Course Syllabus
CNS 557
Human & Family Development

Department: Counseling & Student Affairs

Course Number: 557

Credit Hours: Three Semester Hours

Course Title from the Catalog: Human & Family Development

Catalog Description: Understanding the nature and needs of normal and abnormal individuals in the family system at all developmental levels emphasizing moral, intellectual and ethical development. Counseling strategies in the family system. Counseling in the life cycle of the family.

Enrollment Restriction for the Course: Admission to the School Counseling, Clinical Mental Health Counseling, or Marriage and Family programs in the Department of Counseling and Student Affairs or Department Head permission.

Professor: Fred E. Stickle, PhD

Phone #'s: Office: 270-745-4953
Home: 270-782-0381

E-Mail Address: fred.stickle@wku.edu

Purpose of this course: The overall objectives of the course is to help the student achieve basic knowledge in the developmental counseling needs of the individuals in the family system. This course is designed to meet the following Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2009 standards:

1) Professional Identity Standards. Section II G. 3. Human Growth & Development- studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

   a. Theories of individual and family development and transitions across the life span.
   b. Theories of learning and personality development, including current understandings about neurobiological behavior.
   c. Effects of crises, disasters, and other trauma causing events on persons of all ages.
   d. Theories and models of individual, cultural, couple, family, and community resilience.
   e. A general framework for understanding exceptional abilities and strategies for differentiated interventions.
   f. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and enviromental factors that affect both normal and abnormal behavior.
g. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

h. Theories for facilitating optimal development and wellness over the life span.

2) Clinical Mental Health Counseling Standard G. 1 ....theories of human development.....

Course Objectives:
Upon completion of CNS 557, the student shall have gained: understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

1. Theories of individual and family development and transitions across the life span. (CACREP G.3.a, Clinical Mental Health Counseling Standard G. 1)

2. Theories of learning and personality development, including current understandings about neurobiological behavior. (CACREP G.3.b)

3. Effects of crises, disasters, and other trauma-causing events on persons of all ages. (CACREP G.3.c)

4. Theories and models of individual, cultural, couple, family, and community resilience. (CACREP G.3.d)

5. A general framework for understanding exceptional abilities and strategies for differentiated interventions. (CACREP G.3.e)

6. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. (CACREP G.3.f)

7. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. (CACREP G.3.g)

8. Theories for facilitating optimal development and wellness over the life span. (CACREP G.3.h)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Objectives</th>
<th>Addressed</th>
<th>Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>II G.3.a; Clinical Mental Health Counseling Standard G. 1</td>
<td>1</td>
<td>Units I-IV</td>
<td>Portfolio Assignment#1</td>
</tr>
<tr>
<td>II G.3.b</td>
<td>2</td>
<td>Units I-IV</td>
<td>Portfolio Assignment #1</td>
</tr>
<tr>
<td>II G.3.c</td>
<td>3</td>
<td>Units I-IV</td>
<td>Portfolio Assignment #1</td>
</tr>
<tr>
<td>II G.3.d</td>
<td>4</td>
<td>Units I-IV</td>
<td>Portfolio Assignment #1</td>
</tr>
<tr>
<td>II G.3.e</td>
<td>5</td>
<td>Units I-IV</td>
<td>Portfolio Assignment #2</td>
</tr>
<tr>
<td>II G.3.f</td>
<td>6</td>
<td>Units I-IV</td>
<td>Portfolio Assignment #2</td>
</tr>
<tr>
<td>II G.3.g</td>
<td>7</td>
<td>Units I-IV</td>
<td>Portfolio Assignment #2</td>
</tr>
<tr>
<td>II G.3.h</td>
<td>8</td>
<td>Units I-IV</td>
<td>Portfolio Assignment #2</td>
</tr>
</tbody>
</table>
Textbooks:

(2) Trotter, Kathy. *Lifespan: A Multimedia Introduction to Human Development*. (This is a CD-ROM which comes free of charge when you purchase the correct textbook by Rathus)
Only the WKU Bookstore and University Textbook and Supply will have the free CD-Rom, which is required. Be sure to check to see that the CD-Rom is included.


Method of Instruction
CNS 557 is an online class with one required 4 hour meeting which will include a combination of lecture and class discussion. The web assignments include questions from the textbooks, Blackboard discussions, interviews and discussion.

Assignments:
Enclosed is a detailed list of all the assignments. There are four units of study; the dates to turn in each unit are listed on a separate sheet. It would be best to glance over all assignments for the four units before you start the course. Several assignments will involve discussion with other people.

After turning in a unit of study, you will receive immediate feedback as to how you did on each assignment and a final grade for the unit. The material you send will be kept by the professor.

The professor reserves the right to change requirements. Students will be informed if changes are made.

Term Projects:
The term project is required only for the students working for a final grade of A. You may want to start the project early in order to have enough time to do a good job. If you decide to do the Term Project be sure and request your professor to send the materials needed to complete the project.

