



**Course Syllabus: COUN 5213 – Human Development
Gordon T. & Ellen West College of Education
and Professional Studies
COUN 5213
Part A, August 24 – October 16, 2026**

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

Contact Information

Instructor: Dr. Sarah Kim, Ph.D., LPC-S
Office: Virtual
Office hours: By appointment
Cell phone: (214) 205-0313
E-mail: sarah.kim@msutexas.edu

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.

Textbook & Instructional Materials

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

Course Objectives

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

Section 3.C.1. theories of individual and family development across the lifespan

Section 3.C.2. theories of cultural identity development

Section 3.C.3. theories of learning

Section 3.C.4. theories of personality and psychological development

Section 3.C.5. theories and neurobiological etiology of addictions

Section 3.C.6. structures for affective relationships, bonds, couples, marriages, and families

Section 3.C.7. models of resilience, optimal development, and wellness in individuals and families across the lifespan

Section 3.C.8. models of psychosocial adjustment and adaptation to illness and disability

Section 3.C.9. the role of sexual development and sexuality related to overall wellness

Section 3.C.10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness

Section 3.C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness KPI

Section 3.C.12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan

Section 3.C.13. effects of crises, disasters, stress, grief, and trauma across the lifespan

Section 3.E.11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences KPI

Section 3.E.12. goal consensus and collaborative decision-making in the counseling process

Section 3.E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies

Section 5.C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues

Section 5.C.7. strategies for interfacing with integrated behavioral healthcare professionals

Section 5.C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

Section 5.C.10. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders

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.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Course Grade

Table 1:

Assignments	Points
Discussion Board and Class Participation	160

Assignments	Points
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
Total Points	244

Table 2: Total points for final grade.

Grade	Points
A	220 to 244
B	195 to 219
C	171 to 194
D	146 to 170
F	145 and below

Homework

Discussion Board, and Class Participation: (160 pts.) Students are required to answer questions or complete assignments regularly related to the weekly topic. Almost every week students will be required to answer questions about the reading, topic or be asked to reflect on a particular internship experience 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. Follow directions to get full points each week. Late work will not be accepted (**See Appendix A for Rubric**) 3.C.1., 3.C.2., 3.C.3., 3.C.4., 3.C.5., 3.C.6., 3.C.7., 3.C.8., 3.C.9., 3.C.10., 3.C.11., 3.C.12, 3.C.13., 3.E.11., 3.E.12., 3.E.20., 5.C.5., 5.C.7., 5.C.8., 5.C.10.

Projects Required

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 7 formatting. 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)** 3.C.1., 3.C.2., 3.C.3., 3.C.4., 3.C.5., 3.C.6., 3.E.12., 5.C.10.

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 [Is Personality Genetic?](#). After reading the Is Personality Genetic article, students will answer the following questions:

Summarize the article's main thesis.

What does the author argue about the relative contributions of genetics and environment to personality? How does the article support the claim that both factors interact to shape personality traits rather than acting independently [verywellmind.com](#)?

Evaluate the evidence from twin and adoption studies.

The article cites research showing that personality is roughly 30–60 % heritable [verywellmind.com](#). Explain how twin or adoption studies help scientists estimate heritability. What are the strengths and limitations of these methods?

Discuss the plasticity and identity-development principles.

The article notes that personality can change subtly over time and that people develop a stronger sense of identity as they age [verywellmind.com](#). How do these principles illustrate the influence of life experiences on personality? Can you think of examples from real life or other research that illustrate these ideas?

Analyze the Big Five traits.

Which traits make up the Big Five model, and what evidence does the article provide about their heritability [verywellmind.com](#)? Choose one trait and describe how both genes and environmental factors might influence its development.

Reflect on the nature–nurture debate.

After reading the article, how would you articulate the modern view of this debate [verywellmind.com](#)? In your view, are there areas of personality where one influence seems to dominate? Provide examples and justify your reasoning.

Consider ethical and social implications.

Understanding that both genetics and environment shape personality, what are some ethical or social issues that arise? For example, how might this knowledge influence parenting practices, education, or public policy?

This paper should still be written academically, and ***not** in question and answer format.

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: 3.C.11., 3.E.11.**

Midterm: (20 pts.)

Students will complete a midterm exam over chapters 1 - 10.

3.C.1., 3.C.2., 3.C.3., 3.C.4., 3.C.5., 3.C.6., 3.C.7., 3.C.8., 3.C.9., 3.C.10., 3.C.11., 3.C.12, 3.C.13., 3.E.11., 3.E.12., 3.E.20., 5.C.5., 5.C.7., 5.C.8., 5.C.10.

Final Exam**Final Exam: (20 pts.)**

Students will complete a final exam over chapters 11 - 19.

3.C.1., 3.C.2., 3.C.3., 3.C.4., 3.C.5., 3.C.6., 3.C.7., 3.C.8., 3.C.9., 3.C.10., 3.C.11., 3.C.12, 3.C.13., 3.E.11., 3.E.12., 3.E.20., 5.C.5., 5.C.7., 5.C.8., 5.C.10.

