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American Public University System

School of Education

EDUC501
Human Growth and Development
Credit Hours - 3
Length of Course - 8 weeks
Prerequisite - EDUC505

Course Description

Human Growth and Development examines theories of child, adolescent, and young adult development and learning. It introduces a comprehensive view of human development across the lifespan, drawing on the application of major theoretical positions - both historical and current. Developmental themes are discussed in terms of their application to typical and atypical human development in children, adolescents, and young adults. Concepts related to the significant role that transitions play in development throughout the lifespan will be integrated throughout the course. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation are discussed. Topics also include the impact of culture and diversity on learning.

Course Scope

This course is an advanced study in the application of life-span development theories to human behavior, learning and personality. It is designed to enable students to become familiar with the dynamic aspects of human growth and development over the lifespan, and will prepare them for professional practice with people of all ages.

Standards

State and national standards are covered in this course as listed below. The sets of standards are based on the following organizations:

- **CACREP** - Council for the Accreditation of Counseling and Related Educational Programs
- **Praxis II – Professional School Counselor** (Test #0421)
- **West Virginia Professional Standards for Student Support Services** (WVDE Policy 5100, Appendix A-3)

**CACREP – Council for the Accreditation of Counseling and Related Educational Programs**
This course meets the following General Standards for Counseling Programs:

2. Social and Cultural Diversity
   
   b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

3. Human Growth and Development
   
   a. theories of individual and family development across the lifespan
   
   b. theories of learning
   
   c. theories of normal and abnormal personality development
   
   e. biological, neurological, and physiological factors that affect human development, functioning, and behavior.
   
   f. systemic and environmental factors that affect human development, functioning, and behavior
   
   g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
   
   h. a general framework for understanding differing abilities and strategies for differentiated interventions
   
   i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

8. Research and Program Evaluation
   
   a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

The course assignments also require each student to demonstrate that he/she meets the following School Counseling Program Standards:

PRAXIS II – Standards for School Counselors (Test #0420)

These standards will be addressed:

1. Foundations
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B. Human Growth and Development

West Virginia Professional Standards for Student Support Services(WVDE Policy 5100, Appendix A-3)

These standards will be addressed:

West Virginia School Counselor Standards

- Standard 2: Program Delivery

Course Objectives

Upon successful completion of this course, candidates will be able to:

1. Compare and contrast the main concepts and theories of human development and wellness across the lifespan. (CACREP 3a)
2. Critique current research in the field of human growth and development. (CACREP 8a)
3. Analyze the effects of:
   - atypical growth and development (CACREP 3c)
   - health and wellness (CACREP 3e)
   - ability level (CACREP 3h)
   - multicultural issues (CACREP 2b)
   - factors of resiliency on student learning and development (CACREP 3i)
   - crises, disasters, and trauma-causing events. (CACREP 3g)
4. Evaluate theories of learning and personality development, including current understandings of neurobiological behavior. (CACREP 3e)
5. Analyze prevention and wellness plans that meet the academic, career, and personal/social needs of students in K-12 school setting. (CACREP 3i)
6. Evaluate the role that lifespan events and life transitions play in the lives of individuals and their families at each level of development. (CACREP 3f)
7. Apply theories of learning and personality development, including current understandings of neurobiological behavior (CACREP 3b, 3c)
8. Critique current research in the field of human growth and development. (CACREP 8a)

Program & Policy

School of Education Handbook

Plagiarism
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Plagiarism is a serious violation of APUS’s code of academic conduct. The Student Handbook explains specific policies and penalties.

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and some written assignments. Assigned faculty will support the students throughout this course.

Course Materials

Required Textbook


Required Text for Degree Program
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Candidates are expected to adhere to APA style throughout the program. *The Publication Manual of the American Psychological Association* (6th ed.) should be purchased and used in all courses.

**Additional Resources**


**Additional Resources**


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Optional Reading


Course Guidance

Assigned Reading & Resources:

In addition to the Required Reading, additional resources may be provided to offer you background information or further understanding the terminology as well as the material for the week. Each week you will be expected to read the Required Reading and review the additional resources.

Library:

Please take a moment to explore the online library. Here you will find helpful information for forums and assignments. If you have any questions on using the library you can find tutorials on the library website or you can contact a university librarian.

Forums

Please join the forums. Responses must be posted in the week due. Responses after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

**Guidelines:**

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Forum Grading Rubric

Assignments
Developmental Issue Blog

Select a developmental issue that you will address as a school counselor in an elementary or middle school setting. The topic should address an academic, career, or personal/social issue. Research the topic and create a blog on the topic with helpful suggestions for parents, students, and teachers. Include graphics, pictures, videos, etc. in your blog. Finally, provide some additional links to other reputable websites that discuss the topic or provide resources related to your chosen topic. This blog assignment will be graded on the following elements:

1. Accurate information on topic supported by peer-reviewed research (CACREP SC.I.5)
2. Suggestions for parents, students, and teachers on dealing with the issue (CACREP SC J1)
3. Graphics, pictures, videos to add visual interest
4. Links to other sites for more information related to the topic (be sure these links provide accurate information and are associated with reputable sources) (CACREP SC I1)

Prevention Plan Presentation

Imagine your principal has come to you with one of the following concerns: Substance Abuse, Bullying, Suicide, Child Abuse, etc. Select a topic of concern and research prevention programs related to that issue. Based on analysis of research, create a power point or similar media presentation on your plan to implement a new prevention program on that topic. Do NOT simply copy/paste another program, you can identify best practices in those programs, but the end result needs to include your original ideas. The presentation should include the following:

