

Eastern Illinois University  
**REVISED COURSE PROPOSAL**  
**CSD 5610**  
**Human Development for Counselors**

Please check one:  New course     Revised course

**PART I: CATALOG DESCRIPTION**

1. CSD 5610

2. Human Development

3. Human Development for Counselors

4. 3-0-3

5. Term(s) to be offered:  Fall     Spring     Summer     On demand

6. Initial term of offering:  Fall     Spring     Summer    Year: 2012

7. Course description:

This course is designed to provide students with an understanding of the nature and needs of individuals at all developmental levels. It is based on life-span theories of development, which assume that there is a developmental logic to behavior. The course will help counselors assess and provide appropriate strategies to help clients work through issues that block growth and adaptation. Major theories, concepts, and principles related to physical, psychosocial, cognitive, moral, spiritual, emotional, self, and cultural development will be examined.

8. Registration restrictions:

a. Identify any equivalent courses: None

b. Prerequisite(s): None

c. Who can waive the prerequisite(s)?

No one     Chair     Instructor     Advisor     Other (Please specify)

d. Co-requisites: none

e. Repeat status:  Course may not be repeated.

f. Degree, college, major(s), level, or class restrictions:

Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

9. Special course attributes: None

10. **Grading methods** (check all that apply): **X Standard letter**  C/NC  Audit  ABC/NC

11. **Instructional delivery method:** Instructional delivery method: (Check all that apply.)

- lecture  lab  lecture/lab combined  independent study/research  
 internship  performance  practicum or clinical  study abroad  
 Internet  hybrid  other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**

Students will:

- a. examine and discuss theories of individual and family development and transitions across the lifespan resulting in an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
- b. examine and discuss theories of learning and personality development, including current understandings about neurobiological behavior.
- c. examine and discuss effects of crisis, disasters, and other trauma-causing events on persons of all ages.
- d. examine and discuss theories and models of individual, cultural, couple, family and community resilience.
- e. examine and discuss a general framework for understanding exceptional abilities and strategies for differentiated interventions.
- f. examine and discuss human behavior, including an understanding of developmental crises, different ability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
- g. apply theories and strategies for facilitating optimal development and wellness over the lifespan.
- h. identify helping strategies consistent with the person’s life stage.
- i. apply lifespan developmental knowledge through readings, writing, and class discussion.

**If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- Candidates will display evidence of content knowledge that meets or exceed the criteria set forth by the Council of Accreditation of Counseling and Related Educational programs (CACREP).

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

a. Students will examine and discuss theories of individual & family development and transitions across the lifespan. resulting in an understanding of the nature & needs of persons at all developmental levels & in multicultural contexts.	<b>Final Exam; Critical Thinking Questions; Chapter Quizzes</b>
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b. Students will examine and discuss theories of learning & personality development, including current understandings about neurobiological behavior.	<b>Final Exam; Critical Thinking Questions; Chapter Quizzes</b>
c. Students will examine and discuss effects of crisis, disasters, and other trauma-causing events on persons of all ages.	<b>In-Class Group Projects; Final Exam; and Chapter Quizzes</b>
d. Students will examine and discuss theories & models of individual, cultural, couple, family & community resilience.	<b>Chapter quizzes and Final Exam</b>
e. Students will examine and discuss a general framework for understanding exceptional abilities & strategies for differentiated interventions.	<b>Chapter Quizzes and Final Exam</b>
f. Students will examine and discuss about human behavior, including an understanding of developmental crises, different ability, psychopathology, & situational and environmental factors that affect both normal and abnormal behavior.	<b>In-Class Group Projects; Online Developmental Presentation or Paper; Chapter Quizzes; Final Exam</b>
g. Students will apply theories and strategies for facilitating optimal development and wellness over the lifespan.	<b>In-Class Group Projects; Critical Thinking Questions, Online Developmental Issue Presentation or Paper</b>
h. Students will identify helping strategies consistent with the person's life stage.	<b>Final Exam; Chapter Quizzes; In-Class Group Projects; Critical Thinking Questions; Online Developmental Issue Presentation or Paper</b>
i. Students will apply lifespan developmental knowledge through readings, writing, and class discussion.	<b>Personal Development Timeline; Critical Thinking Questions</b>

