



**COUN 5213 – Human Development**  
**Midwestern State University**  
**Gordon T. & Ellen West College of Education**  
**Semester Credits: 3**

**CONTACT INFORMATION**

**Professor: Dr. Terri Howe, Ph.D., LPC-S**

**Semester: Fall 2024 POT A 8 Weeks**

**E-mail: [terri.howe@msutexas.edu](mailto:terri.howe@msutexas.edu)**

**In this Syllabi you will find:**

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

**\*Important! This course's weeks start on Monday and end on Sunday, except for the last week, which ends on Friday.**

**Instructor Response Policy:**

During the week (Monday – Friday) I will respond within 48 hours. Do not expect a response from me on Holidays and weekends. As professionals, it's important that we implement boundaries around home and work. Please try to ask your questions before the weekend.

**\*The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs are unacceptable, and more than 2 Cs will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

**COVID-19:** Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

## **COURSE DESCRIPTION**

Provides an overview of major developmental theories with emphasis on their application to counseling across the lifespan from birth to death. Both prevention and intervention will be discussed as it relates to the specific developmental needs of individuals throughout the lifespan. This course will help you view your clients from a developmental perspective with the understanding that development does not take place in isolation; rather human development is deeply embedded within and is inseparable from the context of family, social network, and culture. It is intended to help you recognize the importance of individual and systemic influences on human growth and development.

Prerequisites: There are no prerequisites for this course

## **COURSE RATIONALE**

This course is intended to meet the CACREP 2016 Standards for Human Growth and Development (Section II.G.3.). The course will provide an overview of human development throughout the lifespan and focus on cognitive, affective, social, and psychomotor development.

## **REQUIRED TEXTBOOK**

Rathus, S. A. (2020). *HDEV6: human lifespan development*. Cengage.

## **COURSE OBJECTIVES**

### **Knowledge and Skill Learning Outcomes: CACREP Standards**

- Section 2: 3.a. theories of individual and family development across the lifespan
- Section 2: 3.b. theories of learning
- Section 2: 3.c. theories of normal and abnormal personality development
- Section 2: 3.d. theories and etiology of addictions and addictive behaviors
- Section 2: 3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- \*Section 2: 3.f. systemic and environmental factors that affect human development, functioning, and behavior KPI
- Section 2: 3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- \*Section 2: 3.h. a general framework for understanding differing abilities and strategies for differentiated interventions KPI
- Section 2: 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- Section 5C: 1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- Section 5C: 2.f. impact of crisis and trauma on individuals with mental health diagnoses
- Section 5C: 2.g. impact of biological and neurological mechanisms on mental health

- Section 5C: 2.j. cultural factors relevant to clinical mental health counseling
- Section 5C: 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- Section 5C: 3.d. strategies for interfacing with integrated behavioral health care professionals
- Section 5C: 3.e. strategies to advocate for persons with mental health issues

### **Learning Objectives**

1. Demonstrate an understanding of and be able to compare and contrast theories of various approaches of individual and family development and transitions across the life span.
2. Demonstrate an understanding of and critique theories of learning and personality development, including current understandings about neurobiological behavior.
3. Demonstrate an understanding of theories and approaches facilitating optimal development and wellness over the life span.
4. Recognize the importance of understanding the nature and needs of diverse individuals at all developmental levels in the ethical provision of counseling services.
5. Perceive multicultural and pluralistic trends of individuals at all developmental levels, including characteristics and concerns between and within diverse groups nationally and internationally.

### **COURSE EXPECTATIONS**

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's (2014) *Code of Ethics*. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

**Online Etiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association's (2014) *Code of Ethics*, and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Confidentiality:** Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by

other students.

