



USU-REH 6260 Syllabus
Human Growth and Development (3 credits)
Fall Semester 2020

Course Instructor:

Supported By: Michelle McKnight-Lizotte, Ph.D., CRC. LPC (Idaho)
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Office Hours: By appointment

Course Location: Online – Synchronous via CANVAS; EDUC 313

Course Meeting Day/Time: Monday, 5:00-7:30
Students will log in to a live class every other week.

Course Description

This course provides an overview of the major developmental theories and the way in which these theories relate to various types of disabilities across the lifespan, with differing types and times of onset. Issues faced by individuals at each of the life stages are presented as well as methods to provide effective and appropriate support. Major career development theories are also presented.

Textbook: Kuther, T. L. (2017). Lifespan Development: Lives in Context. Sage Publishing

Readings

Extensive readings will consist of selections from the required textbook, as well as book chapters and supplemental empirical articles (posted in CANVAS under the corresponding module). These can be downloaded from the course website or obtained from other websites. Students must complete all readings prior to the class period for which they are assigned. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958.



STUDENT LEARNING OUTCOMES

Key Learning Objective	CACREP Standard	Mechanisms to Achieve Objective
Describe development through the lifespan	3.a. Theories of individual and family development across the lifespan	Readings, Movie Analysis, Personal Development Paper.
Recognize biological, social, and psychological factors that impact development	3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior 3.g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Readings, in-class discussions, case studies, Movie Analysis
Apply theories and concepts when determining appropriate service provision	3.b. Theories of learning 3.c. Theories of normal and abnormal personality development	Readings, Case Studies.
Recognize and acknowledge different perspectives (such as cultural) and learn how to account for them when providing services	3.f. Systemic and environmental factors that affect human development, functioning, and behavior	Readings, Movie Analysis, Culture and Human Development Paper.
Students will identify and organize ways to promote resilience across the lifespan.	3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Readings, Culture and Human Development Paper.

GENERAL COURSE POLICIES

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Adobe connect sessions in a professional manner. Students should minimize distraction by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. Students are required use the raise hand feature on adobe connect to ask questions and dialogue with the instructor. Students are also required to participate in in class group activities. During these discussions, students must use their microphone. Please remember to mute the adobe connect microphone when you are not speaking.

Learning Environment



Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.
4. Remember, cameras are required for full participation. Some classes may require the camera to be on all the time, other courses may require limited or no cameras. However, we encourage you to **consider your actions and environment** while on camera that may impact the learning environment for the class.
 - a. It may be necessary for you to arrange options for child care and pet care to minimize distractions.
 - b. Find a private location free of other people and distractions.
 - c. Attend class as if you were live in the classroom (e.g. not carrying out other chores), as you will be appearing on camera for group work.
 - d. Log into class on a computer. A cell phone will not be suitable.
5. Assignments are due on the dates noted in the course syllabus. This will typically be ****Monday**** by 11:59 pm MST, unless otherwise noted. Assignments received after this time will be penalized 20 percent if received within 48 hours of the due date. Assignments received more than 48 hours past the due date, will not receive any points or instructor comments
 - a. Life Happens Clause: Each student is permitted a **ONE-TIME** extension on an assignment no questions asked. This clause can only be enacted once per student per semester and the student must notify the instructor 24 hours prior to the deadline with an extension request up to one week post the original due date. This request will not be permitted for the final exam or in-class presentations.
6. Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set them to vibrate. If you get a call that you need to take, take it outside of the “classroom”. Leave and return quietly with as little disruption as possible.
7. Please use your laptop only for class activities or discussions.



8. This is a participation intensive course. For this reason and due to there only being 8 live sessions, attendance is mandatory. **Students missing more than 2 or more Adobe class sessions will not pass the course.**

Professional Performance Standards

Part of performing at your best level in this program will require a high degree of self-awareness. The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

Additionally, the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2017; https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf) states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

If you feel you are struggling in any way, we as faculty encourage you to reach out to us. We will work together to find suitable methods for supporting you.

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC, see the code of ethics page referenced above). More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others



6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

Professional Writing: At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

Attendance: Students are expected to attend all adobe connect sessions. Attendance is a critical aspect of student success and classroom engagement. Students should let the professor know in advance if they need to be absent. In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, students are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation, if further elaboration on content is needed. As previously noted, missing more than 2 live sessions will result in failure of course.

Participation: Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal



experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

Utah State University Campus Policies (<https://studentaffairs.usu.edu>)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Emotional and Mental Wellbeing:

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students



- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Title IX – Sexual Misconduct and Discrimination

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/> (Links to an external site.)Links to an external site.) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu>.