Written Work:
Many assignments will require that you write a certain number of pages in response to the questions. A page refers to a typed, double spaced page with 1 inch margins, or about 220-250 words per page. You may write more if you desire. If you wish to hand write your answers you may do so; just keep in mind that a requirement of one page is about 220-250 words. All written work must be in your own words. Do not simply copy from the text. Reading, understanding and then summarizing in your own words is part of the learning process.

Due Dates:
Due dates will be given for each unit. If you need a few more days, e-mail or call your professor and make a request for additional time. After you have completed a unit of study, send your material through campus mail or the US mail to:

Dr. Fred Stickle
Department of Counseling and Student Affairs
Gary A. Ransdell Hall 2011
(You will receive a paper back giving reaction to your work and a final grade for the unit.)

Please **DO NOT** send certified or registered mail (these sometimes take very long to be received). Be sure to put your name on each paper. Do not send in individual assignments. Send in an entire unit at one time. It is best to send your material by the mail, **not E-mail**.

**Grading:**
Unit grades will be determined by totaling the points for the unit. The following scale will be used.

- **A** - 920 – 1000 Points
- **B** - 850 – 920 Points
- **C** - 800 – 850 Points
- **D** - 750 – 800 Points

**Final Grade:**
- **A** -- Receive a grade of A on all 4 units and successfully complete the Term Project
- **B** -- Receive an average grade of B on the 4 units
- **C** -- Receive an average grade of C on the 4 units
- **D** -- Receive an average grade of D on the 4 units

**Plagiarism:**
The Western Kentucky University Handbook of University Life describes plagiarism as follows:

"To represent written work taken from another source as one's own is plagiarism. One must give any author credit for source material borrowed from him. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism." In addition, for the purposes of this course, to lift material verbatim or to paraphrase from a source and then not to cite that source is unacceptable. Plagiarism will result in a score of zero (0) for that work.

**Academic Integrity:**
Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters
includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

**Disabilities:**
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004.

**Graduate Student Handbook:**
Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Content</th>
<th>CACREP Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1 – 3</td>
<td>Birth, Newborn and Infancy – Physical, Cognitive, and Social/Emotional Development</td>
<td>G. 3. a, b, c, d, e, f, h and G. 1</td>
</tr>
<tr>
<td>Weeks 4 – 6</td>
<td>Early and Middle Childhood – Physical, Cognitive, and Social/Emotional Development</td>
<td>G. 3. a, b, c, d, e, f, h and G. 1</td>
</tr>
<tr>
<td>Weeks 7 – 9</td>
<td>Adolescent and Early Adulthood – Physical, Cognitive, and Social/Emotional Development</td>
<td>G. 3. a, b, c, d, e, f, h and G. 1</td>
</tr>
<tr>
<td>Weeks 10- 12</td>
<td>Middle and Late Adulthood - Physical, Cognitive, and Social/Emotional Development</td>
<td>G. 3. a, b, c, d, e, f, h and G. 1</td>
</tr>
</tbody>
</table>
http://edtech2.wku.edu/portfolio

Note: ALL Students MUST create an account in the CEBS Electronic Portfolio System.
Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met two critical performance standards, which are any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS 557, you are required to upload your Portfolio Reaction Paper #1 and #2.

If you have not registered for the CEBS Electronic Portfolio, Create a New Student Account. If you need directions, please follow the instructions at:
http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php
Please note the following directions:

***Your paper should be saved as a Microsoft Word document.

· Go to http://www.wku.edu
· Select "Academics" (on left side)
· Select "College of Education & Behavioral Sciences"
· Select Electronic Portfolio System (under Educational Technology)
· Select "Student Login" (you need your WKU ID and password)
· Select CNS 557 (click on "View Critical Performances"
· You will see "Reaction Paper"
· Click on "Upload/View Files"
· Follow the directions to upload your document (this is similar to adding an email attachment)
Critical Performance

Portfolio Reaction Paper #1, Unit I, Assignment #6 for CNS 557

For the following open response questions provide a detailed answer, the response will be opinions you have based on your knowledge of human development. I am not expecting a specific answer but your views on the open response. Please do not exceed eight pages.

1. Summarize theories of individual and family development and transition across the lifespan. (CACREP Standard II G.3.a)

2. Discuss theories of learning and personality development. (CACREP Standard II G.3.b)

3. Explain resilience and factors that foster resilience in individuals, couples, and families. (CACREP Standard II G.3.d)

4. Discuss the affects that crises and disasters have on persons over the lifespan. (CACREP Standard II G.3.c)

Your reaction paper will be evaluated using the following rubrics:

