



**North Carolina Central University**  
*"Communicating to Succeed."*

**School of Education**  
*"Preparing Educators for Diverse Cultural Contexts for the 21st Century."*

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

**Counselor Education Program (CEP) Mission**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

[www.nccucounseling.com](http://www.nccucounseling.com)

**Syllabus**  
**CON 5331- OL1**  
**Psychosocial Development and Behavioral Dynamics**  
**Summer 2021**

**Instructor Information:**

Name: Jennifer C. Barrow, PhD, NCC, LCMHCS

Email: [jbarrow4@nccu.edu](mailto:jbarrow4@nccu.edu)

Webex: [Dr. Barrow's WebEx Room](https://nccu.webex.com/meet/jbarrow4); <https://nccu.webex.com/meet/jbarrow4>

Office location: 2131 School of Education. Office phone (919) 530-6353; FAX: (919) 530-7522

Email will be the most efficient way to reach me during our summer session together. Allow 48 hours for a response to emails and voice mail messages, excluding weekends and holidays.

**Required texts:**

1. Newman, B. M., & Newman, P. R. (2018). *Development through life: A psychosocial approach* (13<sup>th</sup> ed.). Boston, MA, CA: Cengage Learning. ISBN-10: 1337098140. ISBN-13: 9781337098144
2. Crain, W. (2011). *Theories of Development* (6<sup>th</sup> ed.). Prentice Hall. ISBN-10: 0205810462. ISBN-13: 978-0205810468

### Course Catalog Description:

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

### Course Prerequisite

The prerequisite for this course is admission to the Counselor Education Program at NCCU. This course may also be available by direct permission from the instructor.

## EXPECTED LEARNING OUTCOMES

### COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice;
2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
3. Formulate a professional identity that responds to the needs of their client populations;
4. Utilize cultural competence in practice;
5. Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
6. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
7. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
8. Utilize appropriate assessment tools and procedures;
9. Consult with others concerning the developmental needs of culturally diverse clients;
10. Integrate research data into evidence-based practice.

<b>5331 STUDENT LEARNING OUTCOMES</b>  Corresponding CACREP Standards (CACREP, 2016) 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).  <b>Students will be able to...</b>	<b>METHOD FOR OBTAINING OUTCOME</b>	<b>METHOD FOR EVALUATION OF OUTCOME</b>
Identify and distinguish theories of individual and family development across the lifespan (2.F.3.a).	Readings, Videos, discussion boards, field exp.	Quizzes, discussion boards, field experience, final assignment
Describe theories of learning (2.F.3.b).	Readings, Videos	Quizzes, discussion boards, final assignment
Discuss theories of normal and abnormal personality development (2.F.3.c)	Readings, discussion boards, videos, Padlet assignment	Quizzes, Padlet assignment, Final assignment

Distinguish theories and etiology of addictions and addictive behaviors (2.F.3.d)	Padlet assignment, readings, videos	Padlet assignment, final assignment
Describe the biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e)	Readings, videos, discussion boards	Quizzes, final assignment, discussion boards
Describe systemic and environmental factors that can affect human development, functioning, and behavior (2.F.3.f)	Reading, videos, discussion boards	Quizzes, final assignment, discussion boards
Report the effects of crises, disasters, and trauma on diverse individuals across the lifespan (2.F.3.g).	Readings Padlet assignment	Quizzes, Padlet assignment, final assignment
Apply a general framework for understanding differing abilities and strategies for differentiated interventions (2.F.3.h)	Readings, videos	Quizzes, final assignment
Identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.3.i)	Readings, Padlet assignment	Quizzes, Padlet assignment, final assignment

## COURSE EXPECTATIONS

1. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website. When in doubt read the syllabus.
2. Students are to attend and actively participate in all classes and assigned activities. Following NCCU's policies regarding attendance, **candidates cannot miss more than 2 classes/2 weeks of work in one semester/summer term.**
3. **All assignments are to be completed and submitted on time according to dates listed in the syllabus. No late assignments will be accepted. You will be expected to notify the instructor of any unexpected circumstances.**
4. Each student is expected to conduct her/himself in a manner which shows respect for her/himself/themself and other students and for the atmosphere of the classroom (virtual or face-to-face classrooms).
5. Students are expected to be punctual and complete in regard to class attendance, assignments, and exams. Do not email assignments to the instructor unless, specifically, asked to do so by the instructor.
6. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely affect the grade for that assignment or task. **Do not submit any work that you have not proofread!**
7. Written assignments are graded on the quality of content, format, grammar, spelling and adherence to the 7<sup>th</sup> edition of the APA Publication Manual. You will be provided a rubric and specific instructions
8. You are given a "window" of time to complete assignments, and you do not have to 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. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arise.
9. Read and listen/watch all material, including the syllabus, provided on the course website. Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss,

summarize, and react to all readings. All of your coursework should be attempted on your own. Plagiarizing work in any assignment may result in automatic failure in the course. You are encouraged to work outside of class with other students, particularly on understanding an assignment and group projects. However, cheating is unethical and will result in a grade of 0 (zero). Working cooperatively is **ONLY** the sharing of ideas, **not the sharing of work. In short, “Understand together. Write it up alone.”**

