counseling.

II. Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A. Describe the major theories and central concepts related to the study of human development over the lifespan, evidenced by using information in genogram, developmental interview, mid-term and final exams, and research paper. (MAC-1 Critically evaluate contemporary psychological theories of human behavior.)
- B. Apply the concepts of human development and expected developmental tasks including spiritual and moral development to personal experiences, demonstrated through discussions and reading reflections. (MAC-4 Integrate theory, experience, Christian faith, and one's faith tradition to form a personal model of the counseling process; MDiv-2 Contributes to diverse communities: Students will apply the Christian faith to facets of personal life and diverse communities.)
- C. Identify the stages and milestones in human development and ranges that are considered normative and typical across cultures and regions through coordination and presentation of developmental interview. (MAC-5 Advocate for the worth and dignity of the individual in a multicultural setting.)
- D. Develop and demonstrate a working knowledge of the forces that contribute to human development across the lifespan (biological, cultural, historical, socioeconomic, experiential, and spiritual) through exams and reading reflections. (MAC-2 Integrate theoretical and experiential learning into counseling practice.)

III. Texts and Course Schedule

Required Textbooks:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Capps, D. (2008). *The decades of life: a guide to human development*. Westminster John Knox Press. ISBN: 978-0-664-23241-2

Capuzzi, D., & Stauffer, M. D., Editors (2016). *Human growth and development across the lifespan: applications for counselors*. John C. Wiley and Sons, Inc. ISBN-13: 978-1118984727; ISBN-10: 1118984722

**COU/PC 522 Human Growth and Development
Class and Reading Schedule**

*Due Dates for Assignments are Marked by an Asterisk
Class Days are Marked in Bold with Double Asterisks*

August 19**

- Student Introductions
- Review of syllabus
- Introduction to Human Growth and Development
- Chapter Summary Assignments
- Review of documents
 - American Counseling Association (ACA) Code of Ethics
[2014 ACA Code of Ethics \(PDF\)](#)

August 26

- Reading: Capuzzi – Chap. 1 – Human Development: Counseling the Ever-Changing Person in Context
- Reading: Capuzzi – Chap. 2 – Theories of Human Development
- Complete discussion board assignments on readings

September 2

- Labor Day, no assignments

September 9**

- Reading: Capuzzi – Chap. 3 – The Many Facets of Human Development: Spiritual and Moral Development Theories
- Reading: Capuzzi – Chap. 4 – Cross Cultural Counseling and Human Development
- Chapter Summary Presentations

September 16

- Reading: Capuzzi – Chap. 5 – Birth and Infancy: Physical and Cognitive Development
- Reading: Capuzzi – Chap. 6 – Birth and Infancy: Emotional and Social Development
- Reading: Capps – Chap. 1 – The First Decade: The Hopeful Self
- Complete discussion board assignments on readings

September 23**

- Reading: Capuzzi – Chap. 7 – Early Childhood: Physical and Cognitive Development

- Reading: Capuzzi – Chap. 8 – Early Childhood: Emotional and Social Development
- Chapter Summary Presentations
- Family Genogram Due*

September 30

- Reading: Capuzzi – Chap. 9 – Middle Childhood: Physical and Cognitive Development
- Reading: Capuzzi – Chap. 10 – Middle Childhood: Emotional and Social Development
- Complete discussion board assignments on readings

October 7**

- Reading: Capps – Chap. 2 – The Second Decade: The Willing Self
- Chapter Summary Presentations

October 14*

- Reading: Capuzzi – Chap. 11 – Adolescence: Physical and Cognitive Development
- Reading: Capuzzi – Chap. 12 – Adolescence: Emotional and Social Development
- Complete discussion board assignments on readings
- Midterm Exam Due*

October 21**

- Reading: Capuzzi – Chap. 13 – Young Adulthood: Physical and Cognitive Development
- Reading: Capuzzi – Chap. 14 – Young Adulthood: Emotional and Social Development
- Reading: Capps – Chap. 3 – The Third Decade: The Purposeful Self
- Chapter Summary Presentations

October 28

- Reading: Capuzzi – Chap. 15 – Middle Adulthood: Physical and Cognitive Development
- Reading: Capuzzi – Chap. 16 – Middle Adulthood: Emotional and Social
- Reading: Capps – Chap. 4 – The Fourth Decade: The Competent Self
- Complete discussion board assignments on readings

