



**DIVISION OF COUNSELING AND FAMILY THERAPY
MASTER OF ARTS IN COUNSELING**

**HUMAN GROWTH AND DEVELOPMENT
MCPY605 (3 credits)**

Mentored Learning Activities: Contact hours- 48

Course Syllabus

COURSE DESCRIPTION/CONTENT AREAS:

Provides an advanced study of normal human development from infancy throughout the life span emphasizing integration of theory and research appropriate to each life phase. Considers the impact of cultural variation and context on life phases.

METHODS OF INSTRUCTION:

Classroom based lectures and experiential activities.

Instructor:

Email:

Phone:

REQUIRED TEXT AND READINGS:

Required Textbook

Broderick, P.C., & Blewitt, P. (2020). *The life Span: Human development for helping professionals*. 5th edition, Pearson. ISBN-10: 0135227763 | ISBN-13: 978-0135227763

Required Readings (Journal articles available on WorldClass course site)

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. *American journal of preventive medicine*, 14(4), 245–258. [https://doi.org/10.1016/s0749-3797\(98\)00017-8](https://doi.org/10.1016/s0749-3797(98)00017-8)

Masten, A. S. (2018) Resilience theory and research on children and families: Past, present, and promise. *Journal of Family Theory and Review*, (10), 12-31. DOI: 10.1111/jftr.1255

Sanchez, R. O., Letiecq, B. I., & Ginsberg, M. R. (2019). An integrated model of family strengths and resilience: Theorizing at the intersection of indigenous and western paradigms. *Journal of Family Theory and Review*, (11) 561-575.

Walsh, F. (2016) Family resilience: A developmental systems framework. *European Journal of Developmental Psychology*. 1-12.
DOI: 10.1080/17405629.2016.1154035

Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association 7th edition*. Washington, D.C.: American Psychological Association.

Selected diversity and development readings available on WorldClass web sit

KNOWLEGE AND SKILL OUTCOMES At the end of the course, students will demonstrate the following knowledge and skills:

CACREP 2016 Standards

1. Knowledge of theories of individual and family development across the lifespan. (2.F.3.a);
2. Knowledge of theories of learning and a general framework for understanding differing abilities and strategies for differentiated interventions; (2.F.3.b, h);
3. Knowledge of biological, neurological, and physiological factors that affect human development, functioning and behavior and the impact of biological and neurological mechanisms on mental health; (2.F.3.e; CMHC 5.C.2.g);
4. Knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. (2.F.3.i);
5. Knowledge of systemic and environmental factors that affect human development, functioning and behavior (2.F.3.f);
6. Knowledge of the effects of crisis, disasters, and trauma on individuals across the lifespan (2.F.3.g).

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

1. Benchmark Assignment:
Growth and Development Case Study - 25 % of Grade
2. Group Diversity in Development Presentation –25% of Grade
3. Exam- 10% of Grade
4. Personal Passage Paper- 25% of Grade
5. Participation – 15% of Grade

Human Growth and Development, MCPY605 – 2020 (CACREP 2016 Standards)

CACREP 2016 Standards and Learning Outcomes			
Student Learning Outcomes: Knowledge and Skills	CACREP Standard/Content Areas	Required Readings	Assignment: Measurement of Student Learning Outcomes
1. knowledge of theories of individual and family development across the lifespan.	2.F.3.a	Broderick & Blewitt Text: CH. 1.-15 Masten, A. S. (2018) Resilience theory and research on children and families: Past, present, and promise. <i>Journal of Family Theory and Review</i> , (10), 12-31. DOI: 10:1111/jftr.1255 Sanchez, R. O., Letiecq, B. I, & Ginsberg, M R. (2019). An integrated model of family strengths and resilience: Theorizing at the intersection of indigenous and western paradigms. <i>Journal of Family Theory and Review</i> , (11) 561-575. Walsh, F. (2016) Family resilience: A developmental systems framework. <i>European Journal of Developmental Psychology</i> . 1-12. DOI: 10.1080/17405629.2016.1154035	• Benchmark assignment • Group Diversity in Development Presentation • Exam • Personal Passage Paper
2. Knowledge of theories of learning and a general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.b,h	Broderick & Blewitt Text: CH. 3, 6, 9, 11, 13, 15	• Benchmark assignment • Group Diversity in Development Presentation • Exam • Personal Passage Paper
3. Knowledge of biological, neurological, and physiological factors that affect human development, functioning and behavior and understand the impact of biological and neurological mechanisms on mental health	2.F.3.i; CMHC 5.C.2.g	Broderick & Blewitt Text: CH. 2	• Benchmark assignment • Exam • Personal Passage Paper
4. Knowledge of ethical and culturally relevant strategies for promoting resilience and optimum	2.F.3.i	Sanchez, R. O., Letiecq, B. I, & Ginsberg, M R. (2019). An integrated model of family strengths and resilience: Theorizing at the intersection of indigenous and western paradigms. <i>Journal of Family Theory and Review</i> , (11) 561-575.	• Group Diversity in Development Presentation

