****

**North Carolina Central University**

*“Communicating to Succeed”*

**The School of Education’s Vision**: To Prepare Educators for Diverse Cultural Contexts and Advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

**Counselor Education Mission:** North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Counselor Education Program prepares professional counselors to work in career, school, and mental health settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.

Course Information:

|  |  |
| --- | --- |
| Semester/Year | Spring 2016 |
| Course Name  | Psychosocial Development  |
| Course Prefix/Number/Section | CON 5331 - OL1 |
| Course Location | Online |
| Course Meeting Days/Times | **Mandatory Meeting time**: January 14th, 2016 at 6-8:30 pm |
| Clinical Experience, Internship, Fieldwork | Clinical experience |
| Credit Hours | 3 |
| Prerequisites | None |
| Course type (DAY/WEC, Graduate) Graduate) | Graduate |

Instructor **Information:**

|  |  |
| --- | --- |
| Instructor | Dr. Levette S. Dames |
| Office Location | SOE 2123 |
|  |  |
| Office Hours | 10 - 2 p.m. (Mondays); 12 – 2 p.m. (Tuesdays); 10 - 2 p.m. Wednesdays; 10am – 2 pm (Thursdays), Fridays (Research & Service Days) |
| Office Phone Number | 919 530 6212 |
| Alternate Phone Number |  |
| E-mail address | lsdames@nccu.edu |

**\* If you are coming to visit during office hours please email in advance. This will help me coordinate student visits.**

**Email Correspondence:**

When contacting me via email your email subject line should be relevant to your email content. Please use “CON 5331: (Reason for your email)” and then describe the nature of your email.

**Foliotek Statement: (Only pertain to counseling students)**

Maintaining an electronic portfolio (i.e., 'Foliotek') is a **REQUIREMENT** for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You MUST maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. Some of the course assignments will be submitted using the test functions available in Blackboard. If this is the case, it is recommended that you either print a copy of the submission so that you can upload it to Foliotek - or maintain a digital version within something like word procession software on your own computer (copy and paste into your software).

**Required texts:**

Newman, B. M., & Newman, P. R. (2015). *Development through life: A*

*psychosocial approach* (12 th ed.). Belmont, CA: Thomson/Wadsworth. *(Electronic Cengage Access Mandatory)*

Crain, W. (2005). *Theories of Development* (5th ed.). Prentice Hall. *(Can be purchased from Amazon)*

*Note: If you have an older edition for the Crain text, please be sure that you are reading the correct content (some editions of text will alter the ordering of chapters). The important thing is to make sure that we are all addressing the same content at the same time.*

**Course Description:**

A focus on the developmental process and the behavioral dynamics of individuals over the lifespan. Theories of personality and their relevance for client understanding will be explored.

**LEARNING OUTCOMES**

|  |  |
| --- | --- |
| **DEPARTMENT OF COUNSELOR EDUCATION PROGRAM****Outcomes**The program develops counselors who can demonstrate: | **Course(s) Covered\*** |
| A theoretically based philosophy of practice and professionalidentity that responds to the needs of their clients; | CON 5200; Career: CON 5320; CON 5325;Community Agency: CON 5380; School: CON5303 |
| Expertise in individual, group and family work with culturallydiverse clients on educational, career, social, emotional, or personal issues that impact client development in various settings across their lifespan; | Individual: CON 5371; Group: CON 5351;Family: CON 5372; Diversity: CON 5360; Development: CON 5331 |
| Leadership ability and advocacy skills to meet client needs andremove individual and environmental barriers to development; | CON 5360; Career: CON 5320; CommunityAgency: CON 5380; School: CON 5303 |
| The ability to build collaborative partnerships with stakeholders forpromoting access, equity, and social justice; | CON 5360; CON 5373 |
| The ability to utilize appropriate assessment tools andprocedures; | CON 5361 |
| The ability to consult with other professionals and administratorsconcerning the developmental needs of culturally diverse clients; | CON 5373; CON 5360; CON 5390 |
| The ability to conduct and utilize research to enhance clientdevelopment; | EDGR 5910; EDGR 5920; CON 5390 |
| Knowledge, skills, and dispositions in the application of the ACAcode of ethics. | CON 5371; CON 5390 |

