



**EPSY 5331**  
**Human Development in Education**  
**Course Credit: 3 hours**  
**Fall 2020**

**Class time:** Online

**Class Location:** via Blackboard

**Instructor:** Dr. Amanda Williams

**Office:** College of Education, Room 320

**Office Hours:** Monday & Tuesday 1:00 – 3:30 PM online, and by appt.

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**Class Begins on:** August 24th, 2020

**Class Ends on:** December 2nd, 2020

### **Course Description**

EPSY 5331 is a course about interrelationships of social and psychological development through the lifecycle and implications for teaching and learning.

### **Course Purpose**

The EPSY curriculum is divided into three interrelated phases. Each phase is designed to assist students in developing the knowledge and skills that research service providers possess. EPSY 5331 is a Phase 1 course (P1). P1 courses are designed to develop the foundational knowledge and skills needed to design and implement theory-driven research studies and program evaluation plans.

The purpose of EPSY 5331 is to describe, analyze, and evaluate the major theories of human development, while emphasizing their relevance and application across educational settings. Cognitive, psychoanalytic, social, ethological, ecological, and sociocultural theories will be presented in a basic manner, but also analyzed in the context of practical and applied educational situations.

### **Distinctive Skills and Trademark Outcomes**

See Appendix A

### **CACREP Standards**

See Appendix B for standards and learning objectives according to these standards.

## Course Outline with Student Learning Outcomes and Assessments

The conceptual framework, program goals, and course emphases lead to a set of expected student learning outcomes and related assessment measures. These features are found in the following table.

Outcomes	Assessments
<p>Students will demonstrate understanding of basic concepts of developmental theory, understanding of developmental progression, and understanding of various influences, including culture and diversity, on development in the following areas:</p>	<p>Comprehension activities within chapters, end-of-chapter practice quizzes, discussion forum participation, and examinations.</p>
	<hr/> <p><b>Material Sources</b></p> <hr/>
<p>1) genetic and environmental influences</p>	<p>Textbook chapter 3</p>
<p>2) health, brain, physical development</p>	<p>Textbook chapter 5; <i>Article:</i> Sisk &amp; Zehr (2005). Pubertal hormones organize the adolescent brain and behavior.</p>
<p>3) perception</p>	<p>Textbook chapter 6</p>
<p>4) cognition</p>	<p>Textbook chapter 7</p>
<p>5) memory and information processing</p>	<p>Textbook chapter 8; <i>Article:</i> Sara (2000). Retrieval and reconsolidation -Toward a neurobiology of remembering.</p>
<p>6) intelligence and creativity</p>	<p>Textbook chapter 9</p>
<p>7) language and education</p>	<p>Textbook chapter 10</p>
<p>8) self and personality</p>	<p>Textbook chapter 11</p>
<p>9) gender roles and sexuality</p>	<p>Textbook chapter 12</p>
<p>10) social cognition</p>	<p>Textbook chapter 13</p>
<p>11) moral development</p>	<p>Textbook chapter 13; <i>Article:</i> Muus (1998). Carol Gilligan’s theory of sex differences in the development of moral reasoning during adolescence.</p>
<p>12) emotions and attachment</p>	<p>Textbook chapter 14</p>
<p>13) social relationships</p>	<p>Textbook chapter 14;</p>

<p>14) family relationships</p> <p>15) developmental psychopathology, addictions</p> <p>16) neurobiological effects</p> <p>17) resiliency</p>	<p><i>Article:</i> Kuss &amp; Griffiths (2011). Online social networking and addiction - A review of the psychological literature.</p> <p>Textbook chapter 15</p> <p>Textbook chapter 16;  <i>Article:</i> Baker, et al. (2004). Addiction motivation reformulated - An affective processing model of negative reinforcement.  <i>Article:</i> Leyro et al. (2010). Distress tolerance and psychopathological symptoms among adults.  <i>Article:</i> Webb et al. (2010). Using theories of behaviour change to inform interventions for addictive behaviours.</p> <p><i>Article:</i> Sara (2000). Retrieval and reconsolidation - Toward a neurobiology of remembering.  <i>Article:</i> Sisk &amp; Zehr (2005). Pubertal hormones organize the adolescent brain and behavior.</p> <p>Textbook chapter 16;  <i>Article:</i> Agaibi &amp; Wilson (2005). Trauma, PTSD, and resilience - A review of the literature.  <i>Article:</i> Condley (2006). Resilience in children - A literature review with implications for education.  <i>Article:</i> Fergus &amp; Zimmerman (2005). Adolescent resilience - A framework for understanding healthy development in the face of risk.  <i>Article:</i> Fleming &amp; Ledogar (2008). Resilience - An evolving concept.  <i>Article:</i> Martin-Breen &amp; Anderies (2011). Resilience - A literature review.</p>
<p>Students will demonstrate skills in distinguishing between major theoretical perspectives, and in applying those theoretical perspectives to simulated real-life situations.</p>	<p>Apply &amp; Evaluate case study paper addressing an educational/developmental situation with theory application, and integration.</p>

