



CMHC 5800
Human Growth & Development
Fall

Course Syllabus

1. **Instructor:** Rachel Brejcha, PhD, LPC, NCC
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Office Hours: Tuesdays and Thursdays, 1-4pm, Office hours are also available by appointment.
2. **Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
3. **Textbook: 1)** Erford, B. T. (2017). *An advanced lifespan odyssey for counseling professionals*. Boston, MA: Cengage. ISBN# 9781285083582
4. **Course Description:** The purpose of this course is to provide an overview of major developmental theories with emphasis on their application to counseling across the lifespan from birth to death. Both prevention and intervention will be discussed as it relates to the specific developmental needs of individuals throughout the lifespan.
5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
6. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS (2016)	ASSESSMENTS
2.1.K) Strategies for Personal and Professional Self-Evaluation	Autobiographical Sketch, Integration Statement
2.1.L) Self-Care Strategies Appropriate for the Counselor Role	Autobiographical Sketch
2.3.A) Theories of Individual and Family Development Across the Lifespan	Quizzes, Discussion Boards, Autobiographical Sketch, Integration Statement, and Final Examination
2.3.B) Theories of Learning	Quizzes, Discussion Boards, Integration Statement, and Final Examination
2.3.C) Theories of Normal and Abnormal Personality Development	Quizzes, Discussion Boards, Integration Statement, and Final Examination
2.3.E) Biological, Neurological, and Physiological Factors that Affect Human Development/Functioning/Behavior	Quizzes, Discussion Boards, Integration Statement, and Final Examination
2.3.F) Systematic and Environmental Factors that Affect Human Development	Quizzes, Discussion Boards, Autobiographical Sketch, and Final Examination
2.3.G) Effects of Crisis, Disasters, and Trauma on Diverse Individuals Across the Lifespan	Quizzes, Discussion Boards, Autobiographical Sketch, and Final Examination
2.3.H) General Framework for Understanding Differing Abilities and Strategies for Differentiated Interventions	Quizzes, Discussion Boards, and Final Examination
2.3.I) Ethically/Culturally Relevant Strategies for Promoting Resilience and Optimal Development/Wellness	Quizzes, Discussion Boards, and Final Examination
5.1.B) Theories and Models Related to Clinical Mental Health Counseling	Quizzes, Discussion Boards, Integration Statement, and Final Examination
5.2.J) Cultural Factors Relevant to Clinical Mental Health Counseling	Quizzes, and Final Examination

- 1) Students will develop knowledge and understanding of theories of individual and family development across the lifespan and the relationship to clinical distress and disorders within the counseling context.

- 2) Students will acquire the knowledge and understanding of theories of learning and personality development and the relationship to abnormal behavior and clinical dysfunction within the counseling context.
- 3) Students will develop knowledge and understanding of the role of environmental factors and the impact on development across the lifespan, including implications for functioning and behavior.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Ten quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated, and must be completed by midnight of the Sunday within the given week. Quizzes will cover the preceding course materials as reflected in the course calendar. The quizzes will be in multiple choice format. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.
- B) Five discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of two substantial posts to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week. Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.
- C) One autobiographical sketch will be required for this course. The autobiography should relate major events of the student's life at different stages to one or more of the developmental theories covered class. The scheduled due date for this assignment is provided on the syllabus calendar. The report must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the career development theory paper in order to maximize points earned for this assignment:

	"A" Quality Work	"B" Quality Work	Below "B" Quality Work
Autobiographical Sketch (17 points)	An autobiographical sketch reflecting stages of the student's life is present with major life events, as applicable, indicated. Appropriate referencing of developmental theory is provided in association with the depicted major life events.	The autobiographical sketch does not reflect stages of life or major life events. Incorrect developmental theories are associated with the major life events that are provided.	No real autobiographical sketch is present. No major life events are indicated. No developmental theories are identified.
Writing Mechanics (3 points)	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, spelling error is present.	More than one grammatical, punctuation, spelling errors are present.

- D) One integration statement will be required for this course. The integration statement will allow the opportunity to reflect on how one's understanding of lifespan development will impact your counseling philosophy. The statement must be completed by midnight of the Sunday of the given week. Late submissions will not be accepted without valid documentation. Note the following grading rubric for the career development theory paper in order to maximize points earned for this assignment:

	"A" Quality Work	"B" Quality Work	Below "B" Quality Work
Integration Statement (17 points)	An integration statement reflecting understanding of the relevance of lifespan development and its implication in clinical mental health counseling is provided. Specific	The integration statement does not reflect a clear understanding of lifespan development. A lack of specificity regarding impact on personal counseling identity	No real integration statement is present. No personalization of lifespan development is present.

	emphasis on how lifespan development will impact one's personal counseling identity is present.	is present.	
Writing Mechanics (3 points)	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, spelling error is present.	More than one grammatical, punctuation, spelling errors are present.

E) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in multiple choice format. The examination must be completed by midnight of the Sunday of the given week. Students absent at the time of administration will not be able to complete the examination without valid documentation.

9. Course Evaluation:

Eleven quizzes @ 3 points each =	33 points
Seven discussion board entries @ 2 points each =	14 points
One autobiographical sketch @ 20 points =	20 points
One integration statement @ 13 points =	13 points
One final examination @ 20 points =	20 points

	100 points

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

LEAVE NO DOUBT

10. Extra Credit Policy: Extra credit will not be provided during this course.

11. Attendance/Valid Documentation Policy: Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:

Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty

member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:

A) Each student is personally responsible for regular and punctual class attendance.

B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.

C) The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.

D) Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.

E) The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.

F) The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.

G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

12. Academic Honesty Policy: Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is

intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.

13. **Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.

14. **Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.

15. **Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

Week of Course	Agenda & Requirements For Specific Week
Week 1	Discussion 1 , Introduction to Course, Review of

	Syllabus, Principles of Lifespan Development, <i>Chapter 1</i>
Week 2	Quiz 1, Discussion 2 , Theories of Development – Psychosocial, Sociocultural, Multicultural, Biological, and Learning, <i>Chapter 2</i> , Quiz 2 , Theories of Human Development – Cognitions, Morality, Faith, and Human Experience, <i>Chapter 3</i>
Week 3	Quiz 3, Discussion 3 , Genetics, Heredity, Environment, and Prenatal Development, <i>Chapter 4</i> , Quiz 4 , Infancy and Toddlerhood Years: Physical, Cognitive, Emotional, and Social Development, <i>Chapter 5 & 6</i>
Week 4	Quiz 5, Discussion 4 , Early Childhood: Physical, Cognitive, Social, and Emotional Development: <i>Chapter 7 & 8</i> , Quiz 6 , Middle Childhood: Physical, Cognitive, Emotional, and Social Development, <i>Chapter 9 & 10</i>
Week 5	Quiz 7, Discussion 5 , Adolescent Years: Physical, Cognitive, Emotional, Identity, and Social Development, <i>Chapter 11 & 12</i> , Quiz 8 , Young Adulthood: Physical, Cognitive, Social, Career, and Relational Development, <i>Chapter 13 & 14</i>
Week 6	Quiz 9, Discussion 6 , Middle Adulthood: Physical, Cognitive, Social, Family, Career, Spiritual, and Relational Development, <i>Chapter 15 & 16</i> , Quiz 10 , Late Adulthood: Physical, Cognitive, Social, and Relational Development, <i>Chapter 17 & 18</i>
Week 7	Autobiographical Sketch, Quiz 11, Discussion 7 , Lifespan Development Implications on Crisis, Disasters, and Trauma
Week 8	Integration Statement, Final Examination