

COU 625 Human Growth & Development I

Course Syllabus

Time: Monday evenings, 6:00 - 10:30 pm

Instructor: Dr. Sandra Broz, 750-8712, sandra.broz@doane.edu

Required Text: Kaplan, P. (2000) A Child's Odyssey: Child & Adolescent Development, 3rd Edition. Wadsworth/Thompson Learning.

Description: A study of normal and abnormal human development through birth, infancy, early and later childhood, and adolescence. Cognitive, emotional, physical, moral, and social development will be explored.

Objectives: The aim of this course is to introduce the student to major theories and research concerning normal and abnormal development of humans from birth through adolescence. The objectives of the course will include:

1. Understanding the evolution of the beliefs that society holds about childhood development from a multicultural perspective.
2. Examining children's development within the context of the family, school, society and culture.
3. Developing the skills to review the research literature in a given field.
4. Continuing development of critical thinking skills.
5. Evaluating the current research in the area that supports or challenges common beliefs.
6. Exploring current literature of abnormal development and effective counseling approaches.

Course Requirements and evaluation:

Students are expected to attend class and to have completed assigned readings and be prepared for class discussion. Students with incomplete or late assignments or more than one absence will receive a lower grade than the work would otherwise merit. Classes will consist of lecture, class discussion, videotapes, and student presentations.

Evaluations will be based on four activities;

1. **Developmental interview/observations:** 40% of grade. Each student will be expected to interview/observe a child in an attempt to assess the child's current level of development. The student will then compare the data they have collected through the literature in terms of typical development at that age level. All subjects must be volunteers and should be at least six years old. You may not represent yourself as a counseling psychologist performing a developmental evaluation, but as a student practicing developmental observation. No one is to know the assessment of any subject. Parents or Guardians should be told beforehand than any findings cannot be disclosed to them because you are simply learning how to interview/observe a subject

and you cannot be sure of the reliability of the results. However, you may emphasize that this can be a positive and valuable learning experience for them and their child. Also, you may not make recommendations for treatment for intervention based upon your evaluation. If any difficulties arise, please consult the instructor. All interview data, case samples, and information concerning the subject that you obtain during this course are confidential. All practices and policies in this course are to conform to the ethical standard of practices outlined by the American Psychological Association and the American Counseling Association. Interview/observation should be compiled in an 8 to 10 page written document (double-spaced, typed). Paper may or may not be APA style. The student will analyze the data presented in terms of typical development in each area, (physical, cognitive, social, moral and personality.) The paper is due the 9th week of the quarter.

2. **Term paper:** 40% of grade. A paper, approximately 13 to 15 pages in length concerning a relevant topic area in child or adolescent development. The paper must follow APA style, and must be specific to a limited issue or area and relevant to current theoretical discussion and/or research investigation, or review. The paper should involve specific issues within the area of child development and include at least 15 references. The instructor must approve the term paper subject. The paper title and general idea must be given to the instructor by the 6th class meeting. The final paper will be due on the 9th week of the quarter.
3. **Class presentation:** 10% of grade. After the sixth class meeting, each student will be responsible for presenting and leading discussion for 20 minutes. Your presentation will concern your Term Paper. Do not read your paper. Know the topic well enough that you can present with notes, outline, PowerPoint, etc.
4. **Class attendance and participation:** 10% of grade. Students are expected to be positive and helpful to peers.

Session 1 8/18 Introduction to the course. Kaplan Chapter 1. **Read this chapter before our first class meeting.**

Session 2 8/25 Perspectives on child development, Kaplan, Chapters 2 and 3. Do not read pages 78-87, 99-103, 105-109

9/01 – No Class, Labor Day

Session 3 9/08 Physical, cognitive, social and personality development of infants and toddlers. Kaplan, Chapters 5, 6, and 7. (Notice: skip Chapter 4).

Session 4 9/15 Language, physical, cognitive, social and personality development of early childhood. Kaplan, Chapters 8 and 9. Students may use this class time for working on presentations. See Blackboard for the PowerPoint presentation.

Session 5 9/22 Physical, cognitive, social and personality development of middle childhood. Kaplan, Chapters 10 and 11. Read also pages 502-503, 514-516. Student Presentations

Session 6 9/29 Physical, cognitive, social, moral and personality development of adolescence. Kaplan, Chapters 12 and 13. Student Presentations

Session 7 10/06 Student presentations

Session 8 10/13 Student presentations. Course papers are due. Course Evaluation.