DESCRIPTION

The student learns to identify, describe, and examine the nature and needs of individuals at all developmental levels and in multicultural contexts. Emphasis is placed on theories of individual and family development, life span transitions, human behavior (normal and abnormal), personality development, learning processes, wellness, related ethics, and addictions, as well as the effects of crisis, disaster, and other trauma-related events on persons of all ages. Self-growth experiential activities are associated with the content of this course.

Content Areas: social and cultural diversity, human growth and development

MATERIALS

Experience Human Development

Author: Papalia, D.E., Martorell, G.
Publisher: McGraw-Hill.
Edition: 14th

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200.

OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Corresponding assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and conceptualize theories of individual and family development and transitions across the life span (2.F.3.a. CACREP 2016*; II.G.3.a. CACREP 2009**)</td>
<td>Exams and reflection papers</td>
</tr>
<tr>
<td>Identify basic (seemnal) theories of learning (2.F.3.b. CACREP 2016) and personality development (2.F.3.c. CACREP 2016) including current understandings about</td>
<td>Exams</td>
</tr>
<tr>
<td>Topic</td>
<td>Assessment</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>neurobiological behavior, and their implications for counseling practice (II.G.3.b. CACREP 2009)</td>
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</tr>
<tr>
<td>Identify theories and models of individual, cultural, couple, family, and community resilience (2.F.3.i. CACREP 2016; II.G.3.d CACREP 2009)</td>
<td>Exams</td>
</tr>
<tr>
<td>Develop a general framework for understanding exceptional abilities and strategies for differentiated interventions (2.F.3.h. CACREP 2016; II.G.3.e. CACREP 2009)</td>
<td>Exams</td>
</tr>
<tr>
<td>Understand counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (2.F.3.h. CACREP 2016; II.G.2.e. CACREP 2009)</td>
<td>Final paper</td>
</tr>
<tr>
<td>Demonstrate a beginning awareness of factors impacting human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (2.F.3.c; 2.F.3.e.; 2.F.3.f. CACREP 2016; II.G.3.f. CACREP 2009)</td>
<td>Exams and final paper</td>
</tr>
<tr>
<td>Develop strategies that utilize theories for facilitating optimal development and wellness over the life span (2.F.3.i. CACREP 2016; II.G.3.h. CACREP 2009)</td>
<td>Exams and final paper</td>
</tr>
<tr>
<td>Demonstrate knowledge of: theories of individual and family development, transitions across the lifespan, and the range of human developmental variation; theories of learning and personality development; theories of individual, family, cultural, and community resilience; factors that function as barriers to developing healthy life and learning styles, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors; exceptional abilities as they relate to development; developmental principles in working with diverse learners in a variety of school counseling activities (MO DESE Standard 1-QI 1)</td>
<td>Final paper</td>
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</table>

*2016 CACREP standards apply to the Clinical Mental Health Counseling emphasis at the following campuses: Columbia, Charleston, Myrtle Beach, and online.

**2009 CACREP standards apply only to the Clinical Mental Health Counseling track at the Webster Groves campus.

**While the program is neither accredited nor currently actively preparing for accreditation at other campuses, students at other campuses and/or enrolled in other tracks are still held to these standards as these represent best practices in the field of counselor education.**
DELIVERABLES

Grow Your Own Human Weekly Developmental Stage Reflection Papers

The purpose of this assignment is to demonstrate your understanding of development across the lifespan through your thoughtful application of theory and research to a case study of your own creation. This assignment requires you to create a detailed description of a fictional human being based on solid and accepted theoretical basis, and develop a narrative that follows your human throughout his or her life span. The creation of your human being should occur throughout the class and follow the presentation of material in class. The paper you will complete will be a creative assignment with a heavy research component. Please do not base your human on yourself or others who are close to you. Your human should be demographically different from yourself.

