



NC Central UNIVERSITY

Counselor Education Program

Counseling and Higher Education Program (CHE) 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- OL1

Psychosocial Development and Behavioral Dynamics

Fall 2025

Instructor Information:

Name: Jennifer C. Barrow, PhD, LCMHCS

Email: jbarrow4@nccu.edu

Webex: [Dr. B. Zoom Link; https://nccu-edu.zoom.us/j/jenniferbarrow](https://nccu-edu.zoom.us/j/jenniferbarrow)

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

Office hours: Monday 8am-12pm on campus, Tuesday on campus/virtual 8am-12:00pm; Wednesday, & Thursday 12pm-1pm (virtual); Friday committee work, service, & research

I work hard to respond to emails within 24 hours. I ask that you please allow 48 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays. Email is the most reliable and quickest communication method.

I strive to provide continual feedback and work hard to grade assignments within 10 days of submission.

Required texts:

1. Newman, B. M., & Newman, P. R. (2018). Development through life: A psychosocial approach (13th ed.). Boston, MA, CA: Cengage Learning. ISBN-10: 1337098140. ISBN-13: 9781337098144
2. Crain, W. (2024). Theories of Development (7th ed.). Prentice Hall. ISBN-13: 9781138683143

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.

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.

Link to NCCU Counseling Program Key Performance Indicators (KPI): [Key Performance Indicators/Student Learning Outcomes for CACREP Core Areas and Degree Programs](#) Key Performance Indicators are connected to our CACREP assessment plan and indicate assignments we use to demonstrate your readiness for the counseling profession.

5331 STUDENT LEARNING OUTCOMES	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
Corresponding CACREP Standards (CACREP, 2024) are listed in parentheses with each objective. This class serves primarily to meet the curricular expectations for one of the eight common core areas (i.e., Lifespan Development).		** indicates KPI for CON 5331
Identify and distinguish theories of individual and family development across the lifespan, cultural identity development, theories of personality and psychosocial development (3.C. 1-5, 10, 13)	Readings, Videos, discussion boards, field exp.	Quizzes, discussion boards, Build a Human Assignment (BAHA)**
Describe theories of learning (3.C.3)	Readings, Videos	Quizzes, discussion boards, BAHA**

Discuss theories of normal and abnormal personality development and the influence of mental, physical and sexual health development on coping, resilience, and overall wellness for individuals, relationships, and families across the lifespan (3.C. 6, 7. 9-12)	Readings, discussion boards, videos, Padlet assignment	Quizzes, Padlet assignment, BAHA**
Distinguish theories and etiology of addictions and addictive behaviors (3.C.5, 7)	Padlet assignment, readings, videos	Padlet assignment, BAHA**
Describe the biological, neurological, and physiological factors that affect lifespan development, functioning, illness, ability levels, and behavior (3.C.8, 10, 12)	Readings, videos, discussion boards	Quizzes, BAHA**, discussion boards
Describe systemic and environmental factors that can affect lifespan development, functioning, and behavior (3.C.11)	Reading, videos, discussion boards	Quizzes, BAHA**, discussion boards
Report the effects of crises, disasters, and trauma on diverse individuals across the lifespan (3.C.13)	Readings Padlet assignment	Quizzes, Padlet assignment, BAHA**
Apply a general framework for understanding differing abilities and strategies for differentiated interventions (3.C.10-12)	Readings, videos	Quizzes, BAHA**
Identify systemic, cultural and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness across the lifespan (3.C. 11)	Readings, Padlet assignment	Quizzes, Padlet assignment, BAHA**

COURSE EXPECTATIONS

- Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website. When in doubt read the syllabus.
- 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.
- All assignments are to be completed and submitted on time according to dates listed in the syllabus. No late assignments will be accepted. There is a bonus module to allow you to make up missed assignments/earn extra points. You will be expected to notify the instructor of any unexpected circumstances.
- 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).
- Students are expected to be punctual and complete in regard to class attendance/participation, assignments, and exams. Do not email assignments to the instructor unless, specifically, asked to do so by the instructor.

As of 3/3/2026

- 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!
- Written assignments are graded on the quality of content, format, grammar, spelling and adherence to the 7th edition of the APA Publication Manual. You will be provided a rubric and specific instructions
- 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. 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.
- 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."***
- 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.
- Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919.530.7676). Do not call or email the instructor with Canvas technical-related issues, call the help-line.
- 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).
- Please keep up with NCCU Counseling Key Dates and the University calendar for drop/add dates and other important information.
- Respect each other and each other's path for continuous growth. Controversial topics and/or 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.
- Everyone will respect each other in the classroom environment, including in discussion boards.
- Any non-compliance to course policies and guidelines ([including professional dispositions](#)) will impact student's participation grade.

