North Carolina Central University
"Communicating to Succeed"

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

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

Syllabus
CON 5331
Psychosocial Development and Behavioral Dynamics
Summer Session I - 2013

Instructor:	Chadwick Royal, PhD, LPCS
Office:	2127 School of Education
Campus Phone:	919.530.6465
Summer/Alternate Phone:	919.585.5229 (virtual/online office number)
Email:	croyal@nccu.edu
Skype Username:	chadwick.royal (videoconferencing available)
Office Hours:	No regular office hours during the summer – please email as needed or use "summer/alternate phone" to reach the instructor

Foliotek Statement:

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:
1. Newman, B. M., & Newman, P. R. (2012). *Development through life: A psychosocial approach* (11th ed.). Belmont, CA: Thomson/Wadsworth.
2. Crain, W. (2005). *Theories of Development* (5th ed.). Prentice Hall.

> *Note: I have never been a stickler for using the most recent version of textbooks. If you have an older edition of either of these textbooks, 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 life span. 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 professional identity that responds to the needs of their clients;	CON 5200; Career: CON 5320; CON 5325; Community Agency: CON 5380; School: CON 5303
Expertise in individual, group and family work with culturally diverse 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 and remove individual and environmental barriers to development;	CON 5360; Career: CON 5320; Community Agency: CON 5380; School: CON 5303
The ability to build collaborative partnerships with stakeholders for promoting access, equity, and social justice;	CON 5360; CON 5373
The ability to utilize appropriate assessment tools and procedures;	CON 5361
The ability to consult with other professionals and administrators concerning the developmental needs of culturally diverse clients;	CON 5373; CON 5360; CON 5390
The ability to conduct and utilize research to enhance client development;	EDGR 5910; EDGR 5920; CON 5390
Knowledge, skills, and dispositions in the application of the ACA code 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 of individual and family development, and transitions across the lifespan *(II, G, 3, a)*.	Readings, Videos, online peer discussion, Lecture, field exp.	Peer discussion responses Field Experience report Summative Paper
Identify and distinguish theories of learning and personality development, including current understandings about neurobiological behavior *(II, G, 3, b)*.	Readings, Videos, online peer discussion, Lecture, field exp.	Test scores Peer discussion responses Field Experience report Summative 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 scores Peer 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 scores Peer discussion responses Field Experience report Summative Paper
Identify and describe a general framework for understanding exceptional abilities and strategies for differentiated interventions (II, G, 3, e).	Readings, videos, online peer discussion, lecture	Test scores Peer discussion responses Summative Paper
Demonstrate understanding of human behavior that includes the identification 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 scores Peer discussion responses Field Experience report Summative Paper
Identify and describe theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment (II, G, 3, g).	Readings, Videos, Online peer discussion, lecture	Test scores Peer discussion responses Summative Paper
Identify and describe theories for facilitating optimal development and wellness over the life span (II, G, 3, h).	Readings, videos, online peer discussion, lecture	Test scores Peer 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 scores Peer discussion responses Field Experience report Summative Paper

Articulate how development occurs across diverse cultural contexts	Readings, Videos, online peer discussion, Lecture, field exp.	Test scores Peer discussion responses Field Experience report Summative 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.

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**   (50 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. 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**   (30 points)

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.

A link in which to submit this assignment will be available on Blackboard. In general, you will submit a 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 or disadvantages of each site's offered support?

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).

The field experience report is worth 100 points. You may submit your report early, if you would like; late papers will not be accepted.

5. **Peer Discussion = Overall Participation Grade**: (50 points)

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   At the end of the summer session, the instructor will issue a grade (maximum of 50 points) based on (a) the number of your entries, (b) the quality of your entries, (c) professionalism (meaning using proper manners, language, and online etiquette), and (d) the regularity in which you posted entries over the course of the summer session (the more effort you put into this component, the better your grade). This will strictly be a subjective grade, and the *general formula* for calculating this grade will consist of the following:

Higher number of entries	Lower number of entries
More intelligent and articulate entries	Entries illustrate little effort in learning
High degree of professionalism	Poor manners, improper language
+ Very regular postings	+ Irregular posting (lack of frequency or sporadic)
= Higher grade	= Lower grade

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 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. The assignment is worth 50 points.

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

DATE	TOPIC/DISCUSSION	Reading	Due (By 11:59pm)
May 21	• First Day of Classes • Nature vs. Nurture • YouTube Development		Introductions Watch videos
May 28 (Memorial Day is May 27 = no "classes")	• Psychosocial Theory • Major Theories for Understanding Human Development	N&N - Ch. 3 N&N - Ch. 2	Weekly Assignments
	• Piaget – Cognitive Development	C – Ch. 6	
	• Infancy (First 24 months) • Piaget – Moral Judgment Development	N&N - Ch. 5	
June 3	• Toddlerhood (Ages 2 and 3) • Kohlberg	N&N - Ch. 6 C – Ch. 7	Weekly Assignments Internet Resources/ Social Support Paper
	• Early School Age (4 to 6 years) • Freud	N&N - Ch. 7 C – Ch. 11	
	• Middle Childhood (6-12 years)	N&N - Ch. 8	
June 10	• Developmental Disorders, Exceptionalities, and intervention strategies	Bb Assignments	Weekly Assignments
	• Early Adolescence (12-18 years)	N&N - Ch. 9	
	• Later Adolescence (18-24 years) • Social Learning Theory - Bandura	N&N - Ch.10 C – Ch. 9	
	• Early Adulthood (24-34 years) • Gilligan and Gender Identity Development	N&N - Ch. 11	
June 17	• Middle Adulthood (34-60 years) • Vygotsky - Contextualist	N&N - Ch. 12 C – Ch. 10	Weekly Assignments Wiki Project
	• Later Adulthood (60-75 years)	N&N - Ch. 13	
	• Elderhood (75 until death)	N&N - Ch. 14	
June 21			Field Experience Report
June 25			Summative Paper

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

COURSE EVALUATION

METHOD	POINTS
Quizzes	120
Wiki Project	50
Internet/Social Support	30
Field Experience	100
Overall Participation	50
Summative Paper	50
TOTAL	400

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. CAS049. December 7.

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