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

Additional Resources

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master's Program](#)

- Kris Wengreen, Advisor kris.wengreen@usu.edu or 435-797-3246

ASSIGNMENTS



Personal Introduction: (10 points) and Responses (10 points)

- a. This is a two-part assignment. The first part is due on **August 29th, 2019**. This is a way for you to introduce yourself to your classmates. Help us get to know you better. –Your introduction should include a picture of you, your academic background, work setting (if you are currently working), future career goals, what you hope to get out of this course, and something other members of the course do not know about you.
- b. For the second part of this assignment, you will respond to two peer introductions (2 at 5 pts each). These will be randomly assigned by CANVAS and will not be available until after the closing date on the introduction (first part). You will then have **until September 2nd, 2019** to respond to those introductions, ask questions, and get a chance to know your peers better.

Bi-Weekly Quizzes: (6 @ 5pts each, 30 pts total)

Reading weeks (non-live class sessions) will consist of quizzes of the assigned reading. The quizzes will be due **by 11:59 PM (MST) of that Monday**.

Bi-Weekly Case Study Assignments: (8 @ 10pts each, 80 pts total)

Live session weeks will include in-class group assignments. Credit will only be given if the student attended that class session.

Culture and Human Development Project: (30 pts)

Students will identify a culture different from their own. They will write a 5 page research based paper that identifies how this specific cultural group responds to developmental milestones. Students will report their findings in 10 minute class presentations. In both the paper and presentation, students must identify how they would respond and interact with individuals in such cultures.

Reading Presentations: (2 @ 25 pts each, 20 pts total for evaluations)

Students will work in groups to present assigned readings during a live class session. Groups will be randomly assigned via CANVAS, with presentations beginning September 23rd and occurring bi-weekly. Groups will have 30 minutes to present the information in any format they choose. Each presentation must include at least two outside sources (beyond the assigned reading; can be books, journal articles, etc.) and at least one news article relevant to the information being presented. News articles are not required to be current. A detailed outline of the presentation must be turned into CANVAS **by 11:59 PM (MST) the Friday prior to the group's assigned presentation day**. Following the presentations, each group member will complete group and self-evaluations to be turned in **by 11:59 PM (MST) the Monday following their presentation day**. Each student will complete two presentations. Groups will be different for each presentation.



Movie Analysis: (30 pts)

Students will select and analyze the development of one character or relationship from a movie (preferably one not previously seen). The analysis will use developmental theories discussed in class, as well as information the student attains on their own. Students may include developmental phases not yet addressed in the course by the due date of this assignment (such as Middle and Late Adulthood). This paper is not a summary of the movie but an in-depth analysis of the development changes observed. Write with the mindset that the instructors have already viewed the movie, thus there will be no need to describe the plot. Go straight into the analysis of the character(s) development. Students should also include a comparison to their own development or another character in the movie. The write up should 5-7 double-spaced pages, not including Title and Reference pages, and be in APA format. This paper is due **by 11:59 PM (MST) on November 11th**. Students will provide a brief (5 minutes) synopsis to the class the following week (November 18th). You may choose from the following movies.

Akeelah and the Bee
Always Be My Maybe
Antwon Fisher
Clash of the Titans
Crooklyn
Drumline
Friday Night Lights
Harry Potter and the
Sorcerer's Stone
Higher Learning
House Party
Juno

Like Father
Like Water for Chocolate
Little Women
Losing Isaiah
Matilda
Moonlight
My Girl
Nappily Ever After
Okja
Otherhood
Remember the Titans
Roll Bounce

School Daze
Searching for Bobby
Fischer
See You Yesterday
Sister Act 2: Back in the
Habit
Stand By Me
The Edge of Seventeen
The Hate U Give
The Mighty Ducks
Wanted
Wolverine

Personal Development Paper: (50 pts)

Students will write a paper that incorporates two to three developmental phases about themselves. The paper should be at least 9 pages double-spaced in a Word document, but no more than 11 pages, and be APA style. Page length does not include Title and Reference pages. This paper is due **by 11:59 PM (MST) on December 2nd**. You may want to conduct interviews with family members to gain additional insight into your own human development. You can choose from the following life phases:

Infancy and Early Childhood – ages 0-5
Middle Childhood – ages 6-11
Adolescence – ages 12-19
Early Adulthood – ages 20-39
Middle Adulthood – ages 40-59
Over 60



When you are writing about each stage, think about your major influences (e.g., people, family/sibling constellation, family roles, institutions, circumstances), role models (e.g., at school, at home, in your family, in your community), and “nodal” life experiences (e.g., moves, injuries, trauma, illness, passing of a loved one, changes/losses, major successes and failures). Include at least four references to developmental theorists in your paper. You may want to

consider the following questions:

1. What aspects of your life represent typical or atypical development in each phase?
2. In each phase what evidence shows that you were moving forward, on hold, or stuck in regard to developmental tasks?
3. What were the easiest phases for you?
4. What were the most difficult phases for you?
5. What were some of the questions, feelings, or concerns you had during each phase?
6. How did access to counseling impact your development?
7. What kinds of counseling interventions would have been helpful?
8. What developmental theories are reflected in these interventions?
9. Where are you now developmentally?
10. If you could go back and redo a stage, which would it be, and what would you do differently?