COURSE REQUIREMENTS AND ASSIGNMENTS

Each week, you will find a numbered and dated "MODULE" folder under the "Course Content" link within the course Canvas site. You will be expected to complete all tasks within the MODULE 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 have earned 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 Canvas site for your assigned topic):

1. What are the effects of crises, disasters, and other trauma-causing events on children's development? Adult development? Is arrested development a "real thing" (not the band or the TV show)? What are the effects of crises, disasters on diverse individuals across the lifespan? How might historical trauma manifest across the lifespan? Be inspired by the work of [Cody Delistraty](#). Consider [racialized trauma](#) as you build your presentation.
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 5th 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? For further inspiration or to use in your padlet [check out this cool research](#) related to color, wellness and personality.
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 type of addiction (physical/behavioral)? How do addictions impact development? What are the current best practices for intervention and prevention? Be inspired by the work of [Dr. Gabor Mate](#) and so many others.

4. What is “wellness” in the counseling field? How might counselors facilitate optimal development and wellness over the lifespan? How does wellness impact 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?
5. Role of rituals in development. How might rituals affect relationships, bonds, couples, friendships, marriages and families? How might we assess if rituals or the relationships are having a negative or positive impact on development? How might rituals enhance or hinder our lives? What role does sexual development and human sexuality play in overall wellness? How might rituals impact relationships (e.g., intimate or platonic friendships)? Be inspired by [Miguel from This is Us](#). How might rituals contribute to wellness and/or development (e.g., waking up/going to bed, sleep ritual, dating ritual, cleaning, celebrations (e.g., wedding, birthday, holidays, funerary/death rituals), and/or sports rituals. Be inspired by these videos: [Nomar Garciaparra at bat ritual](#); [Elephant death ritual](#); [Dr. Michael Norton's ritual research \(interview with video\)](#).

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, journal articles, original videos)**. 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 [note: only cite those items where the source material(s) is not obvious, e.g., if I can follow the weblink, no need to cite; if an article is summarized, I would like a citation].

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 (ideally, equally, by all group members), the better your product -the better your grade.

3. **Participation: (20 points)**

Your participation grade is based on your participation in class discussions (discussion boards) and activities. There will be graded discussion boards during the course (with opportunities to earn more than 20 points). 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. Connect (virtually) with your classmates.

If you miss any discussion boards, then you will receive fewer participation points for this element. 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 points based on the number of discussion boards you contributed to whether it was an original posting or a response to another post during the semester.

As a reminder if you fail to complete any MODULE folder by its deadline, you will receive zero points for that MODULE's work. No make-up opportunities will be provided. MODULE folders are not made available again after the deadline for the MODULE expires.

4. Build A Human Assignment (BAHA): (220 Points)**

Working as a group, students will build a "human" identifying demographic, cultural components, and other identifying factors along with stages and associated crises that occur to support further development. Students will work in groups of 2-5 (may vary, dependent upon size of class). Students will meet virtually for 1 hour five times during the semester to review course materials and developmental stages reviewed in course materials; students will keep a shared document in Google with minutes from their meetings for the instructor to review. Students will provide an update in the minutes about the current development of the group's human. Students will collaboratively discuss, process, and review the paper together; however, each student will submit the paper individually (i.e., work collaboratively and submit the group's work as an individual). See Appendix A for more details and grading rubric.

COURSE EVALUATION

ASSIGNMENT	POINTS EARNED
QUIZZES (12 TOTAL)	120
PADLET	30
BUILD A HUMAN ASSIGNMENT (BAHA) **KPI for CON 5331	220
OVERALL PARTICIPATION (DBs)	20
TOTAL POSSIBLE POINTS	390

GRADING SCALE

340-390	A
289-339	B
238-288	C
< 238	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 Sunday evening at 11:59pm*. In the table below you will find due dates in bold in the second column. For example, during MODULE 2 that begins on August 25 all assignments should be completed the following Sunday, August 30 by 11:59pm.

