

## COU 625 Human Growth & Development I

Summer: 2010 – Grand Island

Saturdays 8:00AM – 10:00AM plus an additional 2.5 hours spent on-line within Blackboard discussing the course topics during the week.

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### Required Text:

The Life Span: Human Development for Helping Professionals, 3<sup>rd</sup> Ed., Patricia Broderick, Pearson Education Inc, ISBN: 13: 978-0-13-715247-6

### Description:

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

### Objectives:

The goal 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. Evaluation the current research in the area that supports or challenges common beliefs.
6. Exploring current literature of abnormal development.

### **Course Requirements and evaluation:**

Students are expected to attend class and to have completed assigned readings and participated in discussion groups. 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, and student presentations.

### **Evaluations will be based on four activities:**

1. **Developmental interview/observations:** 40% of grade. Each student will be expected to interview and observe a child in an attempt to assess the child's current level of development. The student will use observation and interview techniques to compare the child with Piaget's stages of development typical for that age. Other theorists or techniques may also be used. 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 except the student and instructor. Parents or Guardians should be told beforehand that 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. The interview/observation should be compiled in an 8-10 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 last week of class.
2. **Term Paper:** 40% of grade. A paper, approximately 8-10 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 majority of which are primary research sources. The instructor must approve the term paper subject. The paper subject and general idea must be e-mailed to the instructor by the third class meeting. The final paper is due the last week of class.

3. **Class Presentation:** 10% of grade. Each student will be responsible for presenting and leading a discussion on-line. Your presentation will concern your Term Paper topic. Do not simply print your paper. Provide links or discussion points and lead the discussion of your fellow classmates.
4. **Class attendance and participation:** 10% of grade. Students are expected to be positive and helpful to peers while using the on-line discussion board as well as in class. The student should respond to at least one discussion point and post an original discussion point every week. The student should expect to spend about 2.5 hours per week within the discussion board.

## **Calendar**

**This calendar is tentative until the second week of class to allow for adjustment**