November 4**

- Reading: Capps – Chap. 5 – The Fifth Decade: The Faithful Self
- Reading: Capps – Chap. 6 – The Sixth Decade: The Loving Self
- Reading: Capps – Chap. 7 – The Seventh Decade: The Caring Self
- Chapter Summary Presentations
- Developmental History Interview due*

November 11

- Reading: Capuzzi – Chap. 17 – Late Adulthood: Physical and Cognitive Development
- Reading: Capuzzi – Chap. 18 – Late Adulthood: Emotional and Social Development
- Complete discussion board assignments on readings

November 18**

- Reading: Capps – Chap. 8 – The Eighth Decade: The Wise Self
- Reading: Capps – Chap. 9 – The Ninth Decade: The Graceful Self
- Reading: Capps – Chap. 10 – The Tenth Decade: The Enduring Self
- Chapter Summary Presentations

November 25 – Thanksgiving Holiday Break

December 2

- Reading: Capuzzi – Chap. 19 - Career and Lifestyle Planning in Vocational Rehabilitation Settings
- Complete discussion board assignments on reading

December 9**

- Research Paper Due*
- Chapter Summary Presentations

December 10*

- Final Exam Due*

The professor reserves the right to adjust classroom topics as the course develops.

IV. Course Requirements

- A. Chapter summaries will be assigned to students on the first day of class. See Appendix A. – Summaries will be due as presentations as the assigned chapter is covered in the syllabus. – 10% of final grade
- B. Genogram – See Appendix B. Due on September 23 – 5% of final grade.
- C. A Midterm Exam covering material covered up to Chapter 10 in Capuzzi and Chapter 2 in Capps will be posted online on October 7 after class and must be completed by October 14 – 20% of final grade.
- D. A Developmental History Interview – See Appendix C. Due on November 4 – 20% of final grade.
- E. A research paper relating to counseling issues with a fictional client involving a certain phase of human development – See Appendix D. Due on December 9 – 15% of final grade.

- F. A Comprehensive Final Exam will be posted online on December 2 and must be completed by December 10 – 20% of final grade.
- G. Class participation –Attendance and participation in class is expected. Discussions will be posted for weeks without class time. There are 7 discussions on the syllabus. You must complete 5. 10% of final grade.

H. Student Workload Expectations – Total 135 hours

Class time – 20 hours

Reading – (Capuzzi 603 @ 12/hr = 50; Capps 215 @ 18/hr = 12) – 62

Chapter Summary – 5

Genogram – 3

Developmental Interview – 15

Research Paper – 10

Chapter Discussions – 5 (@ 1/discussion including responses to others)

Exam Preparation – 15

- V. Course Grading Scale** - Grading criteria include, following the assignment (30%), compiling a paper or project with graduate-level content (50%), using proper grammar and writing techniques and adhering to correct formatting (20%). An “A” represents excellent work in all categories; “B” is good; “C” is fair; and “D” is poor. Pluses and minuses will be assigned as appropriate.

95-100	A
92-94	A-
90-91	B+
85-89	B
82-84	B-
80-81	C+
75-79	C
72-74	C-
70-71	D
0-69	F

VI. Grading Rubric

Requirement	% of Total Grade
Discussion Board Participation	5
Chapter Summary	10
Genogram	5
Midterm	20
Developmental History Interview	20
Research Paper	15
Final Exam	20
Class Participation	5
Total	100%

VII. Classroom-related Academic Policies

- A. Regular attendance and regular submission of assignments on due dates in the syllabus is expected. The following guidelines have been approved for inclusion in all HGST syllabi and reflect standards for all courses:
- Fall/Spring semester 15-session course – 3-absence maximum
 - Summer term 8-session course – 1-absence maximum (equals 4 hours).
 - 8-session hybrid – 1-absence maximum
 - 4-session hybrid – 0-absence maximum
- If a student reaches the designated number of absences, the student will no longer be allowed to stay in the class. The student does have the opportunity to appeal to the Academic Dean and should assume responsibility for scheduling that meeting as soon as possible. **Students in online courses are expected to complete all work assigned in a timely manner.**
- B. Work is expected on the due date. Late papers will receive no less than a one-letter grade reduction. Weeks that include on campus sessions, due dates are Monday at 5:00 pm.
- C. Turnitin.com
1. All written assignments are subject to required submission to www.Turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus (Article Summaries, Career Genogram, Career Development Plan).
 2. Students will create an account at www.Turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
- D. Electronic Equipment Usage in Classrooms
- It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.
- E. *Please review the Academic Catalog for requirements regarding Incompletes and Plagiarism issues. For more information on Library Services, please download the Library Handbook from the HGST website.*

VIII. Notes for Writing Assignments

APA formatting is accepted as prescribed in the *Publication Manual of the American Psychological Association, 6th edition*.

