



CEPY 512: HUMAN DEVELOPMENT

New Mexico State University
College of Health, Education, and Social Transformation
Department of Counseling and Educational Psychology

**Syllabus is tentative and subject to change.*

* Students are responsible for reading and understanding all components of the syllabus. By enrolling in this course, students are indicating their consent and agreement to comply with all aspects of the syllabus and course.

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Office: O'Donnell Hall 202 J

Office Hours: By appointment.

- Appointments are available everyday (including weekends) via Zoom. Please email the instructor to make an appointment.

Instructor Availability: The instructor is **very available** for support both in and out of class. Students are encouraged to meet with the instructor throughout the semester to discuss any questions about the course. Email (mkalk001@nmsu.edu) is the best way to get ahold of the instructor. **Students should email the instructor using their NMSU email address.** Barring any unforeseen circumstances (e.g., illness, injury, travel...) the instructor will reply to emails within 24-hours. Also, barring any unforeseen circumstances, the instructor will return graded assignments within approximately one week of the due date.

Course Delivery: This course will meet in a hybrid, synchronous format. This means that the instructor and students will meet for class at the same time each week and **some classes will meet online and some classes will meet in the classroom.** The **synchronous course meeting time is on Wednesdays from 1 pm to 5 pm (mountain time) from 5/25/22 - 8/3/22.** Classes will begin meeting via zoom from 5/25/22 – 7/13/22. **The last three classes (7/20/22 – 8/3/22) will meet on campus in the classroom.** (O'Donnell Hall Room: 104). Accordingly, **students must be ready to attend classes on NMSU's campus in person by 7/20/2022 at the very latest.** Any student who cannot be on campus by 7/20/2022 should not take this class.

Students are expected to attend class synchronously (live participation), on time and stay for the full duration of the class. To attend class synchronously online, students will need internet access, and a device that can support Zoom (e.g., computer or tablet) with a working web camera and microphone. Zoom can be accessed via some smartphones, however, the instructor recommends using a computer with a wired internet connection if at all possible. Please find the link

below for downloading Zoom and accessing the class Zoom meetings. Please download Zoom to your device before the first online class.

Join Zoom Meetings: <https://nmsu.zoom.us/j/96784015953>

Students are expected to class synchronously. If, however, a student encounters technical difficulties or encounters extenuating circumstances they may participate asynchronously by watching the class session (each Zoom session will be recorded and posted on Canvas) and submitting a four-page double-spaced summary and reflection paper of the class. The paper should be submitted on Canvas to the corresponding dropbox for the class and include: (1) An overview of all major concepts that were covered during the class. (2) Responses to any discussion questions posed by the instructor or classmates. (3) Pose at least one question about the course material. It is unacceptable for a student to say that they do not have any questions about the material. The idea is to think critically and analyze the material, which should result in a number of questions and/or curiosities. (4) Completion and submission of any in-class activities. Reflection papers are due before 11:59pm 2 days following the live class. Unless granted permission by the instructor, **students can only write up to 2 reflection papers throughout the semester** to receive participation credit for missing a synchronous class. Beyond this, missed classes will be considered an absence (see policy below). Late or incomplete submissions will not be accepted and will result in a grade of a zero. Please note that just attending the live session or merely completing a reflection paper does not guarantee that a student will earn full (or partial) participation credit. Remember the quality of participation is > than the quantity. The face-to-face class meetings will not be recorded so **reflection papers are not an option for face-to-face class meetings.**

Required Materials

Textbook

Broderick, P. C., & Blewitt, P. (2019). *The life span: Human development for helping professionals* (5th ed.). Pearson. ISBN-13: 978-0135227763

Journal Articles (available on Canvas under the “Readings” tab)

Alimujiang, A., Wiensch, A., Boss, J., Fleischer, N., Mondul, A., Mclean, K., ... Pearce, C. (2019). Association between life purpose and mortality among US adults older than 50 years. *JAMA Network Open*. Published online: 25 May 2019, <https://doi.org/10.1001/jamanetworkopen.2019.4270>