**Academic Dishonesty:** Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Attendance:** Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend *every* session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

**Late Work:** All papers and assignments must be turned in the day they are due. *No exceptions.* If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered -2pts a day. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

**SEMESTER COURSE OUTLINE**

<b>Class Dates</b>	<b>Class Topics</b>	<b>Assignments/Reading</b>
<p><b>1. Week of August 26, 2024 – September 1, 2024</b></p>	<ul style="list-style-type: none"> <li>Syllabus Review, You may work ahead.</li> <li>Chapters one through five pages 1-105</li> </ul>	<ul style="list-style-type: none"> <li><b>Read</b> Chapters one through five pages 1-105.</li> <li><b>Do Discussion Board, Post, and Comment</b></li> <li>*Discussion Board Post and Reply due Sunday before 11:59 pm central.</li> </ul>
<p><b>2. Week of September 2, 2024 – September 8, 2024</b></p> <p><b>Labor Day Monday September 2, 2024</b></p>	<ul style="list-style-type: none"> <li>Chapters six through 10 pages 106-215.</li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post, and Comment</b></li> <li><b>Read</b> Chapters six through 10 pages 106-215.</li> <li>*Discussion Board Post and Reply due Sunday before 11:59 pm central.</li> </ul>
<p><b>3. Week of September 9, 2024 – September 15, 2024</b></p> <p>2.3a, 2.3b, 2.3d, 2.3e, 2.3i, 5C.1d, 5C.2f, 5C.2g, 5C.2j, and 5C.3b.</p>	<ul style="list-style-type: none"> <li><b>History and Multiculturalism of Human Development Appendix B Due September 15, 2024 by 11:59 pm central to D2L.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post, and Comment</b></li> <li><b>History and Multiculturalism of Human Development Appendix B Due 9/15/24 by 11:59 pm central to D2L.</b></li> <li>*Discussion Board Post and Reply and Assignment due Sunday before 11:59 pm central.</li> <li>*Turn in Paper to D2L.</li> </ul>
<p><b>4. Week of September 16, 2024 – September 22, 2024</b></p> <p>2.3a, 2.3b, 2.3c, 2.3d, 2.3e, *2.3f, *2.3h, and 2.3i.</p>	<ul style="list-style-type: none"> <li>Review Readings Chapters 1-10</li> <li><b>Complete Midterm Exam Appendix D due September 22, 2024 by 11:59 pm central on D2L.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post, and Comment</b></li> <li>Review Readings Chapters 1-10</li> <li><b>Complete Midterm Exam Appendix D due 9/22/24 by 11:59 pm central on D2L.</b></li> <li><b>*Discussion Board Post and Reply and Exam due Sunday before 11:59 pm central.</b></li> <li><b>*Complete exam on D2L.</b></li> </ul>
<p><b>5. Week of September 23, 2024 – September 29, 2024</b></p>	<ul style="list-style-type: none"> <li>Chapters 11-19 pages 216-395</li> </ul>	<ul style="list-style-type: none"> <li><b>Read</b> Chapters 11-19 pages 216-395</li> <li><b>Do Discussion Board, Post, and Comment</b></li> <li><b>*Discussion Board Post and Reply due Sunday before 11:59 pm central.</b></li> </ul>

