Course Description: A broad survey of the biological and environmental factors influencing physical, cognitive, and social development from conception until death. There will be an emphasis on practical uses of current research and theory.

Textbook:


Objectives:

✔ To identify and explain the major theories of human development.
✔ To describe several developmental milestones or challenges for each of the life stages.
✔ To examine various research findings, and discuss these in terms of personal experience or evidence.
✔ To apply theories to real world situations that may be present in the helping profession.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>400</td>
</tr>
<tr>
<td>Three Generations Paper</td>
<td>100</td>
</tr>
<tr>
<td>Article Reactions</td>
<td>180</td>
</tr>
<tr>
<td>Hot Topic Activities</td>
<td>90</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>100</td>
</tr>
<tr>
<td>Conceptualization Paper</td>
<td>100</td>
</tr>
<tr>
<td>Prompt Submission of Work</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>
## Evaluation

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
<th>Evaluation based on points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
<td>1000 – 900</td>
<td>Mastery of content/concepts</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
<td>899 – 800</td>
<td>Good understanding of material</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
<td>799 – 700</td>
<td>Rather basic understanding, more work is needed to perform appropriately</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
<td>699 – 600</td>
<td>Limited understanding, more work is needed to perform appropriately</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>599 and below</td>
<td>Measured performance indicates material was not adequately understood</td>
</tr>
</tbody>
</table>

## COUN 6410 Introduction to Professional Counseling 2009 CACREP Standards

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Core Curricular Category</th>
<th>Standard</th>
<th>Learning Activities And Experiences (LAEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>II- G-2-a</td>
<td>Human Growth and Development</td>
<td>Theories of individual and family development and transitions across the life span</td>
<td>Course Readings; Hot Topic Assignment; Article Reactions; Exams</td>
</tr>
<tr>
<td>II- G-2-b</td>
<td>Human Growth and Development</td>
<td>Theories of learning and personality development, including current understandings about neurobiological behavior</td>
<td>Course Readings; Exams; Hot Topic assignments</td>
</tr>
<tr>
<td>II- G-2-c</td>
<td>Human Growth and Development</td>
<td>Effects of crises, disasters, and other trauma-causing events on persons of all ages;</td>
<td>Course Readings; Exams; Hot Topic Assignments; Article Reactions; group project (Case conceptualization and treatment plan)</td>
</tr>
<tr>
<td>II- G-2-d</td>
<td>Human Growth and Development</td>
<td>Theories and models of individual, cultural, couple, family, and community resilience;</td>
<td>Course Readings; Conceptualization Paper (Case conceptualization and treatment plan), discussion questions, Hot topic assignment and article reaction assignment</td>
</tr>
<tr>
<td>II- G-2-e</td>
<td>Human Growth and Development</td>
<td>A general framework for understanding exceptional abilities and strategies for differentiated interventions;</td>
<td>Course Readings; Exams</td>
</tr>
<tr>
<td>II- G-2-f</td>
<td>Human Growth and Development</td>
<td>Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior</td>
<td>Course Readings; Exams, discussion questions, article reaction assignments, Conceptualization paper</td>
</tr>
<tr>
<td>II- G-2-h</td>
<td>Human Growth and Development</td>
<td>Theories for facilitating optimal development and wellness over the life span.</td>
<td>Course Readings; discussion questions, Three Generations Paper</td>
</tr>
<tr>
<td>Standard #</td>
<td>Clinical Mental Health Counseling</td>
<td>Standard</td>
<td>Learning Activities &amp; Experiences</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
<td>----------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>CMHC-G:1</td>
<td>Assessment-Knowledge</td>
<td>Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans</td>
<td>Course readings; Discussion board questions (human development); Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard #</th>
<th>School Counseling</th>
<th>Standard</th>
<th>Learning Activities &amp; Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCCO A:7</td>
<td>Foundations-Knowledge</td>
<td>Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development</td>
<td>Course Readings; Exam</td>
</tr>
<tr>
<td>SCCO G:1</td>
<td>Assessment-Knowledge</td>
<td>Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students</td>
<td>Course Readings; Exam</td>
</tr>
</tbody>
</table>

**HOLISTIC RUBRIC FOR HOT TOPICS, ARTICLE REACTION ASSIGNMENTS, DISCUSSION BOARD QUESTIONS AND CASE CONCEPTUALIZATION PAPER**