## Required Textbooks and Materials

1. Sigelman, C.K. & Rider, E. A. (2018). Lifespan Human Development (9th Ed.). Stamford, CT: Cengage Learning. ISBN10: 1-337-10073-0 ISBN13: 978-1-337-10073-1

\*This textbook is required. You may choose to purchase either a hard copy, or an e-text version (if it is available), whichever version suits your purposes best.

Below you will find the publisher's website, but you may purchase (or rent) your textbook anywhere you choose. *We will not be using any access codes for online apps that may accompany your book.*

[https://www.cengage.com/shop/isbn/9781337100731?parent\\_category\\_rn=&top\\_category=&urlLangId=-1&errorViewName=ProductDisplayErrorView&categoryId=&urlRequestType=Base&partNumber=9781337100731](https://www.cengage.com/shop/isbn/9781337100731?parent_category_rn=&top_category=&urlLangId=-1&errorViewName=ProductDisplayErrorView&categoryId=&urlRequestType=Base&partNumber=9781337100731)

2. All other course materials (syllabus, quizzes, exams, cumulative exam, etc.) will be delivered online via [www.blackboard.ttu.edu](http://www.blackboard.ttu.edu).

## Course Policies

1. Your enrollment in this course signifies a commitment on your part. Therefore, I expect every person in the class to be professional. I will do anything I can to assist you in this class, but you must be responsible for your own learning. This includes attending to the course readings and other offerings, completing all assignments, and respecting your classmates' ideas and opinions.

2. Assignments, quizzes, and forum posts must be submitted by the date due. Due to the ample amount of time given:

- a) **Late assignments completed/submitted in Blackboard within 24 hours beyond the due date will receive only partial credit. After 24 hours, no late assignments will be accepted.**

- b) **No quizzes will be accepted or graded after the due date.**

- c) **No forum posts will be graded after the due date.**

3. Missed Exams will be made up near the end of the semester, with instructor consent.

4. There will be **no exceptions** made for internet connection problems, forgetfulness, etc., so please plan ahead rather than waiting until the last day to complete assignments/quizzes.

5. I reserve the right to change procedures, readings, and topics as necessary. Should the need for such changes arise, you will have advance notice.

**Student Disabilities Statement:** Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. **Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.** For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405 (Texas Tech O.P. 34.22, 2010).

**Academic Dishonesty and Plagiarism:** Quoting the university's statement on academic integrity, "It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension."

Academic dishonesty will not be tolerated in this course. "Academic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. If a student is involved in any form of academic misconduct and is proven that the action took place, the instructor may initiate a disciplinary action. For more details see Statement of Academic Integrity at <https://www.depts.ttu.edu/studentconduct/academicinteg.php> (Texas Tech O.P. 34.12, 2011).

**For more information, please refer to the most recent version of the student handbook and code of conduct located on the Student Handbook Website at <http://www.depts.ttu.edu/dos/handbook/>.**

**Ignorance will not be considered an excuse for an academic integrity violation. *Any and all instances of academic dishonesty (academic integrity violation) will be immediately reported to the Office of Student Conduct, where the situation will be dealt with accordingly. Additionally, any student engaging in academic dishonesty will receive a zero for the assignment, and likely failure for the course.***

**Religious Holy Days:** "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily (Texas Tech O.P. 34.19, 2007).

**Title IX Statement:** Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at [https://www.depts.ttu.edu/titleix/students/Report\\_an\\_Incident.php](https://www.depts.ttu.edu/titleix/students/Report_an_Incident.php)

The TTU Counseling Center at <http://www.depts.ttu.edu/scc/> provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to the TTU Title IX website at <http://www.depts.ttu.edu/titleix/>.

**Incomplete Course Grade:** A final course grade of "Incomplete" is appropriate for circumstances involving illnesses, death in the family, or other major personal problems that prevent a student from completing the work of the course. A final course grade of "Incomplete" cannot be given for academic reasons.