Class Dates	Class Topics	Assignments/Reading
<p>6. Week of September 30, 2024 – October 6, 2024</p> <p>KPI: 2.3e, *2.3f, *2.3h, 5C.1d, 5C.2g, 5C.3d, and 5C.3e.</p>	<ul style="list-style-type: none"> <li>Gene and Environment Paper Appendix C Due Sunday, October 6, 2024 by 11:59 pm central to D2L and Tk20 Link.</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board, Post, and Comment</li> <li>Gene and Environment Paper Appendix C Due 10/6/24 by 11:59 pm central to D2L and Tk20 Link.</li> <li>*Discussion Board Post and Reply and Assignment due Sunday before 11:59 pm central.</li> <li>*Turn in Paper to Tk20 and D2L.</li> </ul>
<p>7. Week of October 7, 2024 – October 13, 2024</p>	<ul style="list-style-type: none"> <li>Review Readings for Chapters 11-19</li> </ul>	<ul style="list-style-type: none"> <li>Review Readings for Chapter 11-19</li> <li>Do Discussion Board, Post, and Comment</li> <li>*Discussion Board Post and Reply due 10/13/24 before 11:59 pm central.</li> </ul>
<p>8. Week of October 14, 2024 – *Friday, October 18, 2024</p> <p><b><u>PLEASE NOTE THE DATE OF THIS COURSE IS ON FRIDAY.</u></b></p> <p>2.3a, 2.3b, 2.3c, 2.3d, 2.3e, *2.3f, *2.3h, and 2.3i.</p>	<ul style="list-style-type: none"> <li>Complete Final Exam on D2L Appendix E before Friday, October 18, 2024 by 11:59 pm central.</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board, Post, and Comment</li> <li>Complete Final Exam on D2L Appendix E before Friday, 10/18/24 by 11:59 pm central.</li> <li>Discussion Board Post and Reply and Exam due *Friday before 11:59 pm central.</li> <li>*Complete final exam on D2L.</li> </ul>

## EVALUATION AND ASSIGNMENTS

**\*\* ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

### Online Assignments and Comments: (16 pts.)

Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. **\*The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week. \*The final week of this course everything is due on Friday.** Follow directions to get full points each week. Late work will not be accepted (See

**Appendix A). 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, \*2.3f, 2.3g, \*2.3h, 2.3i, 5C.1d, 5C.2f, 5C.2g, 5C.2j, 5C.3b, 5C.3d, and 5C.3e.**

**History and Multiculturalism of Human Development Paper: (20 pts.)**

**\*Please turn in the assignment to D2L.**

Students will write a paper using correct in-text citations, and correct APA sources on their reference page. Students will address the history of human development, theories of human development, and multiculturalism and ethics within human development. Within the history section, students will use their textbook to write a brief history of human development and address the biological, neurological, and physiological factors that affect human development, functioning, and behavior. Within the theories section, students will address theories of individual and family development across the life span, theories of learning, theories of normal and abnormal personality development, theories of etiology of addictions and addictive behaviors. Within the multiculturalism section, students will address human development with diverse populations, and ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. Students may choose to reference the American Counseling Association's (2014) Code of Ethics, or the American Mental Health Counselor Association's (2020) Code of Ethics. Students will then write a reflection to end their paper (See Appendix B) 2.3a, 2.3b, 2.3d, 2.3e, 2.3i, 5C.1d, 5C.2f, 5C.2g, 5C.2j, and 5C.3b.

**Genes and Environment Paper: (24 pts.)**

**\*Please turn in the assignment to D2L and the Tk20 link.**

Students will write an article review over a specific article titled [The Identity Dance](#). After reading the Identity Dance article, students will answer the following questions. This paper should still be written academically, and not in question and answer format. Students will introduce the assignment. Students will describe what is meant by susceptibility is not inevitability. Students will explore how ideas from behavioral genetics are used to explain the failure of welfare programs. Students will explore how these ideas should be modified considering susceptibility is not inevitability. Students will discuss what could this mean for welfare programs. Students will explore why researchers thought the monkeys acted so differently despite Jim and George having the same transported gene. Students will consider what could have been done to prevent George's alcoholism. Students will discuss what made people who carry the short versions of the transporter gene more likely to become depressed according to the study by Moffit and Caspi study. Students will reflect on if they knew they had the short version of the transporter gene, would they behave differently. Students will reflect on how to collaborate with other healthcare professionals, and how to advocate for clients experiencing similar issues. Students will use in-text citations referencing the Psychology Today article not the original article by Moffit and Caspi. All papers for this class are to be completed in the APA style, and points will be taken off for errors in formatting. Please use appropriate APA 7 headings and subheadings (See Appendix C) KPI: 2.3e, \*2.3f, \*2.3h, 5C.1d, 5C.2g, 5C.3d, and 5C.3e.