Alvarez-Monjaras, M., Mayes, L. C., Potenza, M. N., & Rutherford, H. J. (2019). A developmental model of addictions: Integrating neurobiological and psychodynamic theories through the lens of attachment. *Attachment & Human Development*, 21(6), 616–637. <https://doi.org/10.1080/14616734.2018.1498113>

Birkas, B., Matuz, A., & Csatho, A. (2018). Examining the deviation from balanced time perspective in the dark triad throughout adulthood. *Frontiers in Psychology*, 9, 1046. <https://doi.org/10.3389/fpsyg.2018.01046>

- Brofenbrenner, U. (1986). Ecology of the family as a context for human development. *Developmental Psychology*, 22, 723-742.
- Cridland, E., Jones, S., Caputi, P., & Magee, C. (2013). Being a girl in a boys' world: Investigating the experiences of girls with Autism Spectrum Disorders during adolescence. *Journal of Autism and Developmental Disorders*, 44(6), 1–14. <https://doi.org/10.1007/s10803-013-1985-6>
- French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist*, 48(1), 14–46. <https://doi.org/10.1177/0011000019843506>
- Levy, D. J., Heissel, J. A., Richeson, J. A. & Adam, E. K. (2016). Psychological and biological responses to race-based social stress as pathways to disparities in educational outcomes. *American Psychologist*, 71, 455-473. <https://doi.org/10.1037/a0040322>
- McEwan, B. & Guerrero, L. K. (2012). Maintenance behavior and relationship quality as predictors of perceived availability of resources in newly formed college friendship networks. *Communication Studies*, 63, 421-440. <https://doi.org/10.1080/10510974.2011.639433>
- Mullineaux, P., & Dilalla, L. (2015). Genetic influences on peer and family relationships across adolescent development: Introduction to the special issue. *Journal of Youth and Adolescence*, 44, 1347–1359. <https://doi.org/10.1007/s10964-015-0306-0>
- Nelson, T. D. (2016). Promoting healthy aging by confronting ageism. *American Psychologist*, 71, 276-282. <https://doi.org/10.1037/a0040221>
- Obasaju, M., & Livecchi, P. (2018). Exploring the use of an integrative and ecological framework when treating children with trauma. *Journal of Infant, Child, and Adolescent Psychotherapy*, 17, 252–264. <https://doi.org/10.1080/15289168.2018.1526023>
- Picardi, A., Fagnani, C., Nisticò, L., & Stazi, M. (2011). A twin study of attachment style in young adults. *Journal of Personality*, 79, 965–992. <https://doi.org/10.1111/j.1467-6494.2010.00707.x>
- Qualls, S. H. (2016). Caregiving families within the long-term services and support system for older adults. *American Psychologist*, 71, 283-293. <https://doi.org/10.1037/a0040252>
- Smart & Smart, D. W. (2006). Models of Disability: Implications for the counseling profession. *Journal of Counseling and Development*, 84(1), 29–40. <https://doi.org/10.1002/j.1556-6678.2006.tb00377.x>

Watabe, A., & Hibbard, D. (2014). The influence of authoritarian and authoritative parenting on children's academic achievement motivation: A comparison between the United States and Japan. *North American Journal of Psychology*, 16, 359–382.
http://go.galegroup.com/ps/i.do?&id=GALE|A369068740&v=2.1&u=nm_a_nmlascr&it=r&p=PROF&sw=w

Web Camera & Internet Access

Students must have access to a web camera (with a working microphone) and reliable internet access in order to access Zoom (online software for hosting virtual classrooms).