|  |  |  |
| --- | --- | --- |
| **5331 STUDENT LEARNING OUTCOMES**Corresponding CACREP Standards (CACREP, 2009) are listed in parentheses with each objective. This class serves primarily to meet the curricular expectations for one of the eight common core areas (Human Growth and Development).***Students will be able to…*** | ***METHOD FOR OBTAINING OUTCOME*** | ***METHOD FOR EVALUATION OF OUTCOME*** |
| Identify and distinguish traditional and contemporary theories ofindividual and family development, and transitions across the lifespan*(II, G, 3, a).* | Readings, Videos,online peer discussion, Lecture, field exp. | Peer discussionresponsesField Experience reportSummative Paper |
| Identify and distinguish theories of learning and personalitydevelopment, including current understandings about neurobiological behavior *(II, G, 3, b).* | Readings, Videos,online peer discussion, Lecture, field exp. | Test scoresPeer discussion responsesField Experience reportSummative Paper |
| Identify and describe the effects of crises, disasters, and other trauma-causing events on persons of all ages (II, G, 3, c). | Readings, videos,,online peer discussion, lecture | Test scoresPeer discussion responses Summative Paper |
| Identify and describe theories and models of individual, cultural, couple,family, and community resilience (II, G, 3, d). | Readings, Videos,online peer discussion, Lecture, field exp. | Test scoresPeer discussion responsesField Experience reportSummative Paper |
| Identify and describe a general framework for understandingexceptional abilities and strategies for differentiated interventions (II, G,3, e). | Readings, videos,online peer discussion, lecture | Test scoresPeer discussion responses Summative Paper |
| Demonstrate understanding of human behavior that includes theidentification of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (II, G, 3, f). | Readings, Videos,online peer discussion, Lecture, field exp. | Test scoresPeer discussion responsesField Experience reportSummative Paper |
| Identify and describe theories and etiology of addictions and addictivebehaviors, including strategies for prevention, intervention, and treatment (II, G, 3, g). | Readings, Videos,Online peer discussion, lecture | Test scoresPeer discussion responses Summative Paper |
| Identify and describe theories for facilitating optimal development andwellness over the life span (II, G, 3, h). | Readings, videos,online peer discussion, lecture | Test scoresPeer discussion responses Summative Paper |
| Identify and describe the influence of heredity and environment,socialization, cultural context, gender development, and social support in human development and behavior. | Readings, Videos,online peer discussion, Lecture, field exp. | Test scoresPeer discussion responsesField Experience reportSummative Paper |
| Articulate how development occurs across diverse cultural contextsLecture, field exp. | Readings, Videos, online peer discussion,  | Test scoresPeer discussion responsesField Experience reportSummative Paper |

**COURSE POLICIES AND EXPECTATIONS**

1. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread.

2. Because this course is delivered completely over the internet, you are required and

responsible for reading the entire syllabus. Follow all directions and due dates provided

in the syllabus and on the website (no exceptions). Late assignments will not be accepted.

3. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.

4. Read and listen/watch all material provided on the course website (e.g., PowerPoint

Presentations, videos, podcasts, supplemental readings, etc.).

5. Complete all assigned readings. You are expected to be prepared to discuss, summarize, and react to all readings. It is not acceptable to read only a portion of the class reading assignments.

6. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren’t checking the account regularly (or that your mailbox is full), then it is not the fault of the instructor.

7. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919.530.7676).

8. Please do not email your work to the instructor unless specifically asked to do so. For most assignments, if not all of them, you will use designated links within Blackboard to submit your work. Please use the Blackboard system to submit your work; email submissions will not be accepted.

9. You are given a “window” of time to complete assignments - and you do not have wait until

the last minute to complete your work. The Blackboard system moves slowly and encounters problems from time to time. Please avoid doing things at the last minute. No accommodations are made for last minute technical problems. For example, student *X* waits until the last minute to complete their quiz. Student *X* experiences technical problems – and is unable to submit the quiz by the deadline. Student *X* will receive a zero for the assignment.

10. When sending emails please give name of course, reason for email, and explain what you

need. I will attempt to respond in a 24 hours.