**Midterm: (20 pts.)**

**\*Please complete the exam on D2L.**

**\*Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples on Appendix D and E.**



Students will complete a midterm exam over chapters one through 10. These chapters are on pages one through 215. You may take the exam twice, with your highest grade being kept. (See Appendix D) 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, \*2.3f, \*2.3h, and 2.3i.

**Final Exam (20 pts.)**

**\*Please complete the exam on D2L.**

**\*Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples on Appendix D and E.**

Students will complete a final exam over chapters 11 through 19. These chapters are on pages 216 through 395. You may take the exam twice, with your highest grade being kept. (See Appendix E) 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, \*2.3f, \*2.3h, and 2.3i.

**Grade Breakdown:**

Assignment	Points
Online Assignments and Comments	16
History and Multiculturalism of Human Development Paper (D2L)	20
Genes and Environment Paper (D2L and TK20 Link)	24
Midterm (D2L)	20
Final Exam (D2L)	20
<b>Total Points</b>	<b>100</b>

**Grade Classifications:**

Letter Grade	Point Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

**DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS**

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively



and appropriately. For further clarification on student review and retention please refer to the handbook.

**Classroom Behaviors:** Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

## **STUDENT ETHICS AND OTHER POLICY INFORMATION**

**Ethics:** For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

**Special Notice:** Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

**Campus Carry:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. **\*Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

**Limited Right to Intellectual Property:** By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

**Midwestern State University Mission Statement:** MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students

gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

**Midwestern State University Values:**

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a diverse and inclusive campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

**Midwestern State University Counseling Program Objectives:**

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

**\*Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

**Desire-to-Learn (D2L):** Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

**Important Dates:**

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of “W” check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

**Online Computer Requirements:** Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **\*Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the

course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

**Change of Schedule:** A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

**Refund and Repayment Policy:** A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

**Smoking/Tobacco Policy:** College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

**Alcohol and Drug Policy:** To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

**Grade Appeal Process:** Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>.

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/>.

#### **WEBSITES:**

Academia (n.d.) Retrieved from <https://academia.edu/>  
American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>  
American Psychological Association (n.d.). Retrieved from <https://www.apa.org>

#### **APPENDENCIES**

##### **Appendix A**

##### **Online Assignments and Comments (16 pts.)**

##### **CACREP Standards:**

2.3a, 2.3b, 2.3c, 2.3d, 2.3e, \*2.3f, 2.3g, \*2.3h, 2.3i, 5C.1d, 5C.2f, 5C.2g, 5C.2j, 5C.3b, 5C.3d, and 5C.3e.

Students will receive participation points each week that goes into their final grade.

##### **Rubric of Online Assignments and Comments (Possible 16 Pts.)**

- **Week 1 (2 pts)**
- **Week 2 (2 pts)**
- **Week 3 (2 pts)**
- **Week 4 (2 pts)**
- **Week 5 (2 pts)**
- **Week 6 (2 pts)**
- **Week 7 (2 pts)**
- **Week 8 (2 pts)**

## **Appendix B**

### **History and Multiculturalism in Human Development (20 pts.)**

#### **CACREP Standards:**

**2.3a, 2.3b, 2.3d, 2.3e, 2.3i, 5C.1d, 5C.2f, 5C.2g, 5C.2j, and 5C.3b.**

#### **Example outline:**

**Please see template paper located in D2L. Turn in paper to D2L.**

## **APA 7 Cover Page**

### **Introduction to the Assignment**

- In at least five sentences, introduce the assignment. At least one sentence needs to say something like the following: Within this paper, I will cover the history of human development, the multitude of theory, and theory usage within human development, and multiculturalism, and ethics within human development.

### **History**

- In at least five sentences define human development from resources, and textbooks.
- In at least ten sentences (two academic paragraphs), explore a brief history of human development.
- In at least five sentences, address the major theorists within human development.
- In at least ten sentences (two academic paragraphs), discuss the biological, neurological, and physiological factors that affect human development, functioning, and behavior.