**Withdrawals:** All withdrawals from individual courses and/or the university must be initiated by the student. It is the student's responsibility to become aware of semester deadlines for dropping/withdrawing from courses. Please see the graduate school website at <http://www.depts.ttu.edu/gradschool/> concerning dropping /withdrawing from a course.

Note: Student-initiated course drop/withdrawal deadlines for each individual semester within the current university academic year can be found on the TTU Official Academic Calendar website at <http://www.depts.ttu.edu/officialpublications/calendar/>.

**Grade Appeals:** Students initiating grade appeals should follow the official Grade Appeal Procedures outlined by the university. Please see the university website for a link to this policy (Texas Tech O.P. 34.03).

## Technical Assistance

- For technical assistance with Blackboard or other matters, call 806-742-HELP, the Texas Tech Computer Help Desk.
- For assistance with Blackboard, visit the Blackboard Student Support Website at <http://www.depts.ttu.edu/elearning/blackboard/student/>.

## Learning Activities and Assessment

**1. Chapter Quizzes** – You will be responsible for completing 15 chapter quizzes, **each worth 15 points**. Each quiz is 15 multiple choice questions, chosen at random. You may complete each chapter quiz as often as you wish. Some weeks you will complete 2 quizzes, but most weeks there will be only 1 quiz. You may use your book and notes if you choose. **(225 points possible)**

**2. Exams** - You will complete 3 exams throughout the semester, **each worth 25 points**. Each exam will consist of 50 questions randomly selected from the chapters covered by the exam. Each exam will be available from the first day of class, but each will have its own due date (**see schedule for dates**). You will have **75 minutes** to complete each exam, and exams will auto-submit for grading when this time is up. This means that if you are still working on the test at the 75-minute mark, it will automatically be submitted even if you are not finished. Therefore, please be mindful of your time. You may begin an exam at any time, but once you begin you must finish an exam in one sitting (i.e. you may not partially complete an exam, save it, and come back to it later). You will be allowed to **take each exam up to 3 times**, and your highest grade will be recorded. **(75 points possible)**.

**3. Apply & Evaluate Assignment (A&E - see Appendix C on page 17 for program description)** – You will be responsible for evaluating and reporting on a **case study (25 points)**, according to the instructions and rubric on page 12-13.

**4. Core Concepts Exam** – Near the end of the semester, you will be responsible for taking a cumulative exam. The purpose of this exam is to assess your knowledge of the core concepts covered in this course. The exam will be available for four days, and you may take it at any time during this period, but it **must be completed in one sitting**. In other words, you cannot answer some questions, save, and then come back to the exam later. The exam **will be timed and may be taken twice**. Your highest grade of the two attempts will be recorded. **(75 points)**

**5. Discussion Forums** –

a) You will find 2 optional forums (Introductions, and Questions) in **Blackboard**, and you are **strongly encouraged to participate**. Though participation in these forums is not required, you are encouraged to check often for ongoing discussions (or

perhaps begin a discussion yourself) and add your thoughts and/or questions to those discussions that have been started by your classmates. This practice helps students to learn and understand aspects of the course material that may not be as clear otherwise.

b) The third forum, Theory Discussion, is meant to stimulate discussion of how developmental theories manifest in real life. **You are required to post a minimum of 3 times in the Theory Discussion forum** throughout the semester. Your posts will be about yourself, a family member (grandfather, daughter, etc.), friend, or student in your classroom, and how developmental theory helps explain their actions. **Posts or responses that are deemed inappropriate in any way will be swiftly deleted by your instructor, so be nice!** You may post more often if you wish, but there will be no added points for additional posts. Each post is worth 5 points **(15 points possible)**.

*Your instructor will serve as “Forum Ghost”. The Forum Ghost will monitor all forum activity and will chime in at random times, so know that you are never alone 😊.*

**6. Bi-weekly Synchronous Discussion** – One hour, once every two weeks (depending on our schedule, holidays, etc.) we, as a class, will meet via Blackboard Collaborate Ultra. You will be assigned a journal article that reflects the theories/concepts studied during the previous two weeks that is meant to accompany your textbook readings. The purpose of our “live” meeting is to discuss the article you read, as well as the theory/concepts found therein. Meeting times will be posted in the appropriate weeks on the Blackboard course schedule.