1. Overview of statistics and rationale for selecting topic (CACREP II.3.f; WVDE 4A)
2. Overview of research that defines the problem (CACREP SC I.1; WVDE 2B)
3. Discussion of prevention programs that address the problem and their effectiveness (CACREP II.3.d; WVDE 2f)
4. Your original suggestions of Direct and Indirect Services to address the problem that relate to school counselor role in ASCA National Model (CACREP SC J.1; WVDE 1B)
5. Resources needed (include any materials you need, potential cost, community partnerships, community referrals, parent involvement, etc.)
6. References

Self-care Plan
To care for others, you must take the time to care for yourself. The purpose of this assignment is for you to analyze how each self-care assessment area influences your daily living (CACREP 1k), and to plan how you will address each area to ensure your overall psychological health (CACREP 1l).

**Instructions:** Complete Part A of the [Self-care Plan](#) by filling in each assessment question. Then, in Part B, analyze your self-care assessment responses and incorporate strategies to address each self-care area. Be sure to follow the [Self-care Plan Grading Rubric](#) to ensure that you fulfill each assignment criterion.

**Case Study**

Based on theoretical evidence, develop a case study of a crisis or trauma-related situation. Analyze the effects of the situation on a child’s (a) growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural, and (f) factors of resiliency on student learning and achievement. Be sure to include risk and protective factors in your analysis.

Last, use student strengths, resilience factors, and family-school-community collaborations to develop an intervention plan that is based on best practices. Please refer to the [Case Study Grading Rubric](#) for further understanding of how this assignment will be graded.

**Special note:** This assignment is identified as an artifact for your e-portfolio and should also be uploaded into your e-portfolio. The e-portfolio is a culminating project that will be a work in progress throughout your program and graded during your Internship course.

<table>
<thead>
<tr>
<th>Course Grading Outline</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Grade Instruments</td>
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<tr>
<td>Forum</td>
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<td>Quizzes</td>
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<td>Developmental Issue Blog</td>
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<td>Prevention Plan Presentation</td>
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<td>Case Study</td>
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<td>Self-care Plan</td>
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<tr>
<td>TOTAL</td>
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**Citation and Reference Style**

*Publication Manual of the American Psychological Association, Sixth Edition*
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The American Psychological Association states, "The Publication Manual of the American Psychological Association is the style manual of choice for writers, editors, students, and educators in the social and behavioral sciences. It provides invaluable guidance on all aspects of the writing process, from the ethics of authorship to the word choice that best reduces bias in language. Well-known for its authoritative and easy-to-use reference and citation system, the Publication Manual also offers guidance on choosing the headings, tables, figures, and tone that will result in strong, simple, and elegant scientific communication."

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. If you find that you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Disability Accommodations

Students are encouraged to email dsa@apus.edu to discuss potential academic accommodations and begin the review process.

<table>
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<th>Course Calendar</th>
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<tr>
<td><strong>Week</strong></td>
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| 1 | 1. Understand theories of individual and family development and transitions across the life span.  
2. Understand theories of learning and personality development.  
3. Explain the effects of atypical growth and | • Broderick & Blewitt - Chapter 1-2  
Optional Reading: Collins, M. E., Paris, | • Quiz 1 | Forum 1: Introductions Timeline |
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| --- | --- | --- | --- | --- | --- | --- |
1. Understand theories of individual and family development and transitions across the life span.
2. Explain theories of optimal development and wellness over the lifespan.
3. Recognize how developmental crises, disability, psychopathology, and situational and environmental factors affect normal and abnormal behavior.

- Broderick & Blewitt - Chapter 8
- Quiz 3
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<tr>
<th>4. Explain theories and models of resilience related to student learning and development.</th>
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<td>5. Understand ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.</td>
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<th>3. Recognize how developmental crises, disability, psychopathology, and situational and environmental factors affect normal and abnormal behavior.</th>
<th>4. Explain theories</th>
<th>5. Prevention Plan Presentation</th>
<th>Forum 5: Adolescent Wellness</th>
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<tr>
<td>Week</td>
<td>Objectives</td>
<td>Readings</td>
<td>Assignments</td>
<td>Forums</td>
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<tr>
<td>6</td>
<td>1. Understand theories of individual and family development and transitions across the life span.</td>
<td>• Broderick &amp; Blewitt - Chapter 11-12</td>
<td>• Quiz 4</td>
<td>Forum 6: Orientation Pamphlets</td>
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<tr>
<td>7</td>
<td>1. Recognize how developmental crises, disability, psychopathology, and situational and environmental factors affect normal and abnormal behavior.</td>
<td>• Broderick &amp; Blewitt - Chapter 13, 14, and 15</td>
<td>• Self-care Plan</td>
<td>Forum 7: Negative Events</td>
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<td></td>
<td>3. Understand the operation of the models of resilience related to student learning and development.</td>
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<tr>
<th>1. Recognize general framework for understanding exceptional abilities and strategies for differentiated interventions.</th>
<th>2. Recognize how developmental crises, disability, psychopathology, and situational and environmental vulnerabilities impact students, educators, and schools.</th>
<th>4. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.</th>
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| factors affect normal and abnormal behavior. | 3. Understand the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, and resiliency on student learning and development. |   |

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
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- **Tutor.com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

[Request a Library Guide for your course](http://apus.libguides.com/index.php). The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

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