**COURSE REQUIREMENTS AND ASSIGNMENTS**

**1. Quizzes** (120 points)

There will be a total of 12 quizzes (one for each reading assignment). These quizzes will assess your knowledge of the reading material. Each quiz will contain multiple choice questions. You are REQUIRED to complete the reading assignment before attempting the quiz.

Every quiz must be completed by 11:59pm on the due dates listed in the course outline below. Once the due date for one group of quizzes ends, the next group of quizzes will be made available.

Distance education classes require a fair amount of self-discipline. It will be your responsibility to remember to take your quizzes. Once the due date ends for a quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a quiz, you will be given a zero.

It is recommended that you attempt your quizzes without using your book (and after having read the assignment, watched videos, etc.).

Each quiz will be automatically scored. However, I will not provide you with the correct answers until after the deadline. Each quiz will be worth 10 points.

**2. Research & Collaborative Wiki Project (Group Project:** 35 points)

You will be assigned one of the following prompts (see the Blackboard site for your assigned topic):

1. What are the effects of crises, disasters, and other trauma-causing events on children’s development?
2. What is resilience? How might resilience be different in individuals, cultures, couples, families, and communities?
3. What are addictions? What are addictive behaviors? What things might fall under each? How do they impact development? What are the current best practices for intervention AND prevention?
4. How might counselors facilitate optimal development and wellness over the lifespan?

Your task is to research your assigned topic and develop your own personal expertise of the topic. You will need to develop enough of an expertise to be prepared to collaborate with your group members (using the wiki on our course site) to write a wiki regarding your assigned topic. A **wiki** (*WIK-ee*) is a collaborative tool that allows the easy creation and editing of any content. You will not need to submit anything other than the content you contribute to the wiki. Your task is to create a comprehensive professional information resource for other counselors – that addresses your specific topic/prompt.

Your grade for this assignment will be based partly on the quality of your contribution (that your contributions were knowledgeable, professional, articulate, well-written, and substantial). It is recommended that you begin work on this assignment early in the session. The more you collaborate, the more that you contribute your “fair share”, the more the entry

is edited and revised over time (equally, by all group members), the better your product - and the better your grade.

The wiki feature within the course website captures data on the amount of individual contributions. Please contribute in your own group with your group members. You will be graded based on how you contribute to the group. Although this is a collaborative/group project, all group members may not receive the same grade. You are responsible and accountable for your fair share within the group.

**3. Internet Resources/Social Support (Pair Project:** 30 points)

You will be paired up for this assignment. You and your partner will receive the same grade.

Identify 5 sources of social support found on the Internet – for either (a) a specific developmental age-group (adolescent and above) ***OR*** (b)) targeted developmental issue or concern (e.g., autism). The sites should not function for informational purposes only; the sites should function as sources (or resources) of social support for those who are seeking support. The sites found should attempt to: Create a community, connect people, and/or provide a means of social support.

In general, you will introduce your five sites in your opening and state what the paper will focus on. Write about the list of your sites – and a brief paragraph of text (in your own words) that describes the **nature of the site**. Please copy-and-paste the web address, but do not copy-and-paste

an **explanation** of the resource that may be found on the site. In other words, **explore the site – and type your own description of what you found**. Within your description, please address your **opinion** of how this site might compare to an in-person version of the support. What are the **advantages** and **disadvantages** of each site’s offered support? **Conclusion**: How *How has the paper changed your way of thinking? What have you learnt? What was most interesting? How has this paper helped formed your new way of thinking about psychosocial development?*

Use your textbook along with the internet sites to support your paper. Papers on the quality of the thought, insight, and scholarly writing. USE 5 HEADERS (abbreviated portion of your site name). FOR EACH SECTION OF YOUR PAPER.

**Requirements:**

● **Written Communication:** Written communication is free of errors that detract from the overall message. Must be written as an academic paper, in third person eg (“the authors” or “the counselor in training” not “I” or “We”)

● **APA Formatting:** APA formatted required (title page, abstract, and reference page--if applicable). All citations must be formatted according to APA Manual 6th ed.

● **Number of Resources:** Minimum of 5 (these are your sites)

● **Length of Paper:** Enough to answer all of the questions at a scholarly level. The entire paper should be typed double-spaced pages. At least half a page

● **Font and Font Size:** Times News Roman, 12 point.