- Zoom operating requirements: <https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-PC-and-Mac>

Recommended Texts & Resources

American Counseling Association (ACA) Code of Ethics:
<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

Owl Purdue Online Writing Lab <https://owl.english.purdue.edu/owl/resource/560/01/>

Course Objectives: At the completion of this course, students should have an understanding of and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards:

PROFESSIONAL COUNSELING IDENTITY- SECTION 2: F3. HUMAN GROWTH AND DEVELOPMENT	
CACREP Standard	Corresponding Course Assignment
2.F.3.a. theories of individual and family development across the lifespan	<ul style="list-style-type: none"> • Movie Review • Human Development Paper
2.F.3.b. theories of learning	<ul style="list-style-type: none"> • Human Development Paper
2.F.3.c. theories of normal and abnormal personality development	<ul style="list-style-type: none"> • Movie Review • In-Class Activities/Case Studies
2.F.3.d. theories and etiology of addictions and addictive behaviors	<ul style="list-style-type: none"> • In-Class Activities/Case Studies
2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	<ul style="list-style-type: none"> • Movie Review • In-Class Activities/Case Studies

2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior	<ul style="list-style-type: none"> • Movie Review • In-Class Activities/Case Studies
2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	<ul style="list-style-type: none"> • In-Class Activities/Case Studies
2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions	<ul style="list-style-type: none"> • Movie Review • In-Class Activities/Case Studies
2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	<ul style="list-style-type: none"> • Movie Review • Human Development Paper • In-Class Activities/Case Studies
SECTION 5: ENTRY-LEVEL SPECIALTY AREAS: C. CLINICAL MENTAL HEALTH COUNSELING 2. CONTEXTUAL DIMENSIONS	
5.C.2g. impact of biological and neurological mechanisms on mental health	<ul style="list-style-type: none"> • Human Development Paper

Key Performance Indicator (KPI)

CACREP Core Area	KPI	Assessment
Human Growth and Development	Students will be able to identify factors that impact human development, functioning, and behavior.	<i>Human Development Paper:</i> Students will write a human development paper, in which they will identify factors that impact human development, functioning, and behavior.

Course Assignments & Requirements:

1. Professionalism, Adherence to Ethical Standards, & Receptivity to

Feedback: Students are expected to maintain the highest ethical standards as outlined in this syllabus, the university, college, department and national professional organizations as well as the guidelines in the student handbook. **A student's ability to accept feedback (positive, constructive, and negative) is paramount to their professional development.** Critical or constructive feedback can offer a positive experience that facilitates insight and growth. Students are required to be open to feedback, as one's development as a graduate student and professional is a life-long process. As just one example, it is not acceptable for a student to say that they do not require feedback because they have received positive

feedback in the past about their use of a particular skill or competency. **Students have a responsibility to incorporate all of the instructor's feedback to improve their performance and to enhance their development.** If a student has questions or reservations about the instructor's feedback, the instructor is very open to setting up a meeting to discuss. However, students should not ignore any of the instructor's formative or summative feedback. A student's unwillingness or lack of receptivity to feedback might result in point deductions or not passing the course (regardless of performance on assignments). Concerns about professionalism might also be brought to the program committee.

Attendance & Participation: Attendance and participation fall under the purview of professionalism, as regular and consistent attendance and participation are expected. Late arrivals/early departures (without approval from the instructor) will be noted by your instructor, and is not desirable in terms of your final grade. Students are expected to be in class at the start of class and remain until the end of class. Students who come in late or leave early may (or may not) receive partial attendance credit at the instructor's discretion. Students are entitled to one absence; however, they might not receive credit for any missed in-class assignments on the day of the absence. In most cases a late arrival/early departure will count as half an absence, however, the instructor reserves the right to deduct more points than half an absence at his discretion based on the nature of the late arrival/early departure. If any portion of the class is meeting online, students are required to keep their video on for the entire class. If a student's video is off during class, they might not receive full (or any) participation credit at the discretion of the instructor. Students should also be fully present during both face-to-face and online classes (i.e., not driving, making dinner, doing chores, or any other activity). A student who is not fully present might receive partial (or no) attendance/participation credit for that class at the instructor's discretion. The point allocation for attendance and participation towards the final course average is listed in the Point Spread for Grade Determination table; however, excessive absences or lack of participation might result in more than the allocated amount of points being deducted from a student's final course grade. Suppose, for example, attendance and participation is worth 10% of the final course average. It is possible that a student might lose more than 10% of their final course grade for unexcused absences (at the instructor's discretion). If a student is absent from class, they are responsible for finding out what was covered in class on the day of the absence.