This paper is intended to help counselors-in-training be aware of their own issues and history as they work with clients. The more aware counselors are of themselves, and the more they can actively and accurately monitor their responses during sessions, the more effective they can be and the more they can allow exploration and growth in clients.

Final Exam: (50 pts)

The final exam will be cumulative across the entire semester and consist of multiple choice and short answer questions. The final exam will be due **by 11:59 PM (MST) on December 9th**.

Professional Writing

At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>.

GRADING GUIDELINES & POLICIES

Course Assignments & Grading



Assignment	Points	Total Max Points
Personal Introduction	10	10
• Responses	10	10
Bi-Weekly Quizzes (6)	5 pts each	30
Bi-Weekly Assignments (8)	10 pts each	80
Bi-Weekly Questions (6)	5	30
Reading Presentations (2)	25	50
• Evaluations (2)	5	10
Movie Analysis	50	30
Personal Development Paper	50	50
Final Exam	50	50
	Total Points	350

Grading Scale

A:	326-350pts	C+:	270-279pts
A-:	315-325pts	C:	256-269pts
B+:	305-314pts	C-:	245-255pts
B:	291-304pts	D:	210-244pts
B-:	280-290pts	F:	Below 210pts

Special Education and Rehabilitation Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program (a USU Graduate School policy).

Academic Honesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic



exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.

- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials
(<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances

(<https://studentconduct.usu.edu/studentcode/article7>).

COURSE SCHEDULE

Reading Week = Asynchronous/No Live Session

Live = Students will log in for class by 5 PM (MST)



Date	Topic	Readings/Assignments	CACREP Standard
August 26 th Week 1 – Live	➤ Understanding Human Development	Reading: Ch. 1 & 2 * Personal Introduction due August 29th Due: <ul style="list-style-type: none"> • Biweekly Assignment #1 	➤ Social & Cultural Diversity ➤ Human Growth & Development: Theories of individual and family development across the lifespan
September 2 nd Week 2 – Reading Week	➤ Sigmund Freud ➤ Erikson	Reading: Smart Chapters 3 & 4 on Canvas Becket Chapter 2 on Canvas Due: <ul style="list-style-type: none"> • Responses to Personal Introduction • Reading Quiz #1 	Human Growth & Development: Theories of individual and family development across the lifespan
September 9 th Week 3 – Live	➤ Cognitive Theories ➤ Behavioral Theories	Reading: Smart Chapters 5 & 6 Due: <ul style="list-style-type: none"> • Reading Questions by 11 AM MST • Biweekly Assignment #2 	Human Growth & Development: Theories of normal and abnormal personality development
September 16 th Week 4 – Reading Week	➤ Maslow ➤ Cognitive Moral Development	Reading: Abraham Maslow: A Biographer's Reflections Due: Reading Quiz #2	Human Growth & Development: Theories of normal and abnormal personality development
September 23 rd Week 5 – Live	➤ Understanding Disability	Reading: Smart Chapter 9	Human Growth & Development:



		<p>Due:</p> <ul style="list-style-type: none"> • Reading Questions by 11 AM MST • Biweekly Assignment #3 <p>Group #1 Presentation</p>	<p>Biological, neurological, and physiological factors that affect human development, functioning, and behavior</p>
<p>September 30th Week 6 – Reading Week</p>	<p>➤ Pregnancy</p>	<p>Reading: Chapters 3 & 4</p> <p>Due: Reading Quiz #3</p>	<p>Human Growth & Development: biological, neurological, and physiological factors that affect human development, functioning, and behavior</p>
<p>October 7th Week 7 – Live</p>	<p>➤ Infancy & Toddlerhood</p>	<p>Reading: Chapters 5 & 6</p> <ul style="list-style-type: none"> • Assigned Article: Bigelow, MacLean, Proctor, Myatt, Gillis, & Power (2010) <p>Due:</p> <ul style="list-style-type: none"> • Reading Questions by 11 AM MST • Biweekly Assignment #4 <p>Group #2 Presentation</p>	<p>Human Growth & Development: biological, neurological, and physiological factors that affect human development, functioning, and behavior</p>
<p>October 14th Week 8 – Reading Week</p>	<p>➤ Early Childhood</p>	<p>Reading: Chapters 7 & 8</p> <p>Due: Reading Quiz #4</p>	<p>Human Growth & Development: biological, neurological, and physiological factors that affect human development, functioning, and</p>