10. Regularly check your NCCU email account! Instructor will correspond with you from time to time via campus email. It is expected that students will check email regularly.
11. 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). Do not call or email the instructor with Blackboard technical-related issues, call the help-line.
12. If classes are cancelled as a result of inclement weather, the university distributes the announcements on the local television and radio stations – and posts an announcement on the university’s website ([www.nccu.edu](http://www.nccu.edu)).
13. Please keep up with NCCU Counseling Key Dates for drop/add dates and other important information.
14. Respect each other and each other’s path for continuous growth. Controversial topics and/or differing opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful and courteous of others as you are listening and speaking in class/virtual environment. It is important that our classroom be a nurturing place for conscientious dialogue and growth.
15. Any non-compliance to course policies and guidelines (including professional etiquette) will impact student’s participation grade.
16. Extra credit opportunities are not provided in the course. What you see below are your opportunities to earn points in the course – the grade received is the grade earned.

## COURSE REQUIREMENTS AND ASSIGNMENTS

Each week, you will find a numbered and dated "Unit" folder under the "Course Content" link within the course Blackboard site. You will be expected to complete all tasks within the unit folder. These tasks may include the following: quizzes, video lectures, videos, discussion boards, and readings, just to name a few. All tasks need to be completed by 11:59pm on the day it is due.

### 1. **Quizzes** (120 points)

There will be a total of 12 quizzes (nearly one for each reading assignment). These quizzes will assess your knowledge of the reading material. You are expected to complete the reading assignment before attempting the quiz.

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.

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

### 2. **Research & Collaborative Padlet assignment** (30 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? What are the effects of crises, disasters on diverse individuals across the lifespan? How might historical trauma manifest across the lifespan?
2. What does the term "personality development" mean? Is personality something with which you are born? Does it develop over time? How would you define "normal" personality development? How would you define "abnormal" personality development? What signs/symptoms may signal atypical development? For example, lack of eye contact at age 3 years old or tantrums in 5<sup>th</sup> grade. What might be some theories as to how normal and abnormal personality development occurs? What interventions might you use to address atypical personality development across the lifespan?
3. What are addictions? What might be their etiology? How are process and substance addictions different and/or the same? How might they develop? What are addictive behaviors? What things might fall under each? How do addictions impact development? What are the current best practices for intervention and prevention?
4. What is "wellness" in the counseling field? How might counselors facilitate optimal development and wellness over the lifespan? How does wellness impact resilience? What tools and techniques might we use to build resilience? How might Adverse Childhood Experiences (ACEs) impact development/wellness? How are ACEs manifest across the lifespan? Does ACA address self-care in our Code of Ethics?

Research your assigned topic and develop your own personal expertise. You will need to develop enough of an expertise to be prepared to collaborate with your group members to compile a Padlet regarding your assigned topic.

A Padlet is a collaborative tool that allows the easy creation and editing of any content, including multimedia content. Your task is to create a comprehensive professional presentation of information that may be shared as a resource addressing your specific topic/prompt -- that would be considered practical and useful for other counselors (or counselors-in-training). You can be as creative as you want with this project. Going deeper in finding resources is encouraged (e.g., videos, webpage resources, photos, book resources). All of the content does not need to be original content (you can embed whatever material you choose), but you must

cite your sources and give credit where credit is due.

Your grade for this assignment will be based 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. 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.

### 3. **Field Experience\*** (60 points)

**\*Due to COVID and out of an abundance of caution this assignment is being suspended for summer 2021. Students may elect to complete this assignment and an adjusted grading scale has been provided.**

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 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 short answer questions within Blackboard that illustrate your observations (you will not need to create your own document). You may click on the link for the assignment at any time to review the questions (just don't click "submit" until you are finished responding to all of the questions).

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).

You may submit your report early, if you would like; late papers will not be accepted.