You will build upon this project over the course of the term, and it will be broken up as follows:

- Week 2: The fetal development and birth of your human
- Week 3: Your human's early childhood
- Week 4: Your human's middle childhood
- Week 5: Your human's adolescence
- Week 6: Your human's young adulthood
- Week 7: Your human's middle adulthood
- Week 8: Final submission - a detailed, comprehensive, research-based written presentation of your human's lifespan including their late adulthood and death.
- Week 9: Submission of reflective journal

Of these weekly papers, you are required to submit week 2, week 8, week 9, and one other of your choosing from weeks 3-7. I have the course set to throw out the others that you don't submit, so this will not affect your grade.

While the assignment does allow you to be creative, be careful not to get so caught up in literary creativity that you lose sight of the academic nature of the paper. Each week you will be asked to write a paper about your human's development with regard to the stage we are studying that week. These are individual weekly assignments, but for your final submission at the end of the term you will be expected to integrate these into a cohesive whole with logical transitions and implications between stages. In addition to incorporating material from previous weeks' assignments, you will also need to incorporate into your final submission information about all stages through older adulthood.

Exams

There will be two exams consisting of multiple-choice questions. Exam 1 will cover course content from weeks 1 – 3 (Chapters 1 – 8). Exam 2 will cover course content from weeks 4 – 9 (Chapters 10 – 19).
Grow Your Own Human Final Paper

The purpose of this assignment is to demonstrate your understanding of development across the lifespan through your thoughtful application of theory and research to a case study of your own creation. This assignment requires you to create a detailed description of a fictional human being based on solid and accepted theoretical basis, and develop a narrative that follows your human throughout his or her life span. The creation of your human being should occur throughout the class and follow the presentation of material in class. The paper you will complete will be a creative assignment with a heavy research component. Please do not base your human on yourself or others who are close to you. Your human should be demographically different from yourself.

While the assignment does allow you to be creative, be careful not to get so caught up in literary creativity that you lose sight of the academic nature of the paper. Each week you will be asked to write a paper about your human's development with regard to the stage we are studying that week. These are individual weekly assignments, but for your final submission at the end of the term you will be expected to integrate these into a cohesive whole with logical transitions and implications between stages. In addition to incorporating material from previous weeks' assignments, you will also need to incorporate into your final submission information about all stages through older adulthood.

Assignment guidelines:

- Begin by introducing your human. Provide demographic characteristics of your human including: gender identity, socio-economic status, ethnicity, cultural background, family composition, parental characteristics, physical and psychological health of family members. Remember that these demographics characteristics will impact your developing human at each stage! For example, in the pregnancy and prenatal development, discussion will include, but is not limited to: development through the trimesters; involvement of the father (however applicable); mother’s emotional state; fetal development; impact of culture on pregnancy; mother’s health and nutrition; reactions to birth, etc. The same application of the material to your growing human will take place for each chapter up until the death of your human.

- Apply the psychosocial stage from each chapter to your developing human. Application includes a brief but accurate description of the relevant crisis and the experiences of your human that impact the resolution (positive or negative or somewhere in between) of that crisis. Be sure to ‘carry through’ the results of a stage’s resolution in a logical manner to later stages, and explicitly describe the consequences in those later stage sections.

- Apply other relevant theories and research to your human within each stage. For instance, if you are describing a toddler’s gender identity development, accurately reference relevant theory or research when you describe the child’s experiences and parental reactions.

- Follow your human's development from fetal development until their death. Please note that your human must live until at least 70 years of age in order for you to demonstrate knowledge of all developmental stages through older adulthood. The only exception to this is if your human were born with a genetic anomaly that shortens his or her life (e.g. Down's Syndrome). In such cases, you would need to choose one of your human’s caretakers and describe his or her development from the point of your human's death until the caretaker reaches at least 70 years of age.

- Research and apply the concept of resiliency in at least two of your stages of development: one will focus on resiliency in childhood (< 18 years old), and the second will focus on adulthood (>18 years old). For this specific integration of resiliency, you will need to reference at least 2 professional journal articles to support you work. Include your articles as appendices at the end your final project submission. As always, use APA style for referencing journal articles.