<table>
<thead>
<tr>
<th>Category</th>
<th>Characteristics of Written Assignment/Project*</th>
<th>Score</th>
<th>Approximately Equates to</th>
</tr>
</thead>
</table>
| Target/Outstanding | • Exceptionally well written  
• Excellent integration, synthesis and/or analysis of ideas  
• Professional/high quality  
• Comprehensive and coherent  
• Logical flow and sequencing of ideas; excellent transitions from point to point  
• Includes all required elements  
• Very clear and specific  
• Provides ample citations and examples to support positions taken in written product  
• Excellent sentence structure  
• No (or very few) grammatical errors  
• Mastery of APA style (when required by professor)                                                                 | 9 – 10 | A                      |
| Marginal/Acceptable | • Well written  
• Good integration, synthesis and/or analysis of ideas  
• Reasonably professional/high quality  
• Includes most required elements  
• Largely comprehensive and coherent  
• Reasonably good flow/sequencing of ideas; may have a few unclear transitions | 8     | B                      |
It is possible that some, but not all, of the characteristics associated with a particular category will be demonstrated by the student on a written assignment/project. The professor will make a determination as to which category (i.e., Target/Outstanding, Marginal/Acceptable or Unacceptable) most closely approximates the quality of the student's assignment/project.

The professor may opt to equate rubric scores to grades in whatever way he or she deems appropriate. Suggested rubric score-to-grade equivalents are listed in the table above.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Characteristics</th>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target/Outstanding</td>
<td>Lacks some clarity and/or specificity; Provides citations and examples to support most positions taken in written product; Good sentence structure; Some grammatical errors, but does not detract from overall quality of written product; Good use of APA style (when required by professor); some minor errors; Simplistically written; Descent presentation of ideas, but little effort to integrate, synthesize and/or analyze ideas; Lacks “polish”/marginal quality; Superficial presentation of ideas; Lacks logical flow/sequencing of ideas; weak transitions; Lacks many required elements; Lacks much clarity and/or specificity; Lacks citations and examples to support some key positions taken in written product; Fairly good sentence structure, but awkward phrasing detracts from written product; Several grammatical errors, but does not seriously detract from quality of written product; Several errors in use of APA style (when required by professor)</td>
<td>7</td>
<td>C</td>
</tr>
<tr>
<td>Marginal/Acceptable</td>
<td>Poorly written; Numerous writing errors; Difficult to understand; Lacks structure; Very unclear and/or non-specific; Very little flow or logical sequencing of ideas; weak transitions confusing or unclear; Lacks nearly all required elements; Very few citations and examples to support most key positions taken in written product; Poor sentence structure seriously detracts from written product; Grammatical errors seriously detract from quality of written product; Does not use APA style or makes a substantial number of errors in use of APA style (when required by professor)</td>
<td>6 and below</td>
<td>D or F</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Poorly written; Numerous writing errors; Difficult to understand; Lacks structure; Very unclear and/or non-specific; Very little flow or logical sequencing of ideas; weak transitions confusing or unclear; Lacks nearly all required elements; Very few citations and examples to support most key positions taken in written product; Poor sentence structure seriously detracts from written product; Grammatical errors seriously detract from quality of written product; Does not use APA style or makes a substantial number of errors in use of APA style (when required by professor)</td>
<td>6 and below</td>
<td>D or F</td>
</tr>
</tbody>
</table>

* It is possible that some, but not all, of the characteristics associated with a particular category will be demonstrated by the student on a written assignment/project. The professor will make a determination as to which category (i.e., Target/Outstanding, Marginal/Acceptable or Unacceptable) most closely approximates the quality of the student's assignment/project.

The professor may opt to equate rubric scores to grades in whatever way he or she deems appropriate. Suggested rubric score-to-grade equivalents are listed in the table above.

1. **Discussion Boards**

Students will be required to participate in online discussions throughout the course. Please see description of discussion boards in the content area.
Discussion Board activities will be evaluated based on the following:

Students are expected to make at least two postings per discussion board prior to the due date after reading or viewing the assigned materials for the week. Students may use this forum to communicate with the instructor and/or other students. The instructor will monitor these postings, and participation points will be awarded based on quality of participation. Quality of participation will be based on the holistic rubric.

Postings that simply agree with a previous posting, offer no additional information or thoughts, and demonstrate no in-depth understanding of the information will receive NO points.