Week(s)	DATE	TOPIC	READINGS N&N = Newman and Newman Text; C = Crain Text; CV – Canvas website	DUE BY 11:59PM ON ASSIGNED DATE
1	AUGUST 18 - AUGUST 24	<ul style="list-style-type: none"> Classes begin Syllabus review You Tube development overview Nature v. Nurture Psychosocial theory, major theories for understanding lifespan development 	N&N – Ch. 2 and 3 Suggested BAHA pacing	Getting started folder Read syllabus Watch syllabus review video Introductions (Db) Syllabus readiness quiz MODULE 1 Weekly assignments

2	AUGUST 25- AUGUST 30	<ul style="list-style-type: none"> • Piaget – Cognitive Development 	C – Ch. 6	MODULE 2 Weekly Assignments
3 & 4	<p>SEPT 1- SEPT 14</p> <p>NOTICE YOU HAVE TWO MODULES DUE THIS WEEK</p>	<ul style="list-style-type: none"> • Infancy (first 24 months) • Piaget – Moral Judgment Development • Toddlerhood (ages 2 and 3) • Kohlberg (Moral)Theory 	<p>N&N - Ch. 5 and 6 C – Ch. 7</p> <p>Work with Padlet group</p>	<p>MODULE 3 Weekly Assignments and</p> <p>MODULE 4 Weekly Assignments</p>
5	SEPT 15- SEPT 21	<ul style="list-style-type: none"> • Early School age (ages 4 to 6 years) • Freud • Vygotsky: School readiness and Developmental exceptionalities, and intervention strategies 	<p>N&N - Ch. 7</p> <p>C – Ch. 11 C – Chapter 10 [For an added perspective on standards based education check out C- Epilogue]</p>	MODULE 5 Weekly Assignments
<p>6 & 7</p> <p>NOTICE YOU HAVE TWO WEEKS FOR 3 MODULES</p>	SEPT 22 – OCT 5	<ul style="list-style-type: none"> • Middle Childhood (6-12 years) • Early adolescence (12-18 years) • Social Learning Theory – Bandura • Later Adolescence (18-24 years) 	<p>N&N – Ch. 8 and 9</p> <p>C – Chapter 9</p> <p>N&N Chap 10</p>	<p>MODULE 6 Weekly Assignments</p> <p>MODULE 7 Weekly Assignments</p> <p>MODULE 8 Weekly Assignments</p>
8	OCTOBER 6- OCTOBER 12	<ul style="list-style-type: none"> • Work with group on Build a Human Assignment 	Work with group to fine tune Padlet; revisit BAHA plan	Work with group on Padlet to submit and Build a Human Assignment
9	OCTOBER 13- OCTOBER 19	<ul style="list-style-type: none"> • Early Adulthood (24-24 years) • Gilligan and Gender Identity Development 	N&N Chapter 11	MODULE 9 Weekly Assignments

<p>10/11</p> <p>2 WEEKS FOR ONE MODULE AND YOUR PADLET</p>	<p>OCT 20 – NOVEMBER 2</p>	<ul style="list-style-type: none"> • Middle Adulthood (34-60 years) • Jung’s Theory of Adulthood • Revisit Vygotsky, as needed 	<p>N&N Chapter 12 C – Chapter 16</p> <p>[and revisit Crain Chapter 10 as needed Vygotsky through the lens of middle adulthood]</p>	<p>MODULE 10 Weekly Assignments</p> <p>SUBMIT PADLET November 2nd by 11:59pm</p>
<p>12</p>	<p>NOV 3- NOVEMBER 9</p>	<ul style="list-style-type: none"> • Later Adulthood (60-75 years) 	<p>N&N – Chapter 13</p>	<p>MODULE 11 Weekly Assignments</p>
<p>13</p>	<p>NOV 10- NOV 16</p>	<ul style="list-style-type: none"> • Elderhood (75 until death) • Understanding death and dying <p>Reminder: Continue work on your Build a Human Assignment</p>	<p>N&N – Chapter 14 & 15</p>	<p>MODULE 12 Weekly Assignments</p>
<p>14</p>	<p>NOV 17 – NOV 23</p>	<ul style="list-style-type: none"> • Closure discussion Board and work on BAHA 		<p>MODULE 13 Weekly Assignments</p>
<p>15</p>	<p>NOVEMBER 24 – DEC 1</p>	<ul style="list-style-type: none"> • Build a Human Assignment DUE DECEMBER 1 at 11:59pm <p>Thanksgiving holiday November 26- November 30</p>		<p>Module 14 Weekly Assignments</p> <p>Reminder: Build a Human Assignment Due DECEMBER 1 AT 11:59PM</p>
		<p>Notes: N&N = Newman and Newman Text; C = Crain Text; Cv – Canvas website</p>		