Extra Credit

There is no extra credit offered in this course.

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 per 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.

Make Up Work/Tests

No make up work or tests are offered in this course.

Important Dates

Last day for term schedule changes: August 24-27, 2026 Check date on [Academic Calendar](#).

Deadline to file for graduation: September 21, 2026. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 7, 2026. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

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.

Attendance

Regular participation is essential for success, because many of the skills covered in this course are not taught in textbooks. Graduate students are expected to log into D2L regularly, as this is considered class "attendance". Regular participation is essential for success, because many of the skills covered in this course are not taught in textbooks. Graduate students are expected to log into D2L regularly, as this is considered class "attendance". Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

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 which 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](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Instructor Class Policies

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:

- 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.

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 Code of Ethics (2014), and treat all members of the class with respect.

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.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

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) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-

4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the

information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

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.

Course Schedule:

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 8/24 to 8/30	- Syllabus Review, you may work ahead. - Chapters 1-5	- Read Chapters 1-5. - Do Discussion Board, Post, and Comment *Discussion Board Post and Reply due Sunday before 11:59 pm CST.
Week 2 8/31 to 9/6	Chapters 6-10	- Do Discussion Board, Post, and Comment - Read Chapters 6-10. *Discussion Board Post and Reply due Sunday before 11:59 pm CST.

Week or Module	Activities/Assignments/Exams	Due Date
Week 3 9/7 to 9/13 3.C.1., 3.C.2., 3.C.3., 3.C.4., 3.C.5., 3.C.6., 3.E.12., 5.C.10.	History and Multiculturalism of Human Development Paper Appendix B	- Do Discussion Board, Post, and Comment - History and Multiculturalism of Human Development Appendix B Due 9/13 by 11:59 pm CST to D2L. *Discussion Board Post and Reply and Assignment due 9/13 before 11:59 pm CST. *Turn in Paper to D2L.

Week or Module	Activities/Assignments/Exams	Due Date
Week 4 9/14 to 9/20 3.C.1., 3.C.2., 3.C.3., 3.C.4., 3.C.5., 3.C.6., 3.C.7., 3.C.8., 3.C.9., 3.C.10., 3.C.11., 3.C.12., 3.C.13., 3.E.11., 3.E.12., 3.E.20., 5.C.5., 5.C.7., 5.C.8., 5.C.10.	• Review Readings Chapters 1-10 • Complete Midterm Exam due	• Do Discussion Board, Post, and Comment • Review Readings Chapters 1-10 • Complete Midterm Exam due 9/20 by 11:59 pm CST on D2L. • *Discussion Board Post and Reply and Exam due 9/20 before 11:59 pm CST. • *Complete exam on D2L.
Week 5 9/21 to 9/27	• Chapters 11-19	• Read Chapters 11-19 • Do Discussion Board, Post, and Comment • *Discussion Board Post and Reply due 9/27 before 11:59 pm CST.

Week or Module	Activities/Assignments/Exams	Due Date
Week 6 9/28 to 10/4 KPI 3.C.11., 3.E.11.	Gene and Environment Paper Appendix C Due to D2L and Tk20 Link.	- Do Discussion Board, Post, and Comment - Gene and Environment Paper Appendix C Due 10/4 by 11:59 pm CST to D2L and Tk20 Link. *Discussion Board Post and Reply and Assignment due Sunday before 11:59 pm CST. *Turn in Paper to Tk20 and D2L.
Week 7 10/5 to 10/11	Review Readings for Chapters 11-19	- Review Readings for Chapter 11-19 - Do Discussion Board, Post, and Comment *Discussion Board Post and Reply due 10/11 before 11:59 pm CST.

Week or Module	Activities/Assignments/Exams	Due Date
Week 8 10/12 to 10/16 <u>*PLEASE NOTE THE DATE OF THIS COURSE IS ON FRIDAY.</u> 3.C.1., 3.C.2., 3.C.3., 3.C.4., 3.C.5., 3.C.6., 3.C.7., 3.C.8., 3.C.9., 3.C.10., 3.C.11., 3.C.12., 3.C.13., 3.E.11., 3.E.12., 3.E.20., 5.C.5., 5.C.7., 5.C.8., 5.C.10.	• Complete Final Exam on D2L Appendix E	• Do Discussion Board, Post, and Comment • Complete Final Exam on D2L Appendix E before Friday by 11:59 pm CST. • Discussion Board Post and Reply and Exam due *Friday before 11:59 pm CST. • *Complete final exam on D2L.

APPENDIX A

DISCUSSION BOARD POSTS

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

Appendix A

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 160 Pts.)

- Week 1 (20 pts)
- Week 2 (20 pts)
- Week 3 (20 pts)
- Week 4 (20 pts)
- Week 5 (20 pts)
- Week 6 (20 pts)
- Week 7 (20 pts)
- Week 8 (20 pts)

Collaboration is more important in the online learning environment. With that in mind, it is critical that we get to know one another when communicating online. *To promote community, we will be utilizing this forum to create a community during this course.