development and wellness across the lifespan.			
5. Demonstrates a knowledge of systemic and environmental factors that affect human development, functioning and behavior.	2.F.3.f	Broderick & Blewitt Text: CH. 1-15 Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. <i>American journal of preventive medicine</i>, 14(4), 245–258. Doi.org/10.1016/s0749-3797(98)00017-8 Masten, A. S. (2018) Resilience theory and research on children and families: Past, present, and promise. <i>Journal of Family Theory and Review</i>, (10), 12-31. DOI: 10:1111/jftr.1255 Sanchez, R. O., Letiecq, B. I, & Ginsberg, M R. (2019). An integrated model of family strengths and resilience: Theorizing at the intersection of indigenous and western paradigms. <i>Journal of Family Theory and Review</i>, (11) 561-575. Walsh, F. (2016) Family resilience: A developmental systems framework. <i>European Journal of Developmental Psychology</i>. 1-12. DOI: 10.1080/17405629.2016.1154035	• Benchmark assignment • Group Diversity in Development Presentation • Exam • Personal Passage Paper
6. Demonstrate an understanding of the effects of crisis, disasters, and trauma on individuals across the lifespan	2.F.3.g	Broderick & Blewitt Text: CH. 1-15 Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. <i>American journal of preventive medicine</i>, 14(4), 245–258. Doi.org/10.1016/s0749-3797(98)00017-8 Masten, A. S. (2018) Resilience theory and research on children and families: Past, present, and promise. <i>Journal of Family Theory and Review</i>, (10), 12-31. DOI: 10:1111/jftr.1255	• Benchmark assignment • Group Diversity in Development Presentation • Exam • Personal Passage Paper

COURSE REQUIREMENTS:

Assignment
I. BENCHMARK ASSIGNMENT: (25% of grade) Case Study in Human Growth and Development (CACREP 2016 standards: II.F.3.a,b,e,f) Select a main character from any one of these three films: “Slumdog Millionaire”, “Precious” or “The Color Purple”. Using APA style, write a case study analysis of the character that includes the following headings: 1. Summary of the main characters journey in the film; 2. An bioecological systems view of the character and how these factors impacted development (use Bronfenbrenner’s model); 3. Systemic and environmental factors that are relevant to his/her development 4. Application of two human development stage theories (Erikson, Freud, Piaget, etc.) to the character’s development at specific crisis points; 5. <i>The impact of cognitive development and learning theory on the character’s understanding of early experiences and adjustment;</i> 6. Moral development of the character as applied to choices and values (apply a theory of moral development) 7. Resilience factors and application of resilience theories (systemic and individual); 8. Personal reflection • How the character’s personal psychological journey impacted you and what insights have you gained from any similarities/differences you share with their life story; • How this case can assist you in your professional development as a counselor. • How will you promote your own personal wellness as you continue your career working with individuals having difficult life stories?
. Group Diversity in Human Growth Presentation (25% of grade) (CACREP 2016 standards: II.F.3.f) Each student will sign up to work in a peer group to present on one of the following diversity in human development topics: • The impact of childhood Stress, Abuse, and Trauma on Development • Challenges of Marginalized Family Groups and Wellness • Ethnicity and Cultural Influences on Development • The Transition to Young Adulthood • Aging & Wellness in Older Adults • Male and Female Gender Development • LBGTQQ Identity Development and Wellness Groups will have 1 hour and 15minutes to present on their topic. Resources including articles and book chapters related to each topic are available on WorldClass. Additional resources can and should be obtained for your presentation.

Each group presentation should include each of the following:

- Written Materials (copies should be made for all class members):
 1. A title page with your topic and group member names;
 2. An outline of your presentation with the group member contributors for each section
 3. A handout of published, online and community resources for counselors and marriage and family therapists
 4. APA Style Reference page
 5. Relevant handouts related to the topic and/or population needs in counseling and therapy
- Oral Presentations should include
 - a. information on developmental stages and adjustment/maladjustment relevant to your topic;
 - b. and considerations for counseling individuals and families across the lifespan

Groups will be rated (see attached rubric) on how well they cover the topic, ability to engage the audience, and quality of handouts.

II. Exam (10% of grade) (CACREP 2016 Standards II.F.3.a,b,e,f CMHC 2.g)

Each student will take one multiple choice exam that covers theories covered in the course.

III. Personal Passages Paper (25% of grade) (CACREP 2016 Standards II.F.3.a,b,e,f, h. CMHC 2.g.)

Write a 10 -15-page paper on *your story – your personal story of your human growth and development from birth to present day*. The Paper needs to be double-spaced and typed. In order to complete this goal, beginning this weekend and the next 2 monthly scheduled weekends, you will need to consciously apply what you learn through reading, listening, or observing to ***yourself***. This will be a valuable and insightful tool.

Paper Outline:

1. A developmental timeline of significant life events
2. How each the following impacted your development including but not limited to:
 - Your individual abilities/challenges
 - Family transitions
 - Culture/Ethnicity/Gender
 - Community/School
 - National and world events
3. Application of two or more theories of development (individual, family, learning, and personality) to describe your development over your life-span;
4. Application of resilience theory and resilience factors to your development;
5. A discussion of the effects of any systemic and environmental factors including but not limited to: racism, discrimination, sexism, power, privilege and oppression on one's own life and career;

6. A discussion of how you plan to continue the optimal development and self-actualization of your physical, mental, emotional, and spiritual wellness throughout your life span.

IV. Participation (15% of grade)

Participation: Student attendance and participation is expected. Participation includes actively paying attention in class, verbally contributing to class discussions, and being a strong contributing member of any group activity.

Absences and lack of participation affect students' grades negatively. See the departmental policy in this document for specifics on absences for 14 week and/or weekend intensive courses as it pertains to this course

*Use of cell phones and laptop computers during class meetings are not permitted without prior approval of the instructor. Texting or using electronic devices by any student during class times will result in reduction in her/his participation grade for the course.