APPENDIX A

BUILD A HUMAN ASSIGNMENT (BAHA)

Students will work in groups of 2-5 may vary, dependent upon size of class. Students will meet virtually for 1 hour five times during the semester to review the materials and developmental stages reviewed in course materials; students will keep a shared document in Google with minutes from their meetings for the instructor to review. Students will provide an update in the minutes about the current development of the group's human. Students will collaboratively discuss, process, and review the paper together; however, each student will submit their own final paper.

1. Begin by introducing your "human."
 - a. Provide demographic characteristics of your human including gender, socio-economic status background, ethnicity, cultural background, family composition, parental characteristics, physical and psychological health of family members.
 - b. Remember that these demographics characteristics will impact your developing human at each stage! For example, in the pregnancy and prenatal development, discussion will include, but is not limited to: development through the trimesters; involvement of the parents (however applicable); mother's emotional state; fetal development; impact of culture on pregnancy; mother's health and nutrition; reactions to birth, etc.
 - c. The same application of the material to your growing human will take place for each chapter up until the death of your human.
2. Apply the psychosocial stage from each chapter to your developing human.
 - a. Application includes a (brief) accurate description of the relevant crisis and the experiences of your human that impact the resolution (positive or negative or somewhere in between) of that crisis.
 - b. Be sure to 'carry through' the results of a stage's resolution in a logical manner to later stages, and explicitly describe the consequences in those later stage sections.
3. Apply other relevant theories and research to your human within each stage.
 - a. For instance, if you are describing a toddler's gender identity development, accurately reference relevant theory or research when you describe the child's experiences and parental reactions.
 - b. Do not be limited to information provided in your text. Consulting the literature can only strengthen your final project. Include all references.
4. Research and apply the concept of resiliency in at least two of your stages of development.
 - a. Apply the concept of resiliency in a childhood stage (< 18 years old).
 - b. And again in adulthood (>18 years old).
 - c. Apply research-based information gleaned from at least 2 professional journal articles to support your work.
5. Practice parsimony in your writing.
 - a. You may find that it is very easy to write a lot of material for this project. (See #7).
 - b. A good rule of thumb is to write no more than two pages per stage.
 - c. Your paper should be 7-10 pages in length
6. Keep a journal.
 - a. Many students have found this assignment to be an emotional process, so keep a record/journal of how this experience has impacted you.
7. Use APA 7th edition style standards.
 - a. Seriously. Use headers and sub-headers to organize your work.
8. Edit your work.
 - a. Re-read. Ask yourself: "Does this sentence make sense? Am I clearly conveying one important idea? Is it a grammatically correct sentence?" "Can I shorten these sentences to one and still convey the idea?"
 - b. Re-vise. "Have I written a coherent paragraph? Does this paragraph continue the logical flow of ideas? Do these 5 or 6 paragraphs, taken together, convey important information

about a few key ideas?”

c. Re-write. More questions to ask yourself: “Can I improve this paper? Should I get outside feedback? Would I be willing to stand in front of the class and read my paper out loud?” “Have I read this aloud to see how it flows and to determine if it makes sense?” If not, you should read all of your written assignments aloud.

9. Caution: While the assignment does allow you to be creative, be careful not to get so caught up in literary creativity that you lose sight of the academic nature of the paper
10. Suggestion: If you are struggling with the application of the material, it may help to ‘interview’ or talk with someone who is in this stage or who has a child in the particular stage you are struggling with. If you do this, please be clear with the person you talk to that this is for an assignment and that you are not using their experience, but trying to get a clear understanding of the stage of life. Feel free to share with the person the materials from class to let them know what we are discussing. This part is not to be formally written up for your paper.