2. Exams-

Students will take four 100 point exams. The exams will consist of multiple choice questions. Exams are noncumulative. Each exam will cover the text, articles, and material presented on the discussion boards. Please see schedule for a list of dates of the exams.

3. Three Generations Project

This project involves interviewing (and spending some time) with one person representing each category. (You will interview 3 people!)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Category 1</th>
<th>Category 2</th>
<th>Category 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhod (4-6)</td>
<td>Adolescence (13-19)</td>
<td>Middle Adulthood (40-64)</td>
<td></td>
</tr>
<tr>
<td>Middle and Late Childhood (7-12)</td>
<td>Early Adulthood (20-39)</td>
<td>Late Adulthood (64 and older)</td>
<td></td>
</tr>
</tbody>
</table>

The interview should be conducted face to face or over the phone or chat. An in-depth description of this paper is located in D2L.

4. Article Reaction assignments-

Students will be required to complete 9 article reactions using the reaction sheet provided in D2L. Due dates for each assignment are listed both in content and in the schedule. Each Article Reaction assignment should be dropped in the drop box by 11:59 pm on the due date provided.

5. Hot Topic Assignments-

Students will be required to complete 9 Hot Topic assignments. Due dates for each assignment are listed both in content and in the schedule. Each Hot Topic assignment should be dropped in the drop box by 11:59 on the due date provided.

6. Conceptualization Paper-
This paper is designed to ignite students' thinking about how development affects all aspects of a person's life. Students are given the responsibility to develop a case conceptualization and treatment plan based on an assigned scenario. Biological, Cognitive, and Psychosocial aspects related to development will be the focus of the Conceptualization Paper. Grading is dividing into two categories:

7. Prompt Submission of Work -
Students are expected to log into the class home page in D2L on a daily basis. Likewise, students are expected to remain aware of DUE dates as listed on the Tentative Schedule, the Content Page and the Calendar in D2L. Therefore, students will be awarded points based on the level of participation and prompt submission of their work. A total of ONE point per missed deadline will be deducted from the Prompt Submission of Work Grade. There are a total of 30 points.

Communication Guidelines

Email:
• Always include a subject line.
• Remember that without facial expressions some comments may be misinterpreted. Choose your words carefully when writing your emails. Use of emoticons might be helpful in some cases.
• Use standard fonts.
• Do not send large attachments without permission.
• Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
• Respect the privacy of other class members.

Discussion Groups:
• Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
• Try to maintain threads by using the "Reply" button rather starting a new topic.
• Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
• Be patient and read the comments of other group members thoroughly before entering your remarks.
• Be cooperative with group leaders in completing assigned tasks.
• Be positive and constructive in group discussions.
• Respond in a thoughtful and timely manner.

Chat:
• Introduce yourself to the other learners in the chat session.
• Be polite. Choose your words carefully. Do not use derogatory statements.
• Be concise in responding to others in the chat session.
• Be prepared to open the chat session at the scheduled time.
• Be constructive in your comments and suggestion.

7. Technology Requirements/Computer Usage
A reliable computer with a CD-ROM drive and Internet connection are necessary to successfully take an online or hybrid course. Students who do not have a computer may access their courses at the MTSU Walker Library (with an MTSU ID), MTSU open computer labs (see http://www.mtsu.edu/infotech/ for links to hours of operation) or at a local public library (Note: Some public libraries block certain web addresses; student should verify with the library’s IT support if unable to access.)

COMPUTER HARDWARE, SOFTWARE AND BROWSER REQUIREMENTS FOR TAKING ONLINE AND HYBRID COURSES
Minimum System Requirements for PC Users:
• Pentium III or better
• 32 Megabytes of RAM or better
• Windows ME (or higher)
• Browsers:
  - Internet Explorer - Windows: 6.0 SP2 or higher
  - Netscape Communicator - Windows: 7.1 or higher
  
  Note: PipelineMT does not support AOL, Safari or other browsers

• Communications software (which allows communication between your computer and your modem)
• A modem (56k or better)
• A dependable Internet Service Provider (ISP). (The ISP should provide an e-mail account, access to the World Wide Web, and ease of making and maintaining a connection.)