### **Theories**

- In at least five sentences, address theories of individual and family development across the lifespan.
- In at least five sentences, explore theories of learning, theories of normal and abnormal personality development.

- In at least five sentences, discuss theories of etiology of addictions and addictive behaviors.
- In at least ten sentences (two academic paragraphs), compare, contrast and critique the theories that you mentioned above.

### **Multiculturalism and Ethics**

- In at least five sentences, address human development with diverse populations.
- In at least five sentences, explain the importance of understanding the nature and needs of diverse individuals at all developmental levels.
- In at least five sentences, explore the multicultural and pluralistic trends of individuals at all developmental levels, including characteristics and concerns between and within diverse groups nationally, and internationally. Pluralism is a state of society in which members of diverse ethnic, racial, religious, or social groups maintain and develop their traditional culture or special interest within the confines of a common civilization (Brown, 2021).
- In at least five sentences, explore the ethical guidelines needed to explore human development. Students may choose cite specific codes of ethics and to directly reference the American Counseling Association's (2014) Code of Ethics, or the American Mental Health Counselor Association's (2020) Code of Ethics.

### **Reflection**

- In at least five sentence, please reflect on, and summarize the assignment, and human development.

**APA 7 Reference page**

### **History and Multiculturalism of Human Development Paper Rubric (Possible 20 Pts.)**

Midwestern State University  
COUN 5213 Human Development

<i>Criterion</i>	<i>Improvement Needed (1)</i>	<i>Developing (2)</i>	<i>Proficient (3)</i>	<i>Accomplished (4)</i>
FACULTY USE ONLY =	Parts are missing or incomplete and/or quality is poor	All parts are complete but quality needs improvement	All parts are complete and quality is acceptable	All parts are complete and quality is exceptional
Introduce the Assignment	Student does not introduce the assignment.	Student vaguely introduces the assignment.	Student introduces the assignment well, but is missing the Introduction to the Assignment heading.	Student introduces the assignment in at least five sentences, and has the Introduction to the Assignment heading.
History	Student does not address the history of human development.	Student vaguely addresses the history of human development.	Student addresses the history of human development, but is missing the amount of academic resources needed to back up their ideas.	Student addresses the history of human development, including the amount of academic resources needed to back up their ideas.
Theories	Student does not address the theories of human development.	Student vaguely address the theories of human development.	Student addresses the theories of human development, but is missing the amount of academic resources needed to back up their ideas.	Student addresses the theories of human development, including the amount of academic resources needed to back up their ideas.
Multiculturalism and Ethics	Doesn't refer to any techniques.	Student vaguely addresses the multiculturalism and ethics of human development.	Student addresses the multiculturalism and ethics of human development, but is missing the amount of academic resources needed to back up their ideas.	Student addresses the multiculturalism and ethics of human development, including the amount of academic resources needed to back up their ideas.
Organization Syntax; Grammar, Spelling, Punctuation.	Student does not write at the graduate level, major APA errors, major grammatical errors, or major academic writing errors.	Student does write at the graduate level, however, has major APA errors, major grammatical errors, or major academic writing errors.	Student writes at an academic level, however has minor APA errors, minor grammatical errors, or minor academic writing errors.	Student writes in an academic level, has very few errors combined within APA, grammar, and academic writing.



## Appendix C

### Gene and Environment Paper (24 pts.)

**\*Please turn in the assignment to D2L and the Tk20 Link.**

#### CACREP Standards:

**KPI: 2.3e, \*2.3f, \*2.3h, 5C.1d, 5C.2g, 5C.3d, and 5C.3e.**

[The Identity Dance article.](#)

#### Example outline:

**\*Please see template paper in D2L.**

#### APA 7 Cover Page

#### Introduction to the Assignment

- In at least five sentences, introduce the assignment.