Grading Components: You will be graded using a range of 0-12 points from the following rubric:	
12 points:	Introduce your human, including all demographic information.
12 points:	Effectively discussed pregnancy/pre-natal information that is applicable.
12 points:	Effectively discussed early childhood and relevant crises.
12 points:	Effectively discussed middle childhood and relevant crises.
12 points:	Effectively discussed early adolescence and relevant crises.
12 points:	Effectively discussed adolescence and relevant crises.
12 points:	Effectively discussed young adulthood and relevant crises.
12 points:	Effectively discussed middle adulthood and relevant crises.
12 points:	Effectively discussed late adulthood and relevant crises.
12 points:	Applicable information from each psychosocial stage was carried through the various stages as applicable.
12 points:	Applied applicable theory based on psychosocial stage as needed to discuss your human.
12 points:	Applied the concept of resiliency in a childhood stage (< 18 years old).
12 points:	Applied the concept of resiliency in an adult state (> 18 years old).
12 points:	Applied information on resiliency from at least two research articles.
10 points:	Paper was 7-10 pages in length (not including title page and reference list).
10 points:	Paper was formatted using APA style (title page, margins, headers, etc).
10 points:	Paper included reference list.
10 points:	Reference included 5-10 related and applicable references.
12 points:	Reference list was formatted correctly using APA style.

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 harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.2). **NCCU faculty and instructors are considered mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator.** The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

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 Accessibility Services Students in need of support for personal conditions (i.e. neurodiversity, psychosocial & physical diagnosis, and/or medical conditions) can request reasonable accommodations under the Americans with Disabilities Act through 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 complete an accessibility request form here: https://nccu-accommodate.symlicity.com/public_accommodation/. Should student have any questions or concerns when completing the form, students can contact SAS at (919) 530-6325 or sas@nccu.edu to discuss available programs and services. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by logging into the Eagle Accommodate Student Portal here: <https://nccu-accommodate.symlicity.com> Students can also find the Eagle Accommodate System in the MyEOL portal.

Students are expected to renew previously granted accommodations prior to 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. Additionally, we have included the [most recent U.S. Department of Education Pregnancy Guidelines](#) for your review, and to ensure your compliance.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- [Student Advocacy Coordinator](#). Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, 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.
- [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, nccupinfo@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.
- [LGBTQA Resource Center](#) The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQA) Resource Center at NC Central University serves as a vital link by which LGBTQA+ individuals can find a sense of community and everyone can learn about LGBTQA+ identities and culture.

[Academic Integrity](#): Students are bound by the academic integrity policy as stated in the code of student contact. 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

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 READING 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 (7th 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.
- Broderick, P., & Blewitt, P. (2019). *The lifespan: Human development for helping professionals (5th edition)*. UpperSaddle River, NJ: Prentice Hall.
- Burns, D. D. (2008). *Feeling good: The new mood therapy (2nd edition)*. New York: HarperCollins.
- Carter, B., Carter, E.A. (1988). *The changing family life cycle*. Boston: Allyn & Bacon.
- Comstock, D. (2005). *Diversity and development: Critical contexts that shape our lives and relationships*. Belmont, CA: Thomson/Wadsworth.
- Corey, G. (2016). *Theory and practice of counseling and psychotherapy (10th ed.)*. Belmont, CA: Thomson Higher Education.
- 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. (1997). *The life cycle completed (extended version)*. New York: W.W. Norton.
- Feldman, R. (2005). *Development across the lifespan (8th ed.)*. London: Pearson Higher Education & Professional Group.
- Feldman, M. A., Atkinson, L., Foti-Gervais, L., & Condillac, R. (2004). Formal versus informal interventions for challenging behavior in persons with intellectual disabilities. *Journal of Intellectual Disability Research*, Vol. 48, 60-68.
- Gilligan, C. (2016). *In a different voice: Psychological theory and women's development (1st reprint edition)*. Cambridge, MA: Harvard University Press.
- Grey, H. R., Ford, K., Bellis, M. A., Lowey, H., & Wood, S. (2019). Associations between childhood deaths and adverse childhood experiences: An audit of data from a child death overview panel. *Child Abuse & Neglect*, Vol.90., 22-31.
- Hernandez, P., Gangsei, D., & Engstom, D. (2007). Vicarious Resilience: A new concept in work with those who survive trauma. *Family Process*, Vol. 46(2), 229-241.
- Huebner, E., & Royal, C. (2013). Beyond self-actualization: Voluntary midlife career transitions and implications for career counselors. *Career Planning and Adult Development Journal*, 29(4), 37-44.
- Hyman, S. E., & Malenka, R. C. (2001). Addiction and the brain: The neurobiology of compulsion and its persistence. *nature reviews. Neuroscience*, Vol. 2(10), 695-703.
- Ivey, A. E. (1993). *Developmental strategies for helpers: Individual, family, and network interventions*. North Amherst, MA: Microtraining.
- Kail, R., & Cavanaugh, J. (2019). *Human development: A life-span view (8th ed.)*. Belmont, CA: Cengage.
- Kaplan, P. (1998). *The human odyssey: Life-span development (3rd ed.)*. Belmont, CA: Thomson/Wadsworth.
- Khawaja, N. G., Ramirez, E. (2019). Building resilience in transcultural adolescents: an evaluation of a group program. *Journal of Child and Family Studies*, Vol. 28(11), 2977-2987.
- Kim, I., Dababnah, S. & Lee, J. (2020). The influence of race and ethnicity on the relationship between family resilience and parenting stress in caregivers of children with autism. *journal of autism and developmental disorders*. Vol. 50(2), 650-658.
- Koob, G. F., Michel, L. M. (2001). Drug addiction, dysregulation of reward, and allostasis. *Neuropsychopharmacology*, Vol. 24(2), 97-129.
- Koob, G. F., Volkow, N. D. (2010). Neurocircuitry of addiction. *Neuropsychopharmacology*,