**4. Field Experience** (100 points)

Select two locations from the list below to visit and observe:

a) day care/child development center (birth-preK)

b) elementary school (K-grade 5)

c) middle school (grades 6-8)

d) high school (grades 9-12)

e) retirement center/senior center

*(Please note that you will need to contact each potential location in order to obtain permission for your visit.).*

Spend at least one to two hours at each selected location. For example, visit a day care center for two hours and a senior center for two hours. Observe characteristics of the individuals at each location (it is suggested that you take notes regarding your observations).

A link for this assignment will be available on Blackboard. You will respond to questions within Blackboard that illustrate your observations. Some of the questions include: Writing about the **characteristics** of the people you observed. What are some **similarities** of the people within each group you observed? Were there **differences** *within* each group? What were the **differences *between* each group**? How can what you have **learned** this semester be applied to the respective groups you observed? Make sure to connect **theory** (what we study) to your experiences (your observations). In **conclusion**: *How has the paper changed your way of thinking? What have you learnt? What was most interesting? How has this paper helped formed your new way of thinking about psychosocial development?*

Use research and article/journals to support your paper. Papers on the quality of the thought, insight, and scholarly writing. This is your foliotek assignment. USE HEADERS at least 8 FOR EACH SECTION OF YOUR PAPER.

**Requirements:**

● **Written Communication:** Written communication is free of errors that detract from the overall message. Must be written as an academic paper, in third person.

● **APA Formatting:** APA formatted required (title page, abstract, and reference page--if applicable). All citations must be formatted according to APA Manual 6th ed.

● **Number of Resources:** Minimum of 5 peer-reviewed scholarly articles published in the last 5 years.

● **Length of Paper:** Enough to answer all of the questions at a scholarly level. The entire paper should be typed double-spaced pages. Length 6-8 pages. Page limit does not include title or reference page.

● **Font and Font Size:** Times News Roman, 12 point.

The field experience report is worth 100 points. You may submit your report early, if you would like; late papers will not be accepted. Revision for a better grade will not be done, so please edit your paper. A sample paper will be provided on blackboard under content.

**5. Peer Discussion/Video = Overall Participation Grade**: (65 pts.)

You are expected to utilize the Blackboard system to reflect and interact on topics provided by the instructor. You are expected to contribute to the discussion on a **regular basis = every 2-3 days**. Failure to do so will affect your overall grade. You must respond with your first post with 50 – 75 words, with support from text and 1 journal use citation. Upload your first post by Monday of each week. 2 points will be for your main post while 1 point for you responding to one of your classmate’s post.

Points will be dedicated for a) not having the number of your entries, (b) low quality of your entries, (c) not professional (meaning using proper manners, language, and online etiquette), and (d) the lack of regularity in which you posted entries over the course of the fall session.

Your overall participation grade is also based on your completion of all weekly assignments. The Blackboard system is able to keep track of who accesses the materials on the website. You are expected to complete all weekly assignments listed on the Blackboard site (e.g., watch videos, view online material, etc.). The instructor will be able to generate a report from Blackboard that lists who accessed specific material, and who didn’t. Failure to complete all weekly assignments will reduce your overall participation grade.

**6. Final Question Paper:** (50 points)

The final course task is to complete a written assignment regarding the course objectives. A link for this assignment will be available on Blackboard. There will be multiple short-answer questions to which you will need to respond. Each element/question will require at most around a one to three paragraph response. Use at least ***one*** article per question. The assignment is worth 50 points.

**COURSE SCHEDULE**

*(The instructor reserves the right to adjust the assignments/schedule as needed)*

**Main post due every Monday and respond to another’s post by Wednesday (ALL by 11:59 PM). Marks will be deducted for late post.**

This class moves rapidly and students are advised to keep up with assigned readings and topics to avoid being overwhelmed.

We are interested in your opinions and experiences ONLY as they APPLY to the material covered in chapter. Next, you are required to comment on at least two other persons’ post. You may choose something controversial, something you have found to be true or helpful in real life, as long as you can relate it to some aspect of theory or research covered in the chapter. This will help to foster discussions about the material with your classmates and stay engaged with the course material. Always reference your discussion.