All students shall utilize 12-point Times New Roman font throughout. The instructor prefers that the student **not** use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.

Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical

writing. The instructor expects students to follow these guidelines strictly for academic-style assignments. Failure to do so will be penalized.

- Avoid first- or second-person references, both singular and plural (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary but limiting the use of passive voice is a good policy.
- In text references should be past tense (“Brueggemann argued . . .”). Subject-verb agreement is imperative.
- Spellcheck! Spellcheck! Spellcheck!
- Grammar check works as well!
- All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate. Every paragraph should have at least two sentences.
- References should be from peer reviewed works. (Wikipedia-in any of its forms-is not peer reviewed). If you are not including a direct quote in quotation marks, use your paraphrasing skills. If you copy and paste something into your work without citation or quotation marks, you have committed plagiarism.

Appendix A

Rubric for Chapter Summaries

You are required to make a presentation of an assigned chapter or chapters from one of the texts. Capuzzi & Stauffer will have assigning. In the event there are more students than chapters from the primary source chapters from Capps will be assigned.

Your presentation should include:

1. A PowerPoint presentation outlining the assigned chapter(s) (4 points)
2. A presentation of the PowerPoint in class (4 points)
3. 1-2 Questions for discussion from the chapter. (2 points)

This assignment is worth 10 points toward your total grade with the points allot as shown above.

Appendix B

Rubric for Family Genogram

A genogram is a visual illustration of a family. Family members are represented as male (squares) and female (circles). A genogram illustrates relationships between family members (i.e. child, sibling, husband, wife, grandparent).

For this assignment create your family genogram. Include at least three generations.

The key elements of the assignment:

1. Create a genogram utilizing the format of a normal genogram. (1 points)
2. Note the ages of family members (1 points)
3. Explore a situation reflected in the genogram in which aspects of human development may have an impact (1 points)
4. Summarize the process. (1 points)
5. Career Genogram should be 2-3 pages APA style (not counting cover page, genogram page or reference page) (1 point)
6. Papers not aligned with APA format (Running head, font, spacing, line spacing, in text citations, references) will not receive all points from #5.

This assignment is worth 5 points toward your total grade with the points allot as shown above.

Appendix C

Developmental History Interview Assignment

Complete a developmental history interview with a willing participant. You may use a family member or ask a friend to volunteer to assist as your subject for this assignment.

The key elements of the assignment:

1. Explain the purpose of a developmental history interview (2 points)
2. Explore the stages of development that your subject has already completed. (4 points)
3. Explore the subject's plan for the stages of development they believe are remaining. (3 points)
4. Process the information gathered from the interview. (4 points)
5. Summarize the process. (4 points)
6. Developmental History Interview should be 5-7 pages APA style (not counting cover page or reference page) (3 point)
7. Papers not aligned with APA format (Running head, font, spacing, line spacing, in text citations, references) will not receive all points from #8.

This assignment is worth 20 points toward your total grade with the points allot as shown above.

Appendix D

Rubric for Research Paper

For this assignment you are asked to create a client scenario and explore a counseling issue involving a certain phase of human development. Examine research on the issue that is pertinent to the “client’s” phase of human development.

The key elements of the assignment:

1. Explain the client scenario including their stage of development and history pertinent to the issue. Include how the client issue is impacted by their stage of development. (4 points)
2. Examine peer-reviewed research that explores the relationship between the presenting issue and the client’s stage of development. (4 points)
3. Provide a set of next steps based on the information gathered from the research process (2 points)
4. Summarize the process. (2 points)
5. Research Paper should be 4-6 pages APA style (not counting cover page or reference page) (3 point)
6. Papers not aligned with APA format (Running head, font, spacing, line spacing, in text citations, references) will not receive all points from #8.

This assignment is worth 15 points toward your total grade with the points allot as shown above.