- You may find that it is very easy to write a lot of material for this project. A good rule of thumb is to write no more than 4 pages per stage.

- This can be an emotional process, so please keep a record/journal of how this experience has impacted you. Please turn in this journal after your final submission.
• Option: if you are struggling with the application of the material, it may help to ‘interview’ or talk with someone who is in this stage or who has a child in the particular stage you are struggling with. If you do this, please be clear with the person you talk to that this is for an assignment and that you are not using their experience, but trying to get a clear understanding of the stage of life. Feel free to share with the person the materials from class to let them know what we are discussing. This part is not to be formally written up for your paper. It is only to help you gain deeper understanding of a particular developmental stage.

EVALUATION

Criteria

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<tr>
<th>Type</th>
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<td>Participation and Attendance</td>
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<tr>
<td>Exams</td>
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<tr>
<td>Grown Your Own Human Weekly Papers</td>
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<tr>
<td>Final Research Paper</td>
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Breakdown

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<td>84-86</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<td>F</td>
<td>69 or less</td>
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COURSE POLICIES

Course Attendance

The University reserves the right to drop a student who does not attend the first class. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. One unexcused absence in this course may result in dropping the student one full letter grade with a second unexcused absence requiring that the student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic F. Students are expected to write at a graduate level and come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities. Students coming to class late or leaving class early will be considered ‘absent’ for that class session unless approved in advance by the instructor.

Participation

Participation is required in all counseling courses. Being prepared to participate in class is equivalent to being prepared to participate in counseling sessions with your clients. Students are expected to come to class having already read the assigned material and completed the assignments. Students are expected to be active participants in the learning process, exhibiting attention, professionalism, and respect during discussions and other classroom activities. These are key behaviors for counselors; ensure you are evidencing them in class.

Additionally, counselors are often required to lead group counseling, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should seek guidance from their advisor about these concerns.

Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see Course Attendance section for this). See the Grading section on individual course syllabi for further information.

Use of Personal Electronic Devices

Turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no: texting, taking of calls, emailing, unauthorized web activity, or social media use during class. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non-class time.

Expectations for writing competency

Writing competency is important in graduate school. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/serving to write professionally. Take this task seriously and consult the Academic Resource Center or enroll in a writing course if you are told you need assistance on writing assignments. The grade penalty will be heavy for lack of simple proofing of grammar, spelling, and APA formatting on all assignments. Please consult the rubric in the syllabus for specific grading impact.
Subjective aspect of grading

The grading of this course includes a subjective component to it based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. It is possible to excel academically and receive a less than satisfactory final grade. Thus, all grades will reflect a combination of objective and subjective assessment.

Self-awareness, safety of disclosure, appropriate interpersonal skills and ACA Code of Ethics

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Maintaining confidentiality is the primary ethical principle of counselors and violations are serious.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others—both positive and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

ACA Code of Ethics (2014)

Counselors [Counselors-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.a.).
Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

onduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others’ work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University’s Academic Honesty Policy is published in academic catalogs:

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:
Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/ethics.html

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu.

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu. For support navigating the library’s resources, see http://libanswers.webster.edu/ for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:
Graduate
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html

Academic Calendar - http://www.webster.edu/academics/academic-calendar/

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/tuition.html

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

http://www.webster.edu/student-handbook/

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

http://www.webster.edu/irb/index.html

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/
WorldClassRoom

WorldClassRoom is Webster’s Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/