### Grading of Assignments

Activity	Possible Points
Chapter Quizzes (15) x 15 points	225
Exams (3) x 25 points	75
A&E Case Study Assignment	25
Core Concepts Exam	75
Discussion Forums (3) x 5 points	15
<b>Total</b>	<b>415</b>

### Grading Scale

Grade	Points
A	373 – 415
B	332 – 372
C	290 – 331
D	249 – 289
F	< 249



## Schedule of Activities and Assignments

Week	Activities and Assignments	Due Date	Possible Points
1 Aug 24 – 30	<p><b>*Attend live online discussion in <i>Blackboard Collaborate Ultra</i></b> (Topic: Welcome, and Syllabus)</p> <p>*Read chapters 1 and 2</p> <p>*Complete Chapter 2 Quiz</p>	<p>Aug 24 Monday</p> <p>Aug 30 Sunday</p>	15 points
2 Aug 31 – Sep 6	<p>*Read chapters 3 and 5</p> <p>*Complete Chapter 3 Quiz</p> <p>*Complete Chapter 5 Quiz</p> <p>*Read article: Sahoo, et al. (2015). <i>Childhood obesity: Causes and consequences</i></p>	<p>Sep 6 Sunday</p> <p>Sep 6 Sunday</p> <p>Sep 6 Sunday</p>	<p>15 points</p> <p>15 points</p>
3 Sep 7 – 13	<p><b>*Attend live online discussion</b> (Topic: Childhood obesity)</p> <p>*Read chapter 6</p> <p>*Complete Chapter 6 Quiz</p>	<p>Sep 7 Monday</p> <p>Sep 13 Sunday</p>	15 points
4 Sep 14 - 20	<p><b>*Complete Exam 1 (covers chapters 1-3, 5, 6)</b></p> <p>*Read Chapter 7</p> <p>*Complete Chapter 7 Quiz</p> <p>*Read article: Galanaki, E.P. (2012). <i>The imaginary audience and the personal fable:</i></p>	<p><b>Sep 14 Monday</b></p> <p>Sep 20 Sunday</p> <p>Sep 20 Sunday</p>	<p>25 points</p> <p>15 points</p>

	<p><i>A test of Elkind's theory of adolescent egocentrism</i></p> <p><b>*Theory Discussion Forum Post 1</b></p>	Sep 20 Sunday	5 points
5 Sep 21 - 27	<p><b>*Attend live online discussion</b> (Topic: Adolescent Egocentrism)</p> <p>*Read Chapter 8</p> <p>*Complete Chapter 8 Quiz</p>	Sep 21 Monday	
		Sep 27 Sunday	15 points
6 Sep 28 – Oct 4	<p>*Read Chapters 9 and 10</p> <p>*Complete Chapter 9 Quiz</p> <p>*Complete Chapter 10 Quiz</p> <p>*Read article: Fitzpatrick, et al. (2014). <i>How handy are baby signs? A systematic review...</i></p>	Oct 4 Sunday	15 points
		Oct 4 Sunday	15 points
		Oct 4 Sunday	
7 Oct 5 – 11	<p><b>*Attend live online discussion</b> (Topic: Baby sign-language)</p> <p>*Read Chapter 11</p> <p>*Complete Chapter 11 Quiz</p>	Oct 5 Monday	
		Oct 11 Sunday	15 points
8 Oct 12 - 18	<p><b>*Complete Exam 2</b> <b>(covers chapters 7-11)</b></p> <p>*Read Chapter 12</p> <p>*Complete Chapter 12 Quiz</p> <p>*Read article: Wethington, E. (2000). <i>Expecting stress: Americans and the "midlife crisis"</i></p>	<b>Oct 12</b> <b>Monday</b>	25 points
		Oct 18 Sunday	15 points
		Oct 18 Sunday	

	<b>*Theory Discussion Forum Post 2</b>	Oct 18 Sunday	5 points
<b>9</b> Oct 19 - 25	<b>*Attend live online discussion</b> (Topic: Midlife crisis??)  *Read Chapters 13 and 14  *Complete Chapter 13 Quiz  *Complete Chapter 14 Quiz	Oct 19 Monday   Oct 25 Sunday  Oct 25 Sunday	   15 points  15 points
<b>10</b> Oct 26 – Nov 1	*Read Chapters 15 and 16  *Complete Chapter 15 Quiz  *Complete Chapter 16 Quiz  *Read article: van Ingden, D.J. (2012). <i>Helicopter parenting: The effect of an overbearing caregiving style on peer attachment and self-efficacy</i>	  Nov 1 Sunday  Nov 1 Sunday  Nov 1 Sunday	  15 points  15 points
<b>11</b> Nov 2 - 8	<b>*Attend live online discussion</b> (Topic: Helicopter parenting)  *Read Chapter 17  *Complete Chapter 17 Quiz  <b>*Work on Case Study paper; it is due next week!!</b>	Nov 2 Monday   Nov 8 Sunday	   15 points
<b>12</b> Nov 9 - 15	<b>*Complete Exam 3</b> <b>(covers chapters 12-17)</b>  <b>*Case study paper due</b>  <b>*Theory Discussion Forum Post 3</b>	<b>Nov 9</b> <b>Monday</b>  <b>Nov 15</b> <b>Sunday</b>  Nov 15 Sunday	25 points  25 points  5 points