**Acceptable Post:**

**Main Post:**

**Question:** Explain to us what you see as the difference between a job and a career?

A job is perhaps best described as a “…work situation…” (Niles & Harris-Bowlsbey, 2008, p. 9).  Jobs are events of varying lengths, contexts, and sometimes evolving tasks and responsibilities.  They are a means of survival (money is earned for food, clothing, and shelter), and help inform and guide personal career paths (Niles & Harris-Bowlsbey, 2008).

A career is a journey or process that occurs over the span of a lifetime, and is unique to every person.  Every career is informed by work situations, personal meaning, and self-fulfillment, and shaped by a multitude of factors including culture, education, opportunity, and socioeconomic factors.  Careers ideally provide a framework to help continuously develop individual talents, roles, and life experience that subsequently inform other life-role choices regarding family, community, and leisure (Niles & Harris-Bowlsbey, 2008).

**References**

Niles, G. & Harris-Bowlsbey, J. (2008). *Career development interventions in the 21st century* (3rd Ed.)*.* New Jersey: Pearson

**Unacceptable Post:**

Explain to us what you see as the difference between a job and a career?

A job is perhaps best described as a “…work situation…” Jobs are events of varying lengths, contexts, and sometimes evolving tasks and responsibilities.

A career is a journey or process that occurs over the span of a lifetime, and is unique to every person.

**No References**

**Reminders:**

1. Main Post should be posted by Monday of every week.
2. You should respond to one of your classmates’ responses by Wednesday at 11: 59 of every week.
3. Be respectful in your posts.
4. Be professional in your posts.

**Course Outline / Schedule**

|  |  |  |
| --- | --- | --- |
| *Date* | *Topic* | *Reading/Assignment* |
| UNIT I |
| January11-13th  | **WEEK 1: Part I****Topic:**Introduction of Course**Chapter 1** – **(N&N)**The Development through Life Perspective | * \_\_\_Introduction (1 pt.)
* \_\_\_Access your MindTap course
* \_\_\_Purchase the web access (MindTap) from the Bb directly from Cengage
* \_\_\_Create a Cengage (MindTap)      Account
* \_\_\_Review the Syllabus
* \_\_\_Review the Cengage
* \_\_\_Getting Started Powerpoint
* \_\_\_Complete the browser
* \_\_\_Black board Orientation
* \_\_\_Check Technical Support Website
* \_\_\_Muddiest Forum
* \_\_\_Syllabus Agreement Bb”
* \_\_\_Read Chapter 1 (N&N)
* \_\_\_Chapter 1 Test (Practice Test: no points)

Due Date: Wednesday, January 13th, 2016 at 12 m.n. |
| January14 – 20th | **WEEK 1: Part II****Topic:****Chapter 2 – (N & N)**Psychosocial Theory**Chapter 1** - Crain | * \_\_\_\_Mandatory Orientation (Jan., 14th at 6-8:30 pm)
* \_\_\_ The Art of Development (MindTap: 1 pt.)
* \_\_\_ Review Welcome Page
* \_\_\_ Read Chapters 2 (N & N)
* \_\_\_ Read Chapter 6 (Cain)
* \_\_\_ Review Chapters 2 (Power point)
* \_\_\_ Video: Twin Video (1 pt)
* \_\_\_ Discussion Board: Twins Video (Bb: 3 pt)
* \_\_\_Chapter 2 Test (MindTap; Practice test: 10 pts)
* \_\_\_ Begin Internet Resource Assignment

Due Date: Wednesday, January 20th, 2016 at 11:59 PM |
| January21st – 27th | **WEEK 2:****Topic:****Chapter 3 – (N & N)**Major Theories for Understanding**Chapter 6** – Crain Chp. Piaget – Cognitive Development | * \_\_\_ Read Chapters 3 (N & N)
* \_\_\_ Read Chapter 6 (Cain)
* \_\_\_ Review Chapters 3 (Power point)
* \_\_\_ Video: Evolutionary Studies Video (MT; 1 pt)
* \_\_\_ Discussion Board: (Bb: 3 pts.)
* \_\_\_ Case Study Jack Manasky and His daughter Marilyn Assignment (MT; 1 pt)
* \_\_\_ Chapter 3 Test (MindTap: Practice test: 10 pts)
* \_\_\_ Continue with your Internet Resource Assignment

