

Central Washington University  
**Psychology 552: Human Growth & Development/ Advance**

Winter 2007  
Paul Wills MS  
Psychology #478  
Office hours: 2-3:00 PM M&R  
Or by appointment  
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## **General Information**

### **Text:**

Gauvain, M., & Cole, M., (2005). Readings on the Development of Children (4th edition).

Stickle, F.E., (2007). Adolescent Psychology (5th edition).

### **Suggested Reading:**

Miller, P.H., (2002). Theories of Developmental Psychology (4th edition).

Students in this course are required to subscribe to *LiveText*, a web-based electronic portfolio system. For assistance in subscribing or using LiveText, students can contact the LiveText E-Portfolio Help Desk at 963-1671. The website for LiveText can be found at: <http://college.livetext.com/college/index.html>

### **Course description:**

The purpose of this course is to provide a detailed overview of lifespan developmental theories and current research in lifespan development.

### **Course Objectives:**

The objectives of this course are consistent with Central Washington University's commitment to teaching, CWU's Teacher Education Program (TEP), and the Washington Administrative Code (WAC). In general, the objectives of this course are to teach you about **psychological research related to development, including heredity, physical development, cognitive and social development, and the importance of understanding diversity in development, language, and thinking.** The goal is not to make you into developmental psychologists, but to help you think critically about development and theories of learning.

Specifically, these objectives will be addressed:

1. The student will demonstrate understanding of the role of research in developmental psychology, including the common methods used and their respective strengths and weaknesses.
2. The student will comprehend the idea of power as it relates to developmental research
3. The student will be exposed to both evolutionary and environmental aspects of development and their constant interaction to produce behavior
4. The student will be able to specifically articulate the contributions of learning theory, Piaget, Vygotsky, Bandura, information processing, and modern cognitive and biological theories of development.
5. The student will be introduced to ideas of diversity and techniques to ensure

access to education for all students

## Course Policies

**All work must be your own original work. Any other ideas used must be cited. Your signature on your papers indicates that the work is yours. You will be failed if you turn in someone else's ideas.** Each student is responsible for adhering to Central Washington University policies as outlined in the University Catalog (2006-2007). Be aware of the drop date, and understand that any class you take, whether you drop it or not will appear on your college transcripts.

You must attend class in order to learn. **If you miss more than 10% of classes, you may be withdrawn from the course.** There are no make-ups of any quiz or exam after the test has been given. You must inform your instructor in advance of any assignments that you may miss, and reasonable excuses will be considered. You must also participate in class. Come prepared to listen and speak.

## Grading Policies

**LiveText:** An Abstract or your choice will be turned in via LiveText. **I must be listed as a "Reviewer"** for you to receive credit for this assignment. If you do not upload this assignment on LiveText you will receive an *INCOMPLETE* until you do so. You will receive a detailed handout regarding these assignments.

Abstract information & rubric will be given as a separate handout.

Source	Frequency	Points each	Total Points
Exams	1	100	100
Abstract(s)	6	50	30
Total			<b>400</b>

The following percentages will determine your letter grade.

Letter grade	Points	Letter grade	Points	Letter grade	Points
A	95 - 100	B-	78 - 81	D+	62 - 65
A-	90 - 94	C+	74 - 77	D	58 - 61
B+	86 - 89	C	70 - 73	D-	54 - 57
B	82 - 85	C-	66 - 69	F	Below 54