13 Nov 16 – 22	<p><b>*Attend live online discussion</b> (Topic: Wrap up)</p> <p>*Study for Core Concepts Exam</p> <p>*Take Make-up Exam (if you missed one due to misfortune)</p>	Nov 16 Monday	
14 Nov 23 – 29	<p><b>*Core Concepts Practice Exam</b> (available Sunday Nov. 22 – Nov. 28)</p> <p><b>*Continue Study for Core Concepts Exam</b></p>	Nov 28 Saturday	0 points
15 Nov 30 - Dec 2 (Wednesday) <b>Very Short Week!!</b>	<p><b>*Core Concepts Exam</b> (available Sun. Nov. 29 – Wed. Dec. 2)</p>	Dec 2 Wednesday	75 points
		Total Points	<b>415</b>

### ***Apply & Evaluate Paper Guidelines***

**1. Purpose** - This assignment is designed to assess your understanding of and ability to apply theories of educational psychology through a directed case-study activity. Your assignment is to select one of the case study situations (**see in Blackboard**) and answer the essay questions that follow it in such a way as to sufficiently address the problem being presented in the situation.

**2. Directions for Completion** – Each case study situation is accompanied by several essay questions. These questions should be answered in the order they appear. **Write each question, and then write your answer.** Please be thoughtful and thorough, yet succinct, in your answers. Be sure you are drawing on theory (**you will likely need to draw on more than one theory**) to provide structure; *one or two-sentence answers are unlikely to be sufficient.*

**3. Format – Using Word (do not upload a PDF doc),** make sure your paper is in APA format, 1” margins, double- spacing, and a reasonably sized font (e.g. Times New Roman 12 or Arial 11). Your essay should be 2 - 4 pages, depending on how succinct you choose to be when providing answers to the questions. Be sure your parsimony (it means sparing or restrained 😊) doesn’t cause you to leave out important information! **Do not write large portions of the case study itself** as part of your paper (though you may quote a sentence or two if need be), **but you must include the questions** so that your answers will make sense.

**4. You may NOT use, consult, or write any portion of the Instructor’s Manual in your paper, either directly or indirectly, knowingly or unknowingly. To do so constitutes cheating, and/or plagiarism.**

**5. You will submit your case study paper in Blackboard by the due date. Late papers will receive only partial credit. After 24 hours, no submissions accepted.**

**6. Scoring -** Papers will be evaluated according to the following rubric:

**Case Study Scoring Rubric**

	<b>Unacceptable – Needs Improvement (1-15.9 pts.)</b>	<b>Insufficient - Adequate (16-19.9)</b>	<b>Proficient - Expert (20-25)</b>
<b>Content Knowledge and Understanding</b>	<p>Demonstrates a limited, surface, or superficial understanding of the theory suitable for analyzing the issue/problem in the case study.</p> <p>The student fails to interpret and apply theory and does not demonstrate knowledge of relevant terminology.</p> <p>Case study responses contain several critical factual errors and misconceptions that need to be corrected.</p>	<p>Demonstrates an understanding of the theory suitable for analyzing the issue/problem in the case study.</p> <p>The student interprets and applies theory and demonstrates knowledge of relevant terminology.</p> <p>Demonstrates mastery of theory without any significant factual errors.</p>	<p>Demonstrates a clear and deep understanding of the theory suitable for analyzing the issue/problem in the case study.</p> <p>The student skillfully and insightfully interprets and applies theory and demonstrates knowledge of and appropriate use of relevant terminology.</p> <p>Demonstrates mastery of theory without factual errors.</p>
<b>Connections: Theory and Practice</b>	<p>Makes vague, little, or no connections between the issue/problem and theory</p>	<p>Makes appropriate connections between the issue/problem and theory</p>	<p>Makes appropriate and insightful connections between the issue/problem and theory</p>

## Appendix A

### ***Distinctive Skills and Trademark Outcomes:***

The educational psychology program has been designed to accomplish two interrelated goals:

- 1) The program is designed to assist students in developing a comprehensive knowledge of learning, motivation, and human development in conjunction with the development of skills that will enable them to effectively provide research services (e.g., program evaluation) to a diverse clientele such as school districts, universities, and educational agencies. In particular, students will learn how to design and implement theory-driven research studies and program evaluation plans that determine the effectiveness of an authentic product, procedure, program, and/or curriculum.
  