Due Date: Wednesday, January 27th, 2016 at 11:59 PM |
| UNIT 2 |
| Jan., 28th – Feb., 3rd | **Week 3:****Topic:****Chapter 5 - (N&N)**Infancy (First 24 months)Piaget – Moral Judgment Development | * \_\_\_\_ Weekly Assignments (MindTap; 2 pts)
* \_\_\_\_ Post Discussion by Monday (MT:3 pts)
* \_\_\_\_ Chapter 5 Test (Practice test: 10 pts)

Major Assignment Due:Internet Resources/Social Support Paper (February 3rd at 11:59 pm due)Due Date: Wednesday, February 3rd, 2016 at 11:59 PM |
| February4th – 10th | **Week 4:****Topic:****Chapter 6 (N&N)*** Toddlerhood (Ages 2 and 3)

**Chapter – 7 (Crain)**Kohlberg | * \_\_\_\_ Weekly Assignments (MindTap; 2 pts)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb; 3 pts.)
* \_\_\_\_ Chapter 6 Test (Practice test: 10 pts)

Due Date: Wednesday, February 10th , 2016 at 11:59 PM |
| February 11th – 17th  | **Week 5:****Topic:****Chapter 7 – (N & N)**Early School Age (4 to 6 years)**Chapter 11 – Crain**Freud | * \_\_\_\_ Weekly Assignments (MindTap; 2 pts.)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb; 3 pts.)
* \_\_\_\_ Chapter 7 Test (Practice test: 10 pts)

Due Date: Wednesday, February 17th , 2016 at 11:59 PM |
| UNIT 3 |
| February18th – 24th | **Week 6:****Topic:****Chapter 8 – (N & N)**Middle Childhood (6-12 years) | * \_\_\_\_ Weekly Assignments (MindTap; 2 pts)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb; 3 pts.))
* \_\_\_\_ Chapter 8 Test (Practice test: 10 pts)

Due Date: Wednesday, February 24th , 2016 at 11:59 PM |
| February25th – March 2nd  | **Week 7:****Topic:**Developmental Disorders,Exceptionalities, and intervention Strategies | * \_\_\_\_ Weekly Assignments (Mind Tap; 2 pts.)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb; 3 pts.))

Major Assignment Due: Wiki Project (March 2nd, 2016 at 11:59 PM)Due Date: Wednesday, March 2nd, 2016 at 11:59 PM |
| March3rd – 9th | **Week 8****Topic:****Chapter 9 – (N & N)**Early Adolescence (12-18 years) | * \_\_\_\_ Weekly Assignments (MindTap; 2 pts.)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb; 3 pts.))
* \_\_\_\_ Chapter 9 Test (Practice test: 10 pts)

March 9th: Last day for graduate students to withdraw from class with a grade of WC or from the university with a W gradeDue Date: Wednesday, March 9th, 2016 at 11:59 PM |
| March 10th – 23rdth  | **Week 9****No online class** | Midterm Break |
| March24th – 30th  | **Week 10****Topic:****Chapter 10 –**(N & N)Later Adolescence (18-24 years)**Chapter 9 – Crain**Social Learning Theory – Bandura | * \_\_\_\_ Weekly Assignments (MindTap; 2 pts.)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb;3 pts. )
* \_\_\_\_ Chapter 10 Test (Practice test: 10 pts)

Due Date: Wednesday, March 30th 2016 at 11:59 PM |
| UNIT 4 |
| March 31st – April 6th   | **Week 11****Topic:****Chapter 11- (N & N)**Early Adulthood (24-34 years)**Chapter 12 – Crain**Gilligan and Gender Identity Development | * \_\_\_\_ Weekly Assignments (MindTap; 2 pts.)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb; 3 pts.)
* \_\_\_\_ Chapter 11 Test (Practice test: 10 pts)

Due Date: Wednesday, April 6th, 2016 at 11:59 PM |
| April 7th – 13th | **Week 12****Topic:****Chapter 12 –** (N & N)Middle Adulthood (34-60 years)**Chapter 10 – Crain**Vygotsky – Contextualist | * \_\_\_\_ Weekly Assignments (MindTap; 2 pts.)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb; 3 pts.)
* \_\_\_\_ Chapter 12 Test (Practice test: 10 pts)