### 4. **Participation**: (20 points)

Your participation grade is based on your participation in all class discussions (discussion boards) and activities. This includes regularly reading what others are writing and contributing to the discussion. Contributing to a discussion is not just about responding to a discussion board prompt from the instructor. It is about communicating with your classmates and personalizing the course as much as possible through direct references and citations to the weekly assignments. Connect (virtually) with your classmates.

If you miss any discussion boards, then you will receive fewer participation points for this element (perhaps as many as five points for each discussion board...which means if you miss four or more boards and/or assessments, you will not receive any participation points). Please note that your discussion board entries must be made during their assigned weeks (not late or "after the fact") – and assignments must be completed when assigned.

Overall, you will receive a final grade based on the number of points you obtain during the semester. If you fail to complete any UNIT folder by its deadline, you will receive zero points for that UNIT's work. No make-up or extra credit work is provided. UNIT folders are not made available again after the deadline for the UNIT expires.

as of May 2021

### 5. **Final Assignment:** (30 points)

The final course task is to complete a series of short answer questions that examine the course objectives. A link for this assignment will be available on Blackboard. The instructor will grade this assignment subjectively – your goal is to respond comprehensively in detail to the prompts on the template. Do not respond with generalities. The final paper attempts to assess your overall attainment of the course objectives (which are the required CACREP standards for this element of our counseling program). Please note that this activity is an assessment tool, not a learning tool.

### COURSE EVALUATION

Method	Points with Field Experience	Points without Field Experience (due to COVID limitations)
Quizzes	120	120
Padlet Project	30	30
Field Experience	60	n/a
Overall Participation	20	20
Final Assignment	30	30
<b>Total Possible Points</b>	<b>260</b>	<b>200</b>

GRADING SCALE	Points with Field Experience	Points without Field Experience (due to COVID limitations)	Letter Grade
	234-260	174-200	A
	208-233	147-173	B
	182-207	120-146	C
	<182	<120	F

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

All coursework is available now. I have opened up the entire course and collection of assignments to you so that you may work ahead as your personal, professional and student life requires. All weekly assignments are due the following Monday evening at 11:59pm\*. In the table below you will find due dates in bold in the first column. **For example, during Week 2 that begins on June 7th all assignments should be completed the following Monday, June 14th by 11:59pm.**

DATE	TOPIC	Readings	Due (By 11:59pm)
<b>Week 1</b>  May 25 <sup>th</sup> to June 6th at 11:59pm	<ul style="list-style-type: none"> <li>CLASSES BEGIN</li> <li>Nature vs. Nurture</li> <li>YouTube Development</li> <li>Syllabus</li> <li>Nature vs. Nurture</li> <li>YouTube Development</li> </ul>		<ul style="list-style-type: none"> <li>"Getting Started" folder</li> <li>Read syllabus</li> <li>Watch Syllabus Review Video</li> <li>Introductions</li> <li>Readiness Quiz</li> </ul>
	<ul style="list-style-type: none"> <li>Psychosocial Theory</li> <li>Major Theories for Understanding Human Development</li> </ul>	N&N - Ch. 3 N&N - Ch. 2	UNIT Weekly Assignments
	<ul style="list-style-type: none"> <li>Piaget – Cognitive Development</li> </ul>	C – Ch. 6	UNIT Weekly Assignments
<b>Week 2</b>  June 7th to June 14th at 11:59pm  <b>Reminder:</b> <b>Padlet</b> <b>Project</b> <b>due June</b> <b>20</b>	<ul style="list-style-type: none"> <li>Toddlerhood (Ages 2 and 3)</li> <li>Kohlberg</li> </ul>	N&N - Ch. 6 C – Ch. 7	UNIT Weekly Assignments
	<ul style="list-style-type: none"> <li>Early School Age (4 to 6 years)</li> <li>Freud</li> </ul>	N&N - Ch. 7 C – Ch. 11	UNIT Weekly Assignments
	<ul style="list-style-type: none"> <li>Middle Childhood (6-12 years)</li> </ul>	N&N - Ch. 8	UNIT Weekly Assignments  <b>REMINDER:</b> <b>Padlet Project due June 20</b>

