

# Human Growth and Development

PC 6025 (Online)

Course Syllabus—Fall 2010

September 07-December 18, 2010

**Professor:** Jenna Frischknecht Holden, J.D., Psy.D.  
**Meeting Times:** Online throughout each week of the course  
**Office Hours:** By appointment via e-mail or telephone to schedule  
**Contact Information:** [jfrischknecht@juno.com](mailto:jfrischknecht@juno.com) or 415/939-1060

## **Required Reading:**

- \* Berger, K.S. (2008). The Developing Person Through the Lifespan 7<sup>th</sup> Edition. New York: Worth Publishers. ISBN: 1429229306
- \* Crain, W. (2005). Theories of development: Concepts and Applications 5<sup>th</sup> Edition. New Jersey: Prentice Hall. ISBN: 0131849913  
*Please note: There is a 6<sup>th</sup> edition that has just been published with regard to this textbook, but so far I'm not that impressed, and feel that the 5<sup>th</sup> edition is still completely viable and sells for MUCH less!  
For these reasons we will be using the 5<sup>th</sup> edition for this course.*
- \* Didion, J. (2007). The Year of Magical Thinking. New York: Vintage Books(Random House). ISBN: 1400078431
- \* Any supplemental materials provided by the instructor

## **Recommended Reading:**

- \* Erikson, E. (1997). The Life Cycle Completed. New York: W.W. Norton & Company, Inc. ISBN: 0-393-03934

## **Course Description:**

This course focuses upon an overview of lifespan development, with emphasis upon both developmental and learning theories. These theories will be explored with regard to current research in areas of biosocial, cognitive, psychosocial, and therapeutic realms. There will be a thorough exploration of the major developmental theorists and subsequent contribution of these theories to our understanding of both child and adult development/psychology. The lifespan, from birth and infancy to adulthood, will be analyzed from perspectives of heredity, biology, environment, social, and psychological factors. In addition, the latter part of the course will provide a special focus upon the developmental stage of late adulthood and geriatric issues, including the related topics of death and dying. This course will also weave into several areas of development the topics of diversity of gender, ethnicity, and cultural factors that influence many stages of life.

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Human Growth and Development Syllabus

**Course Objectives:**

**1. To learn to identify typical characteristics and psychological influences/challenges at each stage of development:**

**Prenatal/birth**

**Infant/toddler (ages 1-2 years)**

**Early childhood (ages 2-6)**

**Later childhood/preadolescence (ages 7-11)**

**Adolescence**

**Early Adulthood (ages 20-40)**

**Middle Adulthood (ages 40-60)**

**Later Adulthood (ages 60 +)**

**Process of dying and death**

**2. To understand additional components of human development at each stage, including biological factors, cognitive factors, and psychosocial factors;**

**3. To understand the manner in which various counseling theories can find appropriate application with individuals, couples, and families at specific phases of development;**

**4. To understand and explore issues affecting adults in the later adulthood stage of development, including the process of dying and death;**

**5. To understand the manner in which developmental theories have come into existence, and their application to counseling psychology;**

**6. To understand the manner in which gender, culture, and ethnicity heavily influence lifespan development.**

**Schedule By Week:**

<b><u>WEEK</u></b>	<b><u>DATES</u></b>	<b><u>LECTURE/READING</u></b> (To be completed <i>prior to</i> discussion)
<b>1</b>	<b>09/07-09/12</b>	<b><i>Introduction to class; Preformationism, Locke, Rousseau</i></b> <b>Berger: Chapters 1-2</b> <b>Crain: Chapter 1</b> <b>Online assignments as indicated</b>
<b>2</b>	<b>09/13-09/19</b>	<b><i>Heredity and Environment, Prenatal Development and Birth</i></b> <b><i>Developmental Theories: Gesell, Darwin, Lorenz, Tinbergen</i></b> <b>Berger: Chapters 3 and 4</b> <b>Crain: Chapters 2 and 3 (Chapter 3 through page 43)</b> <b>Online assignments as indicated</b>
<b>3</b>	<b>09/20-09/26</b>	<b><i>Ages 1 and 2: Infants and Toddlers Part I</i></b> <b><i>Developmental Theories: Mahler</i></b> <b>Berger: Chapters 5 and 6</b> <b>Crain: Chapter 13</b>