- 2) The program is designed to nurture the development of research service providers who have a measurable impact on the clients that they serve. During the course of their studies, students will have opportunities to receive feedback regarding the effectiveness of the services that they provide (e.g., client satisfaction measures). Graduates of the program will have a distinctive advantage over other students because they will have developed the distinctive skills that employers desire and will be able to document the effectiveness of the research services that they provide.

The following research provider competencies (i.e., distinctive skills) are incorporated into this course:

Research service providers use educational psychology theories and concepts to explain and address educational issues and provide a psychological based account for maximizing learning in a given situation.

## Appendix B

### CACREP Standards

CACREP Standards are integral to this course. The 2016 CACREP Standards can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>. Specific standards for this course are listed as follows:

#### SECTION 2: PROFESSIONAL COUNSELING IDENTITY COUNSELING CURRICULUM

F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

#### 3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

### ***School Counseling***

Knowledge - Understands the effects of a) atypical growth and development b) health and wellness c) language d) ability level e) multicultural issues f) factors of resiliency on student learning and development.

Skills and practices - Designs and implements prevention and intervention plans related to the effects of a) atypical growth and development b) health and wellness c) language d) ability level e) multicultural issues f) factors of resiliency on student learning and development.

## CACREP Course Objectives/Learning Outcomes and Assessments Outcomes

CACREP Standards	CACREP Assessments
<p><b><i>Professional Identity</i></b></p> <p>Human Growth and 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:</p> <ul style="list-style-type: none"> <li>a) theories of individual and family development and transitions across the life span.</li> <li>b) theories of learning and personality development, including current understandings about neurobiological behavior</li> <li>c) effects of crises, disasters, and other trauma-causing events on persons of all ages</li> <li>d) theories and models of individual, cultural, couple, family, and community resilience</li> <li>e) a general framework for understanding exceptional abilities and strategies for differentiated interventions</li> <li>f) human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior</li> <li>g) theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment</li> <li>h) theories for facilitating optimal development over the lifespan.</li> </ul>	<p><b>Final Case Study; Journals; Discussions</b></p>
<p><b><i>School Counseling</i></b></p> <p><b><i>Knowledge</i></b> - Understands the effects of a) atypical growth and development b) health and wellness c) language d) ability level e) multicultural issues f) factors of resiliency on student learning and development.</p> <p><b><i>Skills and practices</i></b> - Designs and implements prevention and intervention plans related to the effects of a) atypical growth and development b) health and wellness c) language d) ability level e) multicultural issues f) factors of resiliency on student learning and development.</p>	<p><b>Final Case Study; Journals; discussions</b></p>



## Appendix C

### Educational Psychology in Context *An Apply and Evaluate Assignment*

#### Targeted Competency

- Use educational psychology theories and concepts to explain and address educational issues and provide a psychological based account for maximizing learning in a given situation.

#### Related Courses

This assignment is required in the following Educational Psychology courses: Motivation in Academic Settings, **Human Development in Education**, Educational Psychology

#### Description

**Throughout the semester students will analyze one or more educational cases.** These cases will provide students with an opportunity to apply their knowledge of the various educational psychology theories and concepts to actual educational scenarios. Each case study will consist of several questions to guide students' thinking. While students will be expected to answer all of the questions thoroughly, a small sample of these questions will be randomly selected for grading.

#### Directions for Writing a Case Study Report

1. *Read the case thoroughly.* To understand fully what is happening in a case, it is necessary to read the case carefully and thoroughly. You may want to read the case rather quickly the first time to get an overview of the industry, the company, the people, and the situation. Read the case again more slowly, making notes as you go
2. *Answer the case study questions.* Each case will contain several "content-related questions" that are designed to assess your ability to make connections with what is going on in the case and your knowledge of educational psychology. A sample question might be "from the perspective of operant conditioning, what types of continuous reinforcement and/or intermittent reinforcement is Ms. Saks using?"

#### Scoring of Case Study Reports

The Theory, Research, and Practice Rubric will be used to evaluate the assignment.