<b>Week 3</b>  June 15 <sup>th</sup> to June 22 <sup>nd</sup> at 11:59pm  Padlet due June 20 <sup>th</sup> ;  <b>REMINDER</b> Field Experience Report and Final Assignment due June 28 <sup>th</sup> at 11:59pm	<ul style="list-style-type: none"><li>Early Adolescence (12-18 years)</li></ul>	N&N - Ch. 9	UNIT Weekly Assignments
	<ul style="list-style-type: none"><li>Later Adolescence (18-24 years)</li><li>Social Learning Theory - Bandura</li></ul>	N&N - Ch.10 C – Ch. 9	UNIT Weekly Assignments
	<ul style="list-style-type: none"><li>Early Adulthood (24-34 years)</li><li>Gilligan and Gender Identity Development</li><li>Middle Adulthood (34-60 years)</li><li>Vygotsky – Contextualist</li></ul>	N&N - Ch. 11  N&N - Ch. 12 C – Ch. 10	UNIT Weekly Assignments  UNIT Weekly Assignments <b>Padlet Project due June 20</b>  <b>REMINDER: Field Experience Report and Final Assignment due June 28<sup>th</sup> at 11:59pm</b>
<b>Week 4</b>  June 22 <sup>nd</sup> to June 28 <sup>th</sup> at 11:59pm  Field Experience Report and Final Assignment due June 28 <sup>th</sup> at 11:59pm	<ul style="list-style-type: none"><li>Later Adulthood (60-75 years)</li></ul>	N&N - Ch. 13	UNIT Weekly Assignments
	<ul style="list-style-type: none"><li>Elderhood (75 until death)</li></ul>  <b>Field Experience Report and Final Assignment due June 28<sup>th</sup> at 11:59pm</b>	N&N - Ch. 14	UNIT Weekly Assignments  <b>Field Experience Report and Final Assignment due June 28<sup>th</sup> at 11:59pm</b>

Notes: N&N = Newman and Newman Text; C = Crain Text; Bb – BlackBoard website

### NCCU Policies and Resources

**Adverse Weather:** Please read <http://web.nccu.edu/publicrelations/EmergencyPlan.pdf> for the University's policy on adverse weather. Please follow the instructions as outlined in the University policy. In addition, announcements regarding scheduled delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television stations.

### Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic

violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 80.07.1). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at [www.nccu.edu/policies/retrieve.cfm?id=450](http://www.nccu.edu/policies/retrieve.cfm?id=450). Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-6334 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through <http://www.nccu.edu/administration/dhr/titleix/index.cfm>.

### **COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:**

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct](#) (Code). The [Code](#) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](#).

In addition to community standards to which all students are accountable, the [Code](#) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the [Operations, Recovery and Continuity](#) plan. The [plan](#) highlights and details the University's preparations to safely open for the Fall 2021 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

**Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the [Operations, Recovery and Continuity](#) plan.**

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](#).

### **NCCU Attendance Policy**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

### **Statement of Inclusion/Non-Discrimination**

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

### **Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website at <https://nccu-accommodate.symlicity/students/index.php> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS.

### **Other Campus Programs, Services, Activities, and Resources**

Other campus resources to support NCCU students include:

- [Student Advocacy Coordinator](#). The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Room G19, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).
- [Counseling Center](#). The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).
- [University Police Department](#). The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking

regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).

- [Veterans Affairs](#). One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at [919-530-5000](tel:919-530-5000) or [veteransaffairs@nccu.edu](mailto:veteransaffairs@nccu.edu).
- [LGBTQ Resource Center](#) The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQA) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community and everyone can learn about LGBTQIA+ identities and culture.

[Academic Integrity](#): Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge to exercise honesty in completing assignments. Plagiarism of any kind (accidental or otherwise) will result in an automatic zero (0) for the assignment and a report to the Program Chair and Dean. Instructor uses plagiarism detecting software for all written assignments. Also, unless explicitly stated by the instructor, students are not allowed to collaborate on midterm and final exams.

See the website for an explanation of NCCU Academic Integrity Honor Code:

[http://www.nccu.edu/formsdocs/proxy.cfm?file\\_id=1674](http://www.nccu.edu/formsdocs/proxy.cfm?file_id=1674)

Students are also expected to adhere to the Ethical standards of the [American Counseling Association](#). If you have not already familiarized yourself with ACA Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.

## ADDITIONAL RESOURCES

- Bandura, A., & Walters, R. H. (1963). *Social learning and personality development*. London: Holt, Reinhart and Winston.
- Bellis, M. A., Hardcastle, K., Fod, K., Hughes, K., Ashton, K., et al. (2017). Does continuous trusted support in childhood impart life-course resilience against adverse childhood experiences - a retrospective study on adult health-harming behaviors and mental well-being. *BMC Psychiatry*, Vol. 17.
- Boyd, D. R., & Bee, H. L. (2019). *Lifespan development, Global Edition (7<sup>th</sup> edition)*. London: Pearson Higher Education & Professional Group.
- 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.
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