## Tentative Class Schedule:

<i>Weekly Topics</i>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WED.</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<i>Discuss course objectives</i> <i>Introduction</i>			1/3	1/4 Dev. of Children	1/5
<i>In the Beginning</i>	1/8	1/9	1/10	1/11 Dev. of Children	1/12
<i>Infancy</i>	1/15	1/16	1/17	1/18 Dev. of Children Abstract Due	1/19
<i>Early Childhood</i>	1/22	1/23	1/24	1/25 Dev. of Children Abstract Due	1/26
<i>Middle Childhood</i>	1/29	1/30	1/31	2/1 Dev. of Children Abstract Due	2/2
<i>Perspectives of Adol. Puberty, Pjysical Dev., &amp; Health</i>	2/5	2/6	2/7	2/8 Adol. Psy. Abstract Due	2/9
<i>Cognitive Dev. &amp; Edu.</i>	2/12	2/13	2/14	2/15 Adol. Psy. Abstract Due	2/16
<i>Identity &amp; Social-Emotional Dev.</i>	2/19	2/20	2/21	2/22 Adol. Psy. Abstract Due	2/23
<i>Family Relationships Peers &amp; Contemporary Culture</i>	2/26	2/27	2/28	3/1 Adol. Psy. Livetext Due	3/2
<i>Teenage Sexuality Problem Behav. &amp; Intervention</i>	3/5	3/6	3/7	3/8 Adol. Psy.	3/9
<b>FINALS WEEK</b> <i>Exam to be announced</i>	3/12	3/13	3/14	3/15	3/16

Washington State ESA Standards for School Counselors and School Psychologists,

NASP Standards, CACREP Standards, and CTL covered in  
**PSY 552, Human Growth and Development, Advanced (3 credits)**

*This course meets the following Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 181-78A-270 (a) (5) [Rev. 12/3/04].*

**STANDARD 2: School Counseling and Student Competencies.** Certified school counselors know and can integrate academic, career, and personal/social student competencies, including Washington State Learning Goals and Essential Academic Learning Requirements, into the school counseling program; can teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skill for learning, living and working; and provide information about best practices to a school community.

Standard 02-6. Promotes academic rigor and helps prepare students for successful transitions to the next level of schooling from kindergarten to high school and beyond;

**STANDARD 3: Human Growth and Development.** Certified school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well being and to enhance resiliency; provide guidance to parents and teachers about developmentally appropriate practices that support students throughout their schooling experience.

Standard 03-1. Demonstrates comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being;

Standard 03-2. Provides guidance to parents and caregivers about developmentally appropriate practices that support students to motivate and nurture growth in academic, career, and personal/social domains;

Standard 03-3. Consults with staff and families about developmental needs of students and increases resiliency of students through development of skills in academic, career, and personal/social domains and enhances personal connections to school, family and community;

Standard 03-4. Applies knowledge of learning theory, including styles, modalities, and multiple intelligences.

**STANDARD 6: School Climate.** Certified school counselors work to establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

Standard 06-5. Facilitates new student integration into the school environment;

Standard 06-9. Demonstrates knowledge of ways to identify child physical, sexual, emotional abuse, and child neglect. Knows mandated child abuse reporting laws. Understands the impact of abuse on student learning and behavior. Has knowledge of child abuse prevention programs. Can provide teachers with information the effects of abuse on the classroom environment and best practices for teaching children who have been the victims of child abuse.

**STANDARD 11: Professionalism, Ethics, and Legal Mandates.** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

Standard 11-1. Writes and speaks effectively in formal and informal communications

*This course meets the following National Association of School Psychologists (NASP) 2000 Standards and the Washington State Residency-Level Benchmarks for School Psychologists. These standards are reflected in WAC 181-78A-270 (7) (a) [Rev. 10/11/04].*

### **2.3 Effective Instruction and Development of Cognitive/Academic**

**Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

### **2.4 Socialization and Development of Life Skills:**

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral

assessment/intervention, and counseling.

**2.5 Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

*This course addresses the following 2001 curriculum standard(s) for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under Section II (Program Objectives and Curriculum) and Standards for Mental Health Counseling Programs:*

**K-3. HUMAN GROWTH AND DEVELOPMENT** - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- a. theories of individual and family development and transitions across the life-span;
- b. theories of learning and personality development;
- c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- d. strategies for facilitating optimum development over the life-span; and
- e. ethical and legal considerations.

**C. KNOWLEDGE AND SKILL REQUIREMENTS FOR MENTAL HEALTH COUNSELORS:**

2. general principles and practices for the promotion of optimal human development and mental health
3. specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans.

*This course meets the following standard adopted by the Center for Teaching and Learning (CTL) at Central Washington University*

CTL Standard #1.1 - Candidates demonstrate subject matter knowledge in areas of endorsement