Each week you will be required to write your own post and at least one ***substantive** response to a peer. In this program's courses, we use the discussion board as a way to "attend" weekly. During the course, we will be using the discussion board to share our learning and experiences. ***For your post each week, you must write at least three academic paragraphs, at least five sentences each paragraph.** Please make sure to create an original post each week and comment on at least one other student's post. If you use resources in your post, please be sure to appropriately cite them in-text and put them as a reference at the bottom of your post in proper APA 7 formatting.

***Responses to peers must be substantive and be a minimum of one paragraph made up of 5-7 sentences.** Replying "Great post" to a peer is not substantive, and will result in loss of credit.

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:

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 sentences, 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.)

Criterion	<i>Improvement Needed</i> (1)	<i>Developing</i> (2)	<i>Proficient</i> (3)	<i>Accomplished</i> (4)
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.

Example outline:

APA 7 All paper completed in APA format should have a cover page that includes a running head, page number, title, and your NAME

Students will write an article review over a specific article titled [Is Personality Genetic?](#). After reading the Is Personality Genetic article, students will answer the following questions:

Introduction to the Assignment

In at least five sentences, introduce the assignment.

Summarize the article's main thesis.

In at least 5 sentences, write what does the author argue about the relative contributions of genetics and environment to personality? How does the article support the claim that both factors interact to shape personality traits rather than acting independently [verywellmind.com](https://www.verywellmind.com)?

Evaluate the evidence from twin and adoption studies.

The article cites research showing that personality is roughly 30–60 % heritable [verywellmind.com](https://www.verywellmind.com). In at least five sentences, explain how twin or adoption studies help scientists estimate heritability. What are the strengths and limitations of these methods?

Discuss the plasticity and identity-development principles.

The article notes that personality can change subtly over time and that people develop a stronger sense of identity as they age [verywellmind.com](https://www.verywellmind.com). In at least five sentences, how do these principles illustrate the influence of life experiences on personality? Can you think of examples from real life or other research that illustrate these ideas?

Analyze the Big Five traits.

In at least five sentences, which traits make up the Big Five model, and what evidence does the article provide about their heritability [verywellmind.com](https://www.verywellmind.com)? Choose one trait and describe how both genes and environmental factors might influence its development.

Reflect on the nature–nurture debate.

After reading the article, how would you articulate the modern view of this debate [verywellmind.com](https://www.verywellmind.com)? In your view, in at least five sentences, are there areas of personality where one influence seems to dominate? Provide examples and justify your reasoning.

Consider ethical and social implications.

Understanding that both genetics and environment shape personality, what are some ethical or social issues that arise? For example, how might this knowledge influence parenting practices, education, or public policy?

This paper should still be written academically, and ***not** in question and answer format.

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: 3.C.11., 3.E.11.**

APA 7 Reference Page

Gene and Environment Paper Rubric (Possible 24 Pts.)

Criteria	Improvement Needed 1	Developing 2	Proficient 3	Accomplished 4
Main thesis & overall argument	Thesis unclear or unsupported; key ideas from the article are missing or misrepresented	Thesis stated but vague; limited engagement with article's main points	Clear thesis; accurately summarizes article's argument and contributions of genetics and environment	Insightful thesis; synthesizes article's points and highlights complex interactions between genetics and environment
Plasticity & identity-development principles	No mention of plasticity or identity development; examples missing	Mentions principles but explanations are unclear or repetitive	Explains how life experiences shape personality; provides at least one relevant example	Thorough discussion; connects principles to broader research or real-life examples and provides nuanced insights
Big Five traits analysis	Traits misidentified or omitted; no discussion of heritability or environmental factors	Lists traits but provides minimal analysis of heredity and environment	Correctly identifies the Big Five; explains evidence of heritability and environmental influence for one trait	Detailed analysis of the Big Five; integrates article evidence and offers thoughtful discussion of gene-environment interplay on a chosen trait

Criteria	Improvement Needed 1	Developing 2	Proficient 3	Accomplished 4
Nature–nurture reflection	No clear position; discussion lacks depth or examples	States a position but provides limited reasoning or examples	Presents a balanced view of nature vs. nurture; offers at least one example to justify reasoning	Articulates a sophisticated view of the debate; provides multiple examples and critical reflections on where genetics or environment may dominate
Ethical & social implications	Fails to address ethics or social issues; irrelevant or inaccurate points	Mentions ethical or social issues superficially	Discusses potential impacts on parenting, education or policy; identifies at least one ethical concern	Thoughtfully explores multiple ethical and social implications; considers broader consequences and possible safeguards
Format & mechanics	Paper is shorter than required; significant grammar errors; no citations or references	Meets minimum length; several grammar and APA citation errors; inconsistent citation use	Meets length requirement; few grammar errors; references and citations mostly correct	Exceeds length requirement; writing is clear and polished; citations and references are consistently formatted in APA style

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.

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.

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