- Vol. 35(1), 217-238.
- Kruse, I. (2019). The Controllability Hypothesis: Near-miss effect points to common neurological machinery in posterior parietal cortex for controllable objects and concepts. *European Journal of Neuroscience*, Vol. 50(11), 3786-3803.
- Kuhmerker, L. (1994). *The Kohlberg legacy for the helping professions*. Birmingham, AL: Doxa.
- Kübler-Ross, E. (2014). *On death and dying*. New York: Scribner.
- Laurino, M. Y., Bennet, R. L., Saraiya, D. S., Baumeister, L., Doyle, D. L., et al. (2005). Genetic evaluation and counseling of couples with recurrent miscarriage: recommendations of the national society of genetic counselors. *Journal of Genetic Counseling*, Vol. 14(3), 165-181.
- Lickona, T. (2009). *Educating for character: How our schools can teach respect and responsibility*. New York: Random House Publishing Group.
- Loevinger, J. (1987). *Ego development*. San Francisco: Jossey-Bass.
- Miller, P.H. (2016). *Theories of developmental psychology (6th ed.)*. New York: Worth.
- Moody, E., Royal, C., & Newsome, G. (2008). How a sample of cubans and floridians coped with the 2004 hurricane season. *Journal of Trauma Counseling International*, 2(1)
- Orr, J. A., King, R. J., Hawke, P., & Dalgleish, J. (2013). Can we text you? A qualitative exploration of young unemployed job-seekers' attitudes to receiving resilience-building SMS messages. *Advances in Mental Health*, Vol. 11(3), 268-285.
- Peterson, J., & Nisenholz, B. (1999). *Orientation to counseling*. Boston: Allyn & Bacon.
- Piaget, J. (2013). *The child's conception of time*. New York: Taylor & Francis
- 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., Wade, W., & Nickel, H. (2015). Career development and vocational behavior of adults with attention deficit/hyperactivity disorder. *Career Planning and Adult Development Journal*, 31(4), 54-63.
- Rumsey, A. D., Milsom, A. (2018-2019). Supporting school engagement and high school completion through trauma-informed school counseling. *Professional School Counseling*, Vol. 22(1), 1-10.
- Santrock, J.W. (2017). *Lifespan development (15th ed.)*. New York: McGraw-Hill Higher Education
- Sigelman, C., & Rider, E. (2017). *Life-span human development (9th ed.)*. Belmont, CA: Thomson/Wadsworth.
- Sen, N. (2015). Epigenetic regulation of memory by acetylation and methylation of chromatin: Implications in neurological disorders, aging, and addiction. *Neuromolecular Medicine*, Vol. 17(2), 97-110.
- Stoddart, K. P., McDonnell, J., Temple, V., & Mustata, A. (2001). Is brief better? A modified brief solution-focused therapy approach for adults with a developmental delay. *Journal of Systemic Therapies*, Vol. 20(2), 24.
- Strunk, W., & White, E. B. (1979). *The elements of style (3rd ed.)*. Boston: Allyn and Bacon.
- Sullivan, H.S. (2013). *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. (2000). *Comparing theories of child development (5th illustrated edition)*. Pacific Grove, CA: Brooks/Cole.
- Walsh, D., McCartney, G., Smith, M., & Armour, G. (2019). Relationship between childhood socioeconomic position and adverse childhood experiences (ACEs): a systematic review. *Journal of Epidemiology and Community Health*, Vol. 73(2), 1087-1093.