- **Participation:** ALL students are expected to participate in class discussions and small group work designed to create a cooperative learning environment.
- **Critical Thinking Questions:** Students are required to submit 5 sets of critical thinking questions. Each set should contain 3 critical thinking questions. Each of the chapters in the text contains many concepts that are important for counselors. From the text, students are to choose 3 concepts they believe are critical for counselors to understand as they work with this age group. 1.) Students will explain the concern in their own words and then 2.) Discuss how the concept might be relevant in a counseling situation.
- **Quizzes:** Students will complete six quizzes on WebCT to improve their comprehension of the reading material.
- **Personal Development Timeline:** Students are asked to design a personal timeline of their life, denoting significant transitions from birth to the present. Students will submit a five page commentary along with the timeline, explaining the impact of those significant transitions on their life and how they have or have not successfully negotiated those transitions.
- **Age Group Project:** Along with 2-4 other class members, students will participate in a group that will investigate development via the interview method. An oral presentation by the group will complete the

assignment. .

- **Online Developmental Issue Presentation + Online Handout for class:** With 2 other class members, students will choose a critical developmental issue (any one issue that a person may wrestle with in a lifetime, thus affecting their future development). Each group will then develop an original PowerPoint presentation and handout for their class members to report on your research. **OR CHOOSE Written Research Paper (covering all the above requirements):** This paper should be APA style and be 7-10 pages.
- **Learning Assessment:** Students will be assessed on how well they comprehend material from all the chapters, readings, and class notes.

**3. Explain how the instructor will determine students’ grades for the course:**

Grades will be based on the following criteria:

Participation	35 points
Critical Questions (5 @ 5 points each)	25 points
Personal Development Timeline	40 points
In-class Group Projects (includes h/o)	50 points
Online Development Issue Presentation (& handout)	55 points
OR Research Paper	
Chapter Quizzes (6 @ 7.5 points each)	45 points
<u>Final Exam</u>	<u>50 points</u>
<b>Total Points</b>	<b>300 points</b>

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

N/A

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

N/A

**6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.**

N/A

**PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

<b>Week</b>	<b>Lecture Topic</b>
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1	Introduction to the Course
2	Organizing Themes in Human Development Heredity, Environment and the Beginnings of Human Life
3	Neural and Cognitive Developments in the Early Years
4	Emotional Development in the Early Years
5	The Emerging Self and Socialization in the Early Years
6	Realms of Cognitive Development in Early Childhood
7	Social and Moral Development in Middle Childhood through Adolescence
8	Gender and Peer Relationships in Middle Childhood through Adolescence
9	Physical, Cognitive, and Identity Development through Adolescence
10	The Social World in Adolescence
11	Physical and Cognitive Development in Young Adulthood
12	Socioemotional and Vocational Development in Young Adulthood
13	Middle Adulthood: Cognitive, Personality and Social Development Stress, Coping, and Life Satisfaction in Adulthood
14	Gains and Losses in Adulthood
15	Final wrap-up
16	Final Learning Assessment

#### **PART IV: PURPOSE AND NEED**

**1. Explain the department’s rationale for developing and proposing the course.**

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Pre-requisites ensure proper preparation for higher level counseling practice in the field.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. None at graduate level.
- b. Revised course only.

**4. Impact on Program(s):**

Required for graduate students admitted to M.S. in Counseling in the Department of Counseling and Student Development.

#### **PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

Dr. Angela Yoder, Dr. Dianne Timm and Dr. Catherine Polydore.

**2. Additional costs to students:**

No additional costs to students.

**3. Text and supplementary materials to be used (Include publication dates):**

Broderick, P.C. and Blewitt, P. (2006). *The life span: Human Development for helping professionals* (2<sup>nd</sup> ed.). Upper Saddle River, N.J.: Prentice- Hall.

**PART VI: COMMUNITY COLLEGE TRANSFER**

N/A

**PART VII: APPROVALS**

**Date approved by the department or school: 1/18/12**

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA: CGS:**

**Student  
Success  
Center**  
<http://www.eiu.edu/~success/>  
**581-6696**

  
free, confidential services  
**counseling  
center**  
EASTERN ILLINOIS UNIVERSITY  
<http://www.eiu.edu/~counsctr/>  
**581-3413**

**Career  
Services**  
<http://www.eiu.edu/~careers/>  
**581-2412**

**Disability  
Services**  
<http://www.eiu.edu/~disabty/>  
**581-6583**