**Online assignments as indicated**

- 4            **09/27-10/03**    *Ages 1 and 2: Infants and Toddlers Part II*  
*Developmental Theories: Bowlby and Ainsworth*  
                  **Berger: Chapter 7**  
                  **Crain: Chapter 3 (pages 44-64)**  
                  **Online assignments as indicated**
- 5            **10/04-10/10**    *Early Childhood, Part I*  
*Developmental Theories: Piaget*  
                  **Berger: Chapters 8-9**  
                  **Crain: Chapter 6**  
                  **Online assignments as indicated**
- 6            **10/11-10/17**    *Early Childhood Part II*  
*Developmental Theories: Kohlberg*  
                  **Berger: Chapter 10**  
                  **Crain: Chapter 7**  
                  **Online assignments as indicated**
- 7            **10/18-10/24**    *Later Childhood/Preadolescence*  
*Developmental Theories: Montessori, Bandura*  
                  **Berger: Chapters 11, 12, 13**  
                  **Crain: Chapters 4, 9**  
                  **Online assignments as indicated**  
                  **Midterm Exam to be distributed by 10/25**
- 8            **10/25-10/31**    *Adolescence, Part I*  
                  **Berger: Chapters 14-15**  
                  **Online assignments as indicated**
- 9            **11/01-11/07**    *Adolescence, Part II*  
*Developmental Theories: Erikson*  
                  **Berger: Chapter 16**  
                  **Crain: Chapter 12**  
                  **Online assignments as indicated**  
                  **Midterm Exam due by midnight 11/07**
- 10          **11/08-11/14**    *Early Adulthood*  
                  **Berger: Chapters 17, 18, 19**  
                  **Online assignments as indicated**
- 11          **11/15-11/21**    *Middle Adulthood*  
*Caring for Aging Parents*  
*Developmental Theories: Jung*  
                  **Berger: Chapters 20, 21, 22**



complete any posted assignments.

**2. Midterm Exam: 30%**

This exam will be distributed on 10/25, and will be due by midnight (PST) on 11/07.  
No late exams will be accepted.

**3. Paper (choice between this and final examination): 30%**

Students will read the book *The Year of Magical Thinking* (Didion, 2007), and write an 8-10 page paper (double-spaced, in APA format) describing the following:

- An overview of the author's life (the developmental stages covered in this book);
- The manner in which the author's experiences relate to at least one developmental theory addressed in this course;
- Additional information incorporated from at least three academic journal articles that provide material pertaining to the developmental theory/theories that have been selected.

Again, this paper will be 8-10 pages, double-spaced, in APA format (please pay special attention to spelling, grammar, and syntax). References should be cited where appropriate, and the page length of 8-10 pages includes a reference page at the end of the paper. This paper will be due by midnight (PST) on 12/18, and late papers will not be accepted.

The grading of this paper will be based upon the following:

- degree to which student addressed the three topics (as listed above)
- clarity of content
- following of APA style in writing/formatting/citing/referencing
- grammar/punctuation/syntax/spelling

**4. Final Exam (choice between this and final paper): 30%**

This exam will be distributed on 12/06, and will be due by midnight (PST) on 12/18.  
No late exams will be accepted.

Both course exams will be open book and comprised of a combination of short answer and long answer essay questions. These questions will come from your assigned readings. Both the content

of responses and the quality of student writing will influence grading decisions on exams.

Assignments, paper, exams and the course final grade will be graded upon a scale comprised of the following percentages:

- 93-100 = A
- 90-92 = A-
- 88-89 = B+
- 83-87 = B
- 80-82 = B-
- 70-79 = C
- 60-69 = D
- Below 59 = F

Current Rubric for Grading Papers

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"><li>• well thought out with proper grammar/writing skills</li></ul> AND <ul style="list-style-type: none"><li>• in appropriate APA format</li></ul> AND <ul style="list-style-type: none"><li>• provides <b>excellent</b> coverage of material</li></ul>
B = 80 – 89	Paper is <ul style="list-style-type: none"><li>• well thought out with proper grammar/writing skills</li></ul> BUT <ul style="list-style-type: none"><li>• is missing one component of APA format</li></ul> OR <ul style="list-style-type: none"><li>• coverage of material is <b>adequate</b></li></ul>
C = 70 – 79	Paper has <ul style="list-style-type: none"><li>• <b>poor</b> grammar/writing skills present</li></ul> OR (one or more of the following)