Students are entitled to miss one class without point deductions. Beyond this, each missed class will be a 3-point deduction from the student's final grade. Missing more than two classes might result in not passing the course (regardless of performance on assignments). This is based on accreditation standards and the notion that students need to be present to learn and practice the skills introduced in the course. Points are also impacted by participation. A student who does not participate in discussions and/or activities may lose participation points at the instructor's discretion. A student's final participation and attendance grade will be determined by the student's attendance, participation in class activities, and the instructor's subjective evaluation of the student's active involvement in the course. Students are responsible for checking in with the instructor throughout the semester about their participation grades. Students should notify the instructor of an absence prior (ahead of time) to the absence, however, please note that informing the course instructor of

an absence does not automatically make it an excused absence (even with a doctor's note or other documentation). In the event that a student's extenuating circumstances prevent the student from attending class, this student's absence(s) might be excused with documentation, however, the decision about whether or not to excuse a student's absence or to allow the student to make up other assignments is entirely at the instructor's discretion. The instructor reserves the right to give a student a make-up assignment to earn back the points that were lost for each excused absence. The instructor also reserves the right to require documentation regarding excused absences, tests, and all other course assignments, which must be submitted before the end of the day (11:59pm) on the last day of class to be considered by the instructor.

Being prepared for (i.e. up-to-date on readings, formulating pertinent questions ...) and engaging respectfully in class discussions, experiential exercises, and small group work is also required. Respectful dialogue is expected. While disagreements or debates can be useful for expanding knowledge and understanding, insults, stereotyping, or derogatory comments are not. The instructor reserves the right to terminate discussions in such cases (though he does not expect to have to do so). The quality of participation will be subjectively evaluated by the instructor; keep in mind that sheer quantity is not the same as quality. The instructor also reserves the right to request that a student leave more space for their classmates to participate. Please advise the instructor if there is a significant reason why you must leave your phone active. Also, please do not take notes on your cell phone. **Successful completion of this course is based on a student's grades and dispositions** both in and out of the classroom as well as online. Thus, it is possible for a student not to pass the course based solely on their dispositions (regardless of their grades or performance on assignments).

- 2. In-Class Activities & Case Studies:** The instructor is committed to incorporating experiential learning into the class whenever possible and he may ask students to complete a worksheet outside of class and be prepared to discuss the activity during the Zoom meeting for a particular class. The instructor will also use the breakout room option in Zoom to provide students with a live opportunity to work on an activity with a small group of their classmates. In most classes, the lecture and discussion of the course material will be followed up with group activities or case study(ies). Students will work together in breakout groups. A similar format will be followed for classroom meetings. Each group should be prepared to present/discuss activities and/or case studies. Students must be present and active in their groups to receive credit for participation. Students who are participating in the class asynchronously should complete the activity on their own and submit with their reflection paper. Opportunities to make-up these assignments will only be given in extreme circumstances to be determined at instructor's discretion. Students are required to sign and use the template(s) for each case study or activity. The instructor will provide copies of the templates for in-class case studies and other activities. Case studies submitted in other forms might not be accepted by the instructor and could result in a grade of a zero. A student who does not add their name on the case study form might not receive credit.