Due Date: Wednesday, April 13th 2016 at 11:59 PMMajor Assignment Due: Field Experience Paper (April 13th, 2016 at 11:59 pm) |
| April14th – 20th  | **Week 13****Topic:****Chapter 13 – (N&N)**Later Adulthood (60-75 years) | * \_\_\_\_ Weekly Assignments (MindTap; 2 pts.)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb; 3 pts.))
* \_\_\_\_ Chapter 13 Test (Practice test: 10 pts)

Due Date: Wednesday, April 20th 2016 at 11:59 PM  |
| UNIT 5 |
|  April 21st – 27th | **Week 14****Topic:****Chapter 14 – (N&N)**Elderhood (75 until death) | * \_\_\_\_ Weekly Assignments (MindTap; 2 pts.)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb; 3 pts.)
* \_\_\_\_ Chapter 14 Test (Practice test: 10 pts)

Due Date: Wednesday, April 27th 2016 at 11:59 PMMajor Assignment Due: Final Questions Paper April 27th, 2016 at 11:59 PMExtra Credit: Student Rating Instruction (2 pts) |
| April 28th – May 4th | Week 15Topic: Chapter 15 – (N & N)Death, Dying and Bereavement | * \_\_\_\_ Weekly Assignments (MindTap)
* \_\_\_\_ Post Main Discussion by Monday at 11: 59 pm/Respond by Wednesday (Bb)
* \_\_\_\_ Extra Credit - Chapter 15 Test (Practice test: 5 pts)

Due Date: Wednesday, May 4th, 2016 at 11:59 PM |

Notes: N&N = Newman and Newman Text; C = Crain Text; Bb – BlackBoard website; MindTap (MT)

**Course Evaluation**

|  |  |  |
| --- | --- | --- |
| **Method** | **Points** | **Due** |
| Quizzes (10) | **120** | **Each Week** |
| Wiki Project |  **35** | **Mar., 2nd** |
| Internet/Resources |  **30** | **Feb., 3rd** |
| Field Experience | **100** | **Apr., 13th** |
| Discussion/Video |  **65** | **Each Week** |
| Final Question  |  **50** | **April 27th** |
| Extra Credit |  **5** | **May 4th** |
| Student Rating |  **2** | **TBA** |
| **Total** | **407 pts** |  |

**GRADING SCALE**

360-400 A

320-359 B

280-319 C

< 280 F

**STUDENT DISABILITY SERVICES (FORMALLY STUDENT SUPPORT SERVICES)**

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services in Suite G20 in the Student Services Building. Please contact Kesha Lee, Director at (919)530-6325 or email studentdisabilityservices@nccu.edu. If you are already registered in the office, you will need to return to the office each semester to review your information and receive updated accommodations.

**ADDITIONAL RESOURCES**

Bandura, A., & Walters, R. H. (1963). *Social learning and personality development.* London: Holt, Reinhart and Winston.

Bee, H. L. (1994). *Lifespan development*. New York: HarperCollins.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1997). *Women's ways of knowing: The development of self, voice, and mind.* New York: BasicBooks.

Broderick, P., & Blewitt, P. (2003). *The lifespan: Human development for helping professionals*. Upper

Saddle River, NJ: Prentice Hall.

Burns, D. D. (1980). *Feeling good: The new mood therapy*. New York: William Morrow. Carter, E.A. (1988). *The changing family life cycle*. New York: Gardner Press.

Comstock, D. (2005). *Diversity and development: Critical contexts that shape our lives and relationships*.

Belmont, CA: Thomson/Wadsworth.

Corey, G. (1996). *Theory and practice of counseling and psychotherapy* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Crain, W. (2005). Theories of development: Concepts and applications (5th Ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Edwards, C. P. (1986). *Promoting social and moral development in young children: Creative approaches in the classroom*. New York: Teachers College Press.

Erikson, E. H. (1982). *The life cycle completed*. New York: W.W. Norton.

Feldman, R. (2005). *Development across the lifespan: Media and research update* (3rd ed.). Upper Saddle

River, NJ: Prentice Hall.