### Rubric #1: Portfolio Assignment #1

<table>
<thead>
<tr>
<th>Specific CACREP Knowledge Outcomes</th>
<th>Student demonstrates insufficient knowledge</th>
<th>Student demonstrates minimal knowledge</th>
<th>Student meets knowledge requirements</th>
<th>Student exceeds knowledge expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands theories of individual and family development and transitions across the lifespan. (CACREP Professional identity standard section II G.3.a and clinical mental health counseling standard G.1)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Development including a framework for understanding theories of individual and family development and transition across the lifespan.</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Development including a framework for understanding theories of individual and family development and transition</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in Human Development including a framework for understanding theories of individual and family development and transition</td>
<td>Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in Human Development including a framework for understanding theories of individual and family development and transition</td>
</tr>
<tr>
<td>Understands theories of learning and personality development. (CACREP Professional identity standard section II G.3.b)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any, progress in the knowledge and understanding of Human Development including a framework for understanding theories of learning and personality development.</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Development including a framework for understanding theories of learning and personality development.</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in Human Development including a framework for understanding theories of learning and personality development.</td>
<td>Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in Human Development including a framework for understanding theories of learning and personality development.</td>
</tr>
<tr>
<td>Understands the effects of crises, disasters, and other trauma-causing events on persons of all ages. (CACREP Professional identity standard section II G.3.c)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Development including a framework for understanding the effects of crises, disasters, and other trauma-causing events on persons of all ages.</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Development including a framework for understanding the effects of crises, disasters, and other traumacauing events on persons of all ages.</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in Human Development including a framework for understanding the effects of crises, disasters, and other trauma-causing events on persons of all ages.</td>
<td>Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in Human Development including a framework for understanding the effects of crises, disasters, and other trauma-causing events on persons of all ages.</td>
</tr>
<tr>
<td>Understands theories and models of individual, cultural, couple, family, and community resilience. (CACREP Professional identity standard section II G.3.d)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Development including a framework for understanding theories and models of individual, cultural, couple, family, and community resilience.</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Development including a framework for understanding theories and models of individual, cultural, couple, family, and community resilience.</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in Human Development including a framework for understanding theories and models of individual, cultural, couple, family, and community resilience.</td>
<td>Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in Human Development including a framework for understanding theories and models of individual, cultural, couple, family, and community resilience.</td>
</tr>
</tbody>
</table>
Critical Performance

Portfolio Reaction Paper #2, Unit II, Assignment #6 for CNS 557

For the following open response questions provide a detailed answer, the response will be opinions you have based on your knowledge of human development. I am not expecting a specific answer but your views on the open response. Please do not exceed eight pages.

1. Provide a general framework for understanding exceptional abilities and strategies for differential interventions. (CACREP Standard II G.3.e)

2. Explain how developmental crises, disability, psychopathology, situational and environmental factors can affect both normal and abnormal behaviors. (CACREP Standard II G.3.f)

3. Discuss strategies for the facilitation of optimal development and wellness over the lifespan. (CACREP Standard II G.3.h)

4. Review addictions and addictive behavior including prevention and intervention. (CACREP Standard II G.3.g)

Your reaction paper will be evaluated using the following rubrics:

<table>
<thead>
<tr>
<th>Specific CACREP Knowledge Outcomes</th>
<th>Student demonstrates insufficient knowledge</th>
<th>Student demonstrates minimal knowledge</th>
<th>Student meets knowledge requirements</th>
<th>Student exceeds knowledge expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands a general framework for understanding exceptional abilities and strategies for differentiated interventions. (CACREP Professional identity standard section II G.3.e)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Development including a framework for understanding exceptional abilities and strategies for</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Development including a</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding</td>
<td>Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding</td>
</tr>
</tbody>
</table>
differentiated interventions.

framework for understanding exceptional abilities and strategies for differentiated interventions.

in Human Development including a framework for understanding exceptional abilities and strategies for differentiated interventions.

understanding in Human Development including a framework for understanding exceptional abilities and strategies for differentiated interventions.

| Knowledge of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. (CACREP Professional identity standard section II G.3.f) | Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Development including a framework for understanding how developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. | Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Development including a framework for understanding how developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. | Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in Human Development including a framework for understanding how developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. | Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in Human Development including a framework for understanding how developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. |
| Understands theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. (CACREP Professional identity standard section II G.3.g) | Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Development including a framework for understanding addictions and addictive behaviors including prevention and intervention. | Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Development including a framework for understanding addictions and addictive behaviors including prevention and intervention. | Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in Human Development including a framework for understanding addictions and addictive behaviors including prevention and intervention. | Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in Human Development including a framework for understanding addictions and addictive behaviors including prevention and intervention. |
| Understands theories for facilitating optimal development and wellness over the lifespan. (CACREP Professional identity standard section II G.3.h) | Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Development including a framework for understanding strategies for fostering optimal development and wellness over the lifespan. | Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in Human Development including a framework for understanding strategies for fostering optimal development and wellness over the lifespan. | Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in Human Development including a framework for understanding strategies for fostering optimal development and wellness over the lifespan. | Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in Human Development including a framework for understanding strategies for fostering optimal development and wellness over the lifespan. |
|   |   | over the lifespan. | development and wellness over the lifespan. |   |