- 3. Movie Review:** Choose a main character from a movie and apply a developmental theory(ies) that a clinician might use if this character was their client. Begin the paper with the title of the film and a brief paragraph summarizing the film and characters of interest. Then apply a developmental theory and concept(s). Be thorough, but you do not need to apply every aspect of every developmental theory that might be relevant. Identify interventions or strategies and discuss how a clinician might use them in their work with clients. Submissions should be in APA-style (including title page) and be approximately 5-8 pages in length. Applied at least one intervention or strategy and discussed how a clinician might use it in their work with clients. **Include a minimum of 4 primary research articles (original empirical studies), published in peer-reviewed journals, 5-10 years old**, unless there is justifiable historical value. Students are encouraged to watch Dr. K's video on searching the library databases to find peer-reviewed journal articles: <https://www.youtube.com/watch?v=B1r0-ii3kNc>. **Please choose a character from the approved list of movies** (see the last pages of this syllabus).
- 4. Capstone Paper:** Select a topic pertaining to a developmental issue which is personally relevant to you. Review the literature in the professional journals regarding your topic and write a paper citing current research, interventions (if applicable), *and* your own personal experiences in facing the issue. Papers should adhere to current APA style. **Students are required to meet with the instructor at least once during the semester to discuss their paper.** Papers should be approximately 5-8 pages in length (not including cover page, abstract, and references) and all references need to be cited in APA style. Margins should be 1 inch and font size 12 in Times New Roman. Papers must include a title page, abstract, and reference pages; be typed, double-spaced, with 12 pt. Times New Roman font in Microsoft Word; and have at least 8 primary research articles (i.e., original research studies) not included in any of the readings for the course. Unless there is justifiable historical value, articles should be recent (5-10 years old). Research articles should be integrated into the personal narrative and cited appropriately (in the text and on a references page). Direct quotes should be used sparingly, **if at all**, and in an intentional way, as the literature review needs to integrate what the literature reports on the topic in an objective fashion (this means that you, the author, are responsible for integrating any sources that you use in a logical manner that fits with your outline and your thought process). Papers will be uploaded on Canvas. The instructor will review one draft of a student's research proposal at their request. Students must request formative feedback at least one week before the due date. A list of topics that have been done before and the grading rubric are available on the last pages of this syllabus.
- 5. Final Exam:** Students will be administered a final exam based on the text, additional readings as assigned, and lecture material. The exam will be in class, closed book, and cover material from readings, lectures, and other class activities. The purpose of the exam is to test students' mastery of the course material and help to prepare them for the National Counselor Examination (NCE) as well as other comprehensive and credentialing exams.

Students are encouraged to form a study group. The format for the test will be primarily multiple choice and some true/false items. There might also be matching items and/or short answer questions. Students are responsible for all material in the text whether the material is covered in class or not. A great amount of additional resources, activities, and videos are integrated into this course. Some chapters or portions of chapters might not be covered during class time. However, students are still held responsible for the text material, as this material might be covered on the test. Failure to take the exam will result in a grade of zero. A Make-up test will only be given in extreme circumstances to be determined at instructor's discretion. There will be no make-up tests without the prior approval of the instructor. Prior approval means the instructor's approval must be given before the scheduled test date (i.e., if you miss a test and contact the instructor following the scheduled test date and time, a make-up test will not be approved). Arriving late is a major distraction to other students who are taking the exam and might result in point deductions or a grade of a zero to be determined at the instructor's discretion. The instructor is required to collect the hardcopies of the tests. As such, students **MUST** return their test in order to receive credit for taking the test. Students who do not return copies of their exams will receive a grade of a zero. Students are encouraged to make an appointment with the instructor if they would like to review their test results. A final exam study guide is available on the last pages of this syllabus. The instructor reserves the right to switch the exam format to a take-home essay in the event that the university switches to online instruction.

APA Style: Unless otherwise specified, all course assignments must be written in accordance with the guidelines provided in the American Psychological Association (APA) Publication Manual, 7th Edition. Students are strongly encouraged to acquire a copy of the APA-7 Publication Manual (see recommended readings) or use The Purdue OWL (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html), which is basically an online version of the most recent edition of the APA manual. APA-7 permits the use of the following font styles: 12-point Times New Roman, 11-point Calibri, 11-point Arial, 10-point Lucida Sans, or 11-point Georgia, however for continuity, **12-point Times New Roman font should be used in all written assignments in this class**. In addition, the formatting guidelines for a **Professional Title Page** (See APA-7 Manual p. 30-31), **not the Student Title Page**, should be **used in all class assignments**. In all written assignments, **avoid using the words "prove" or "cause"** unless one is reporting the results of a true-experimental design. Students are required to follow APA guidelines in all written assignments regardless of whether APA style is directly mentioned in the instructions or on the grading rubric.