Fisher, C.B., & Lerner, R. (1994). *Applied developmental psychology*. New York: McGraw Hill.

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.

Ivey, A. E. (1993). *Developmental strategies for helpers: Individual, family, and network interventions.* North

Amherst, MA: Microtraining.

Kail, R., & Cavanaugh, J. (2004). *Human development: A life-span view* (3rd ed.). Belmont, CA: Thomson/ Wadsworth.

Kaplan, P. (1998). *The human odyssey: Life-span development* (3rd ed.). Belmont, CA: Thomson/ Wadsworth.

Kuhmerker, L. (1991). *The Kohlberg legacy for the helping professions*. Birmingham, AL: Doxa. Kübler-Ross, E. (1969). *On death and dying*. New York: Macmillan.

Lefrançois, G. (1999). *The lifespan* (6th ed.). Belmont, CA: Thomson/Wadsworth.

Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility.* New York: Bantam.

Loevinger, J. (1976). *Ego development*. San Francisco: Jossey-Bass.

Miller, P.H. (2002). *Theories of developmental psychology* (4th ed.). New York: Worth.

Moody, E., Royal, C., & Newsome, G. (submitted). *Preparing for the next Hurricane Katrina: Lessons from the 2004 hurricane season.*

Peterson, J., & Nisenholz, B. (1995). *Orientation to counseling*. Boston: Allyn & Bacon. Piaget, J. (1946/1969). *The child's conception of time*. New York: Ballantine.

Piaget, J. (1932/1965). *The moral judgment of the child*. New York: Free Press.

Rest. J. (1986). *Moral development: Advances in research and theory*. New York: Praeger.

Royal, C., & Baker, S. (2005). Effects of a moral education program on parents of elementary school students. *Journal of Moral Education, 28*(2) 215-230.

Royal, C., & Newsome, G. (2006). Counseling veterans with PTSD: An interview with Dr. Gwendolyn

Newsome. Podcast: [www.counseloraudiosource.net.](http://www.counseloraudiosource.net/) CAS049. December 7.

Royal, C., & Moody, E. (2006). Cuban/Floridian response to hurricane stress: An interview with Dr. Edward

Moody. Podcast: [www.CounselorAudioSource.net,](http://www.CounselorAudioSource.net/) CAS040. October 5.

Royal, C., & Whiting, P. (2007). Grief counseling and crisis response: An interview with Dr. Peggy Whiting.

Podcast: [www.counseloraudiosource.net.](http://www.counseloraudiosource.net/) CAS068. April 19.

Santrock, J.W. (1995). *Lifespan development* (5th ed.). Madison, WI: Brown & Benchmark. Sigelman, C., & Rider, E. (2003). *Life-span human development* (4th ed.). Belmont, CA: Thomson/

Wadsworth.

Strunk, W., & White, E. B. (1979). *The elements of style* (3rd ed.). Boston: Allyn and Bacon. Sullivan, H.S. (1953). *The interpersonal theory of psychiatry*. New York: W.W. Norton.

Tappan, M. (1998). Moral education in the zone of proximal development. *Journal of Moral Education, 27*(2),

141-161.

Thomas, M. (1996). *Comparing theories of child development*. Pacific Grove, CA: Brooks/Cole.

Hello all,

Happy New Year!!!

Just a few reminders! I have sent out three emails in the space of three or fours weeks ago. They discussed your textbooks and your mandatory WebEx meetings. If you have not received thes information please email me right away.

**Textbook**

As for your textbook we have three MANDATORY textbooks for this course, Two is an online version and hard copy. And one is just hard copy. Jacob et al., (2016) should be purchased as an online version and if you want a hard copy with the online this is possible. If you are a tactile person (like to touch and open pages) order a hard copy version with the online. The online access code will allow you to view the online copy of the textbook. The online access code is MANDATORY. This is where you will view all of your videos, take your test, assignments etc. SO this is needed. On Friday when you are allowed accessed to blackboard you should pay and sign up through blackboard. If you are not familiar with Blackboard please become familair.

The Corey, Corey and Corey (2014) is just a work book and video textbook. You only need an online version for this one. It is only a workbook with videos and assignments. You should also access this through BlackBoard.