			behavior
October 21 st Week 9 – Live	➤ Middle Childhood	Reading: Chapters 9 & 10 <ul style="list-style-type: none"> Assigned Article: Votruba-Drzal (2006) Due: <ul style="list-style-type: none"> Reading Questions by 11 AM MST Biweekly Assignment #5 Group #3 Presentation	Human Growth & Development: biological, neurological, and physiological factors that affect human development, functioning, and behavior
October 28 th Week 10 – Reading Week	➤ Gender Identity & Sexuality Development	Reading: Chapter 11 <ul style="list-style-type: none"> Assigned Articles: Jourian (2015), Robbins & McGowan (2016), Menon (2017) Due: Reading Quiz #5	➤ Contextual Dimensions: Impact of disability on human sexuality ➤ Social & Cultural Diversity
November 4 th Week 11 – Live	➤ Adolescence	Reading: Chapter 12 Due: <ul style="list-style-type: none"> Reading Questions by 11 AM MST Biweekly Assignment #6 Group #1 Presentation	Human Growth & Development: <ul style="list-style-type: none"> ➤ Biological, neurological, and physiological factors that affect human development, functioning, and behavior ➤ Theories and etiology of addictions and addictive behaviors
November 11 th Week 12 – Reading Week	➤ Early Adulthood	Reading: Chapters 13 & 14 <ul style="list-style-type: none"> Assigned Articles: Schwartz (2016) 	Human Growth & Development: Systemic and environmental factors that affect



Happy Veterans' Day!		Roberts & Davis (2016), Meyer, Hinton, & Derzis (2015) Due: <ul style="list-style-type: none"> • Reading Quiz #6 • Movie Analysis 	human development, functioning, and behavior
November 18 th Week 13 – Live	➤ Middle Adulthood	Reading: Chapters 15 & 16 Due: <ul style="list-style-type: none"> • Reading Questions by 11 AM MST • Biweekly Assignment #7 <p>Group #2 Presentation</p>	Human Growth & Development: Systemic and environmental factors that affect human development, functioning, and behavior
November 25 th Week 14 – No Class	➤ Thanksgiving Break		
December 2 nd Week 15 – Live	➤ Late Adulthood	Reading: Chapters 17 & 18 <ul style="list-style-type: none"> • Assigned Articles: Bailey, Henry, & Von Hippel (2008) • Thielke, Harniss, Thompson, Patel, Demiris, & Johnson (2012) <p>Watch: “Living Old”</p> Due: <ul style="list-style-type: none"> • Personal Development Paper • Reading Questions by 11 AM MST • Biweekly Assignment #8 	Human Growth & Development: Systemic and environmental factors that affect human development, functioning, and behavior



		Group #3 Presentation	
December 9 th No Class	➤ Finals Week – No Class	Due: Final Exam	

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. The professors reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rational for changes. In the event changes are made, the amended syllabus will be discussed in class and uploaded into CANVAS.



GRADING RUBRIC

CRITERIA	F / D / D+	C / C+	B / B+	A
Analytical & Perceptive Skills	Demonstrates very superficial analysis and insights. Extremely limited reflections or effort appears to have been expended on the assignment.	Paper displays some difficulty with critical analysis and/or limited insight. Introspective thought and effort expended appear somewhat limited. Synthesis, critical analysis, and evaluation of information is incomplete.	Paper demonstrates the ability to thoughtfully analyze and provides deeper personal insights. However, topic is not fully explored. Paper demonstrates slight difficulties analyzing, evaluating, and/or synthesizing information critically.	Demonstrates the ability to fully explore the topic and analyze in-depth. Communicates advanced insights about the topic. Demonstrates the ability to organize, analyze, evaluate, and synthesize information critically.
Written Communication & Organizational Skills	Paper reflects extremely limited organizational skills. Demonstrates significant difficulty conveying information in writing. Thoughts are difficult to comprehend as presented.	Paper is poorly organized and information is not effectively presented. Thoughts are somewhat disjointed and/or disorganized.	Well organized presentation of information with some problems transitioning from one concept to another.	Demonstrates the ability to communicate written information in a coherent and effective fashion.
Writing Style	Paper is not in any type of recognizable APA Format. Grammatical and spelling errors are sufficient to make the paper exceedingly difficult to read.	Paper has many APA errors. Paper has several spelling and grammatical errors that confuse the reader. Choppy presentation of ideas.	Paper has some APA errors. Paper has some spelling and grammatical errors that do not confuse the reader. Ideas flow smoothly.	Paper utilizes APA correctly with very few/no errors. Paper has no to very few spelling or grammatical errors. Ideas flow smoothly.



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