Minimum System Requirements for Mac Users:
• 604 PowerPC processor Preferably a G3 (iMac included) or G4 processor computer running Mac OS or 0SX.1 or above;

• Internet browsers
  - Internet Explorer - MAC: 5.2.3 (OS X) or higher
  - Netscape Communicator - MAC 7.1 or higher for OS X

  Note: PipelineMT does not support AOL, Safari or other browsers

• A minimum or 64 MB RAM, preferably 128 with at least 25 MB assigned to your browser. (If you need assistance in adjusting memory please refer to your Apple Help file searching under the header Memory - Adjusting your memory usage. Multiple applications should not be open while working in your browser within the Online Degree Program. This requires more RAM and will cause the browser to run very slowly.);
• Communications software (which permits communication between your computer and the modem);
• Modem (56K or better for best performance);
• Dependable Internet Service Provider (ISP). (The ISP should provide an e-mail account, access to the World Wide Web, and ease of making and maintaining a connection.)

Computer Software Requirements

Microsoft Word is generally recommended for completion of papers and assignments. Professors may, however, recommend specific software for certain courses. Please review your course syllabus for information about required software.

Browser Information
- Internet Explorer - Windows: 6.0 SP2 or higher; MAC: 5.2.3 (OS X) or higher
- Netscape Communicator - Windows: 7.1 or higher; MAC 7.1 or higher for OS X

  PipelineMT does not support AOL, Safari or other browsers

Make certain that, whichever browser you choose, it is Java and JavaScript enabled. This usually requires checking a box or choosing this capacity in an options box under the tools or properties menu.

It is recommended that the “browser checker” utility be completed (in its entirety) prior to accessing Desire2Learn (D2L) for the first time. The browser checker is located on the upper toolbar of the course and is used to verify that all browser settings are correct.

Desire2Learn Help: Students are encouraged to visit MTSU's D2L Student Support page at http://www.mtsu.edu/d2lsupport/students/index.shtml for more troubleshooting help.

8. Resources
MTSU has a variety of resources to help the student complete assignments:
The University Writing Center (UWC) offers free writing assistance for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, work with students to develop the skills necessary to become a confident, competent writer by providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment system (LES) email drop box and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. The Center provides a free computer lab, located next door to the Center, which affords students the opportunity to immediately incorporate suggestions and assistance gained during their session. The Center is open Monday through Saturday, and access to online services is available 24/7.

SMARTTHINKING Online Tutoring Service: SMARTTHINKING is the leading provider of online tutoring. Students connect to live tutors from any computer that has Internet access. SMARTTHINKING is a virtual learning assistance center. It provides online tutoring 24 hours a day, 7 days a week. To use this service at www.smarthinking.com, access the site with the Username and Password below:
Username: full MTSU email address (example lmm2r@mtsu.edu)
Password: MTSU

9. Academic Honesty
It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors:
- Plagiarism – the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper acknowledgement.
- Cheating – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication – unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitation – helping or attempting to heal another to violate a provision of the institutional code of academic misconduct.

10. Students with Disabilities-
If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with the instructor as soon as possible. You may also contact the Office of Disabled Services (615.898.2783) with any questions about such services.

11. Hope Scholarship
Students receiving Hope (lottery) scholarships must earn a 2.75 GPA after attempting 24 credit hours and a 3.0 GPA after attempting 48 hours or more. If you drop below full-time status (12 hours) during the first 14 days of the semester your award will be adjusted and you will owe money to the University. If you drop below full-time after the 14th day of class your future lottery scholarships will be suspended unless the drop was approved in advance by the Financial Aid Office. You may appeal the suspension if the drop is due to documented personal illness, illness or death of immediate family member, extreme financial hardship, military service or other extraordinary circumstances beyond your control. The lottery appeal form may be obtained at www.mtsu.edu/financialaid/forms. For more lottery information please see www.tennesseescholardollars.com.

12. Reporting of Unofficial Withdrawals
Federal regulations require that students who cease class attendance but do not officially withdraw from the University must be reported so that future financial aid will cease and/or the student will be required to return funds.
Therefore, during the semester the instructor will be required to complete a roster indicating those students who have stopped attending class without officially withdrawing. Faculty members are not required to check attendance each day; however, project submission deadlines, exams, quizzes, advising appointments, or other methods I choose may be used to determine unofficial withdrawals.

If you experience problems logging into your course, timing out of your course, using your course web site tools, or Other technical problems, please contact the MTSU Help Desk by calling (24/7) 1-615/898-5345, or by going to the website at your course web site tools, http://www.mtsu.edu/~itdsupp/helpdesk.

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NOTE*******************************************************************************************

The instructor reserves the right to alter anything on this syllabus at the instructor’s discretion.