	<ul style="list-style-type: none"> <li>• APA format is <b>inadequate</b></li> <li>• Insufficient number of references provided</li> <li>• <b>limited</b> coverage of material</li> </ul>
F = <70	<p>Paper is (one or more of the following)</p> <ul style="list-style-type: none"> <li>• disorganized</li> <li>• coverage is not adequate</li> <li>• does not conform to APA format</li> <li>• there is evidence of <b>plagiarism</b></li> <li>• paper not submitted</li> </ul>

**\*Please Note: All writing for this course must adhere to the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. This includes in-text citations, references, gender-neutral writing, etc. Additionally, the quality of student writing will be closely monitored with regard to grading decisions—please pay particular attention to grammar, syntax, and spelling, as errors in any of these areas may reduce a grade on any assignment.**

#### **MACP APA Style Requirements**

Minimum required elements of APA style for written assignments in first year courses include the following:

- Cover page that meets APA style requirements of elements and formatting (i.e., title of paper, name, course number/course name, Argosy University, semester or term and year, running head in left header, and page number in right header)
- Body of paper with critical voice (e.g., synthesis of opinions/ comments) supported by paraphrasing of credible sources using the two styles of APA citing (out-of-text and in-text) with correct punctuation; avoid use of 1<sup>st</sup> person singular “I” (except personal reflection papers) and 2<sup>nd</sup> person singular “you;” use of third person plural “we” acceptable to reflect universal human experience
- Quoted passages to include author, year, and page number; emphasis on paraphrasing with minimal use of quotations to support critical voice
- Reference page that meets APA style requirements to include appropriate sources (e.g., no Wikipedia), references that match citations (e.g., no references listed that are not also cited), and correct formatting/punctuation
- APA style formatting to include 1” margins, running head in left header, page number in right

header, Times New Roman 12 point font, left justification of all passages, indentation of 5 spaces for new paragraphs, 1 ½ line spacing and double sided pages (modified APA in spirit of promoting “green” for MACP program)

- Grammatical and punctuation errors edited to address incomplete sentences, run-on sentences, awkward sentences, inconsistent verb tense, inconsistent pronoun use, redundancy of ideas/words, use of extremes or superlatives (e.g., “always,” “never,” “very,”) and conversational or idiomatic language

**ADA Accommodations:**

**It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programming. If any student has a disability-related need for accommodations in this course, please contact the Campus Director of Student Services at 510/215-0277.**

**Course Syllabus Subject to Change with Notification:**

**This course syllabus may be subject to change due to extenuating circumstances. If any such circumstances should occur, students will be notified as soon as possible with a revised syllabus and instructions regarding changes in assignments/course content. This course follows AU’s policies regarding such changes as are references in the AU Catalog. Students are welcomed and encouraged to contact the professor with questions and comments regarding course content and/or assignments.**

**AU’s Plagiarism Policy:**

**Argosy University seeks to foster a spirit of honesty and integrity, and therefore any and all work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. Argosy University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another student or person to be academic dishonesty. It is the student’s responsibility to seek clarification from the course instructor about the extent to which help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary**

action, up to and including dismissal from Argosy University.

Students may be asked to submit coursework through “Turnitin,” ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and to detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report a course’s instructor(s). This comparison detects papers that share common information and duplicative language.

**Program Outcomes: Master of Arts in Counseling Psychology:**

**Program Outcome One: Professional Practice**

**Competency 1: Assessment and Skills**

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

**Competency 2: Theory**

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

**Competency 3: Writing**

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

**Program Outcome Two: Research**

**Competency 1:** Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

**Program Outcome Three: Interpersonal Effectiveness and Professional Development**

**Competency 1:** Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

#### **Program Outcome Four: Ethics**

**Competency 1:** Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

#### **Program Outcome Five: Diversity**

##### **Competency 1: Multicultural Skills**

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

##### **Competency 2: Multicultural Awareness**

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

##### **Competency 3: Multicultural Knowledge**

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