## SCHEDULE

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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and course overview; About Human Development</td>
<td><strong>Reading and media for this week</strong>: Papalia &amp; Martorell ch 1-2; additional readings or videos will be posted in Canvas</td>
</tr>
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| Week 2| Beginnings                  | **Reading for this week**: Papalia & Martorell ch 3-6; additional readings or videos will be posted in Canvas  
**Assignments and activities**: Reflection paper #1 due |
| Week 3| Early Childhood              | **Reading for this week**: Papalia & Martorell ch 7-8; additional readings or videos will be posted in Canvas  
**Assignments and activities**: Reflection paper #2 due |
| Week 4| Middle Childhood             | **Reading for this week**: Papalia & Martorell ch 9-10; additional readings or videos will be posted in Canvas  
**Assignments and activities**: Reflection paper #3 due, Midterm Exam |
<p>| Week 5| Adolescence                 | <strong>Reading for this week</strong>: Papalia &amp; Martorell ch 11-12; additional readings or videos will be posted in Canvas |</p>
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<tr>
<th>When</th>
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<tr>
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<td><strong>Assignments and activities:</strong> Reflection paper #4 due</td>
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<td>Week 6</td>
<td>Emerging and Young Adulthood</td>
<td><strong>Reading for this week:</strong> Papalia &amp; Martorell ch 13-14; additional readings or videos will be posted in Canvas</td>
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<td><strong>Assignments and activities:</strong> Reflection paper #5 due</td>
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<td>Week 7</td>
<td>Middle Adulthood</td>
<td><strong>Reading for this week:</strong> Gillig &amp; Cingel chapter posted in World Classroom</td>
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<td><strong>Assignments and activities:</strong> Reflection paper #6 due</td>
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<td>Week 8</td>
<td>Late Adulthood, End of Life</td>
<td><strong>Reading for this week:</strong> Brooks &amp; McHenry ch 11</td>
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<td><strong>Assignments and activities:</strong> Reflection paper #7 due</td>
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<td><strong>Final exam</strong></td>
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<td><strong>Research Paper Due</strong></td>
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What is the usefulness of studying human growth and development and lifespan psychology? Educators, psychologists, doctors, researchers, parents, legislators, employers Which approach is better in your opinion? Discussing human growth as what can go wrong; stressors, psychological disorders, biological malfunctions, lifestyle influences, exposure, etc? OR. Discussing human growth as methods for thriving, successful living, resilience, engagement, adaptation, movement, expression, fully experiencing, and proactive and mindful lifestyle choices orientation. 

Motor Skill Development. 

Genuinenes Growth and development are interdependent, interrelated process. Growth generally takes place during the first 20 years of life.; development continues after that. Growth: 1. Is physical change and increase in size. 2. It can be measured quantitatively. 3. Indicators of growth includes height, weight, bone size, and dentition. 4. Growth rates vary during different stages of growth and development. 5. The growth rate is rapid during the prenatal, neonatal, infancy and adolescent stages and slows during childhood. 

Documents Similar To Human Growth and Development Theories. Carousel Previous Carousel Next. Child Development Milestone Chart Finals. Uploaded by. Wheng Alcabadas. Principles of Growth and Development. Uploaded by. Human growth and development- developmental psychology. Author Dr. Pratima Kumari Mishra. Syllabus Unit-I Growth and Development. Psychology: Relevance of Psychology for social work practice, Meaning of growth and Development, Approaches to study of Human Development, Principles of Human Development, Biological influences of Human Growth and Behaviours, Personality Theories, Psychodynamic and Behavioural Theories. Unit-II Development StagesÂ Developmental psychologists believe that knowledge of an accurate pattern of development is fundamental to an understanding of children. There are several basic principles that characterizes the pattern and process of growth and development. The process of human growth and development is described by various set of principles. These principles explain typical development as a predictable and orderly process. Therefore we can easily foretell how most children will develop even though there are differences in childrenâ€™s qualities, behavior, activity levels, and timing of developmental milestones. To understand human growth and development, we need to understand nature and nurture, and the relationship between the two. Factors Which Influence Human Growth and Development. The following are a list of factors which influence human grow... Human growth and development requires a lot of things to happen. In many cases, various issues that a child undergoes when born affect the growth and development of the child. Therefore, the situations in life that a child experiences, the kind of environment (Wodarski, & Dziegielewski, 2002, p. 40) a child is brought up in and the kind of people the child relates to affects the growth and development of that person. The factors that affect human growth and development can be either natural or human inflicted depending on the cause of that situation. There are various theories that have be