Grading Policy: According to the NMSU Graduate Catalog, a grade of A indicates that the student has satisfied all requirements at a level of excellence, while a grade of B indicates a satisfactory level of proficiency. However, a student's successful completion of the course also

depends on professional dispositions. Thus it is possible for a student not to pass the course based solely on their professional disposition (regardless of performance on assignments).

Withdrawals: Course progress will be monitored continuously, and student standing in the course will be available on request prior to the last day to withdraw from the course with a W. The instructor reserves the right to withdraw a student from the course, however, it is the student's responsibility to drop or withdraw from the course pursuant to NMSU deadlines and procedures if you do not wish to receive a grade for the course. **The instructor will NOT administratively drop you by the last 'W' date** if you have not attended class, have failed to submit assignments resulting in inability to successfully complete the class, cannot pass the class, or for another reason.

Changes to the Syllabus: The instructor reserves the right to make changes to any part of this syllabus (including the due dates and requirements for assignments) and the course schedule at any time. Students may make reasonable suggestions for changes; however, the final decision about whether to implement any recommended changes remains solely with the instructor. With the exception of extenuating circumstances (e.g., illness, injury...), students will be given at least 24 hours' notice if any changes are made. **It is the students' responsibility to check Canvas and their NMSU email accounts at least every 24 hours.**

Assignment Submissions and Evaluation Criteria: Unless otherwise specified, all assignments are due before 11:59 pm on the due date indicated on the course schedule and are to be **submitted via Canvas as Microsoft Word documents**. Assignments submitted in other formats might be considered late and may not be graded. Microsoft Office is available to students via Google Docs at no cost (see www.my.nmsu.edu). The full version of Microsoft Office is available to students in a variety of computer labs across campus. In addition, students can access Microsoft Office (and a number of other programs) via NMSU's virtual lab <https://inside.nmsu.edu/studenttech/wp-content/uploads/sites/39/2020/04/VMware-Documentation.pdf>. See the Point Spread for Grade Determination table below for the evaluation criteria for this course. Unless otherwise specified, there will be no resubmissions of any assignment for any credit after the assignment is due.

Group Work. Students should pay particular attention to the directions and submission instructions on any group assignments. In some cases, all group members might be required to turn in their own copy of the group assignment. In other instances, only one submission per group might be required. In this case, both group members can turn in their own copy of the assignment if they would like to, however, both group members should make sure to turn in the same copy, as the instructor will grade the first submission that he comes across. Generally, all group members will receive the same grade; however, the instructor reserves the right to assign different grades to each group member at his discretion. Please distribute the workload evenly. If there is an issue in the group, students are encouraged to discuss and try to work out the issue together. If the issue is still not resolved or if a student does not feel comfortable discussing a

concern with their group member, they should let the instructor know early on (do not wait until the issue escalates into resentment). In all likelihood, students will work in groups in some capacity in their future careers. Thus, it is important for students to develop and practice interpersonal skills that are necessary for successful group work.

Formative Feedback. The instructor is available to give formative feedback on most assignments **before** they are due. The instructor will provide formative feedback on one draft of an assignment. If a student wants written formative feedback on an assignment before the due date, that student must submit their draft to the instructor at least 7 days before the due date. Students should submit requests for formative feedback to the instructor via their NMSU email address. Dr. K is also available to meet with students to discuss and offer formative feedback on assignments. Openness to feedback is an essential competency in scholarly writing. **Thus, students are expected to incorporate any instructor feedback into their final submission.** Failure to incorporate feedback (formative or summative) might result in point deductions. If a student has questions or reservations about the instructor’s feedback, the instructor is very open to setting up a meeting to discuss. However, students should not ignore any of the instructor’s formative or summative feedback. When receiving formative feedback from the instructor (or anyone else) students **should turn in a clean copy** (i.e., delete old comments and accept all track changes) of their final submission. Any final submissions that are not submitted in clean copy form might be subject to point deductions. The criteria on the following Point Spread for Grade Determination table will be used to assign grades:

Point Spread for Grade Determination			
Assignment	Points	Grading Scale	
• Professionalism, Adherence to Ethical Standards, & Receptivity to Feedback	10	98 - 100	A+
• In-Class Activities/Case Studies (10 worth