



MASTER OF ARTS IN COUNSELING
MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

HUMAN GROWTH AND DEVELOPMENT
MCPY 605 (3 credits)

Course Syllabus

COURSE DESCRIPTION:

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.

COURSE TEXTBOOKS:

Required:

Comstock, D. (2004). *Diversity and development* (1st ed.). Brooks/Cole (Thomson Learning). ISBN: 0-534-57406-8 hard. ©2005.

Crain, W. (2004). *Theories of development: Concepts and applications* (5th ed.). New York: Prentice Hall (Pearson Education). ISBN: 0-13-184991-3 soft.

Optional:

Gilligan, C. (1993). *In a different voice: Psychological theory and women's development* (1st ed.). Cambridge, MA: Harvard University Press. ISBN: 0-674-44544-9 soft.

COURSE OBJECTIVES:

By the end of the course, students will:

1. Access and use scholarly resources effectively related to human growth and development theories and personality development including an ability to interpret and critically evaluate professional research, examine human behavior more objectively, and complete a well-written literature review using APA style. (CACREP Standard 3.A,B,C)

2. Understand and describe life span development, including physical, psychological, social, and spiritual development in the context of family, relationships, and culture as an ongoing set of processes, involving both continuity and change over time both from a normative and theoretical perspective. Understand my personal human growth and behavior.
(CACREP Standard 3.A, B)

3. Discuss how development is influenced by variables including culture, ethnicity, gender, race, sexual orientation, and socioeconomic status as well as normative events such as disability, exceptional behavior, addictive behavior, psychopathology, and environmental factors.
(CACREP Standard, 3.C, D)

4. Understand ways in which developmental theory influences clinical practice and professional perspectives including ethical and legal considerations.
(CACREP Standard 3.D,E, 8.E)

COURSE REQUIREMENTS:

I. Naturalistic Observation (25%)

Must do two of the three age groups

Prepare for activity by reading the text chapters and a minimum of **three** academic journal articles that apply to the age group to which your subject belongs.

TODDLER/CHILD STUDY OBSERVATION: (CACREP Standard 3.B, C, E)

1. When you have secured a child for your study and obtaining the parent's consent, explain that you are doing this research for a course in human development, that names will not be used in the report, and that the main purpose of the report is to help you relate developmental theories and real children. Also, clearly explain that you are not making a psychological evaluation of that child and that you are not qualified to do so. Have the parent or guardian sign the attached consent form and turn it in with your final report.

2. Collect the information by using these three research methods:

A. Naturalistic Observation:

Ask the parents when the child is likely to be awake and active and observe the child for an hour during this time. Try to be as unobtrusive as possible (you are not there to play with or care for the child.). If the child wants to play, explain that you must sit and write for now and that you will play later.

Keep a log of the child's behaviors, interactions with others, and comments. Try to be objective, focusing on the behavior rather than interpretation. Instead of "Jennifer was delighted when her father came home, and de dotes on her," write "5:50: Her father opened the door, Jennifer looked up, smiled, said "dada" and ran to him. He bent down, stretched our his arms, picked her up, and said, "How's my little angel?"

After your observation, summarize the data in two ways: First, note the percent of time spent in various activities, for example, playing alone, 15%, playing with brother, 20%, etc. and second, note the frequency of various behaviors: "asked an adult for something five times." Also, note the circumstances like illness that might make your observation atypical.

B. Informal interaction with the child:

Interact with the child for half and hour. Your goal is to observe the child's personality and abilities in a relaxed setting. The particular activities you engage in depend on the child's age and interests; play games, read a book, etc.

C. Interview Parent/Other Adults:

Ask open-ended questions in the interview, that is, questions where the adult will have to elaborate on an answer. Your goals are to learn the child's history, illnesses, problems that might affect development, daily routine, current problems, and a description of the child's character and personality including strengths and vulnerabilities. Keep a log of your questions and the parent's responses.

3. Write the report in 3-5 pages, double-spaced, and typed. Use APA style for references cited. Otherwise, it may be in an informal style. When writing the report, do not simply copy your findings or data. Use your critical thinking.

- Begin by reporting relevant background information and demographics: subject's age, sex, sex of siblings, economic and ethnic background of the family, and educational and marital status of the parents.

- Describe the child's biological cognitive and socioemotional development, citing observational date to support your conclusions. Also cite relevant information from research articles and text.

- Predict the child's development in the next year, the next 5

and 10 years. List strengths in the child, the family and the community that will foster optimal development. Note if there are potential problems you see in any of these areas that might lead to future difficulties for the child. Note what stage the child is in according to the various developmental theorists like Freud, Piaget, etc. Include discussion of the reasons, either methodological or theoretical, that your predictions may not be accurate.

Include the signed consent form. The observation log is not required to be turned in.

ADOLESCENT OR ADULT STUDY:

1. Have the minor's parent or the adult to be observed sign the consent form using the same disclaimers as in the Child Observation.

2. Collect information by using these research techniques:

B. Naturalistic Observation:

Accompany the person to school, work, or to a social gathering. Try to be as unobtrusive as possible, maintaining some distance from the person and those with whom the person interacts.

Keep a log of the person's behaviors, interactions with others, and comments. Try to be objective, focusing on behavior rather than interpretation.

After your observation, summarize the data in two ways. First, note the percentage of time spent in various activities and second, note the frequency of behaviors, unusual circumstances, etc. Consider: what is the setting and the tone of the setting? What skills, mental and physical does the person need for the job? Interaction style? Social skills?

C. Informal Interaction:

Interact with the person for half an hour. Your goal is to observe his/her personality and abilities in a relaxed setting. Use an appropriate activity.

Keep a log of the interaction and then summarize.

D. Informal Interview:

Ask open-ended questions. Consider these areas: self-identity, selfassessment of strengths and vulnerabilities, development in physical, cognitive, and socioemotional domain, perceived strengths and vulnerabilities, current problems.

3. Write the report in 3 – 5 pages, double-spaced, and typed. Use APA style for references cited. Otherwise, it may be in an informal style. When writing the report, do not simply copy your findings or data. Use the same general format as Step 3 in the Child Study Observation adapting as necessary for this age group. ***Note what stage the adult is in according to Levinson and Erikson and other adult theorists referencing adult life stage tasks.***

II. Literature Review (25%) (CACREP Standard 3.A,B,C, 8.E)

Read and critique **three** articles of original research from academic journals regarding life span development. Articles must be recently published (***1995 to current date***) or a seminal article in the field. Two to three pages each. See “Questions to Guide Evaluation” in Hittleman, D. (1997). *Interpreting Educational Research*. Use these questions to guide your analysis.

In your own words, briefly, describe the problem under study.

1. Is the study related to other research and theory in this problem area?
2. What were the research questions (i.e. hypotheses)?
3. What were the characteristics of the participants (i.e. sample) who were in the study?
4. What instruments or measurements devices were used?
5. What were the procedures used in this study?
6. What were the results of this study?
7. Did the author(s) relate the results back to theory or prior research?
8. Are the implications stated by the author(s) reasonable, based on the conditions of the research reported?
9. Your critical assessment of the value, strength, and limitations of this study.

III. Personal Passages (50%)

Write a 10 -15-page paper on ***your story – your personal story of your human growth and development from birth to present day***. 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. Incorporate theories that best weave into your story. A minimum of **5** academic recourses required.

GRADING CRITERIA

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

A-: Also displays outstanding scholarship

1. May contain few minor errors in writing, documentation, or reasoning.

B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

B: Satisfactory

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

STUDENT RESOURCES

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Writing Assistance – Smarthinking

The College for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all CPS students through TMSMARTHINKING. The tutoring year begins on March 8 of the current year. To register for TMSMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select TMSMARTHINKING.

Equal Access & Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft 1/26/04

Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

STUDENT RESPONSIBILITIES

Ethics and Confidentiality

An integral component of the CPS Counseling Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Student Conduct

CPS students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

COUNSELING FACULTY RESPONSIBILITIES

Student Performance Evaluations

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques courses, and supervised experience courses) to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

Student Performance Evaluation (Page 1)

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in an empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy - communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

White: Permanent Student File

Yellow: Course Instructor Pink: Student

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Student Performance Evaluation (page 2)

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2

ACADEMIC

1. The student writes with good grammar, form and organization	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic	N	0	1	2
7. The student participates in class and interacts appropriately	N	0	1	2
8. The student submits written work in a timely fashion	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

Student

Faculty

Date

White: Permanent Student File

Yellow: Course Instructor Pink: Student

Fall 2004



INFORMED CONSENT
MCPY 605 Human Growth and Development

Adult or Child Observation and Interview

As part of an assignment for MCPY 605 Human Growth and Development in the Regis University Master of Arts in Counseling Program, I am looking for individuals who would be willing to participate in an assignment that would help me become more aware of different ages and stages of development of children, adolescents, and adults. I would like permission to observe you (or your minor child) for a 30 minute period during a normal activity of the day. I will not interact during this observation but will be required to take notes of my observations. I may also need to ask some questions about your (or your child's) development, educational history, peer relationships, and family relationships in addition to the 30 minute observation.

Because I am a counselor-in-training and not a licensed professional counselor, any interpretations I make during your observation and interview are not considered valid or meaningful in any clinical sense. Therefore specific feedback about you or your child will only be in the form of general observations, and may not be an accurate picture of who you are or an accurate representation of your experience as a person. This assignment is strictly for the purpose of developing my ability to apply theories of human growth and development to real life people and situations.

If you have any questions about this assignment or your participation, please contact my professor:

_____ at _____.

Informed Consent:

I have been informed that participation as a client is strictly voluntary and that I can withdraw at any time. I also understand I will not receive a copy of the final paper done by the counselor-in-training and any interpretations made by this student are not considered to be valid clinically.

Participant Name (Please print)

Participant Signature (Parent or Guardian Signature in the case of a minor or child) _____
Date