#### Susceptibility

- In at least five sentences, based on the article, students will describe what is meant by susceptibility is not inevitability.
- In at least five sentences, based on the article, students will explore how ideas from behavioral genetics are used to explain the failure of welfare programs.
- In at least five sentences, based on the article, students will explore how these ideas should be modified considering susceptibility is not inevitability.
- In at least five sentences, based on the article, students will discuss what could this mean for welfare programs

#### Environmental Influences

- In at least five sentences, based on the article, students will explore why researchers thought the monkeys acted so differently despite Jim and George having the same transported gene.
- In at least five sentences, students will consider what could have been done to prevent George's alcoholism
- In at least five sentences, based on the article, students will discuss what made people who carry the short versions of the transporter gene more likely to become depressed according to the study by Moffit and Caspi study.
- In at least five sentences, based on the article, students will reflect on if they knew they had the short version of the transporter gene, would they behave differently. Students will use in-text citations referencing the Psychology Today article not the original article by Moffit and Caspi.

**Reflection**

- In at least five sentences, students will reflect on how to collaborate with other healthcare professionals and how to advocate for clients with similar issues.

**APA 7 Reference Page**

**Gene and Environment Paper Rubric (Possible 24 Pts.)**

Criteria	Improvement Needed 2	Developing 4	Proficient 6	Accomplished 8
Susceptibility	Analysis of susceptibility is missing or illogical.	Analysis of susceptibility is vague, weak, or underdeveloped.	Analysis of susceptibility is accurate and clear.	Analysis of susceptibility is insightful and well-articulated.
Environmental Influences	Analysis of genetic influences is missing, inaccurate, or unsupported.	A basic analysis of genetic influences is included. Analysis is underdeveloped or repetitive. Connections and rationale are weak or inconsistent.	Analysis of genetic influences is complete. Specific connections and rationale are presented to support the ideas.	Analysis of genetic influences is complete. Specific connections and rationale are presented to support the ideas.
Format and Mechanics	Paper is less than 2 pages.  Assignment has significant errors.  References are missing.  Citations are missing to identify ideas from outside sources in the body of the text.	Paper is 2-3 pages.  References are listed and have multiple APA formatting errors.  Citations are inconsistently used throughout the paper and have APA formatting errors.	Paper is 3 pages.  References are listed with only minor APA formatting errors.  Citations are included to identify ideas from outside sources in the body of the text.	Paper is over 3 pages.  Reference listings are included and follow APA format guidelines.  Citations are included to identify ideas from outside sources in the body of the text and are correctly formatted.

## Appendix D

### Midterm Exam (20 pts.)

#### CACREP Standards:

2.3a, 2.3b, 2.3c, 2.3d, 2.3e, \*2.3f, \*2.3h, and 2.3i.

Students will take a midterm exam over chapters one through 10. Students will be able to take the exam twice with the highest grade being kept.

#### Breathing Exercises:

- **Breath Focus**
  - **Bringing intentional attention to each breath.**
- **Deep Breathing**
  - **Inhale for 4 seconds, hold until 7, and exhale at 8.**
- **Diaphragmatic Breathing**
  - **Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.**
- **Pursed Lip Breathing**
  - **Inhale slowly, pucker/purse lips, exhale slowly**
- **Resonant or Coherent Breathing**
  - **Inhale for 5 seconds, Exhale for 5 seconds**

#### Grounding Techniques:

- **Progressive Muscle Relaxation**
- **Counting backwards from 100 by 7**
- **Play categories**
- **Cool water on the skin**
- **Reframing**

## Appendix E

### Final Exam (20 pts.)

#### CACREP Standards:

2.3a, 2.3b, 2.3c, 2.3d, 2.3e, \*2.3f, \*2.3h, and 2.3i.

Students will take a final exam over chapters 11 through 19. Students will be able to take the exam twice with the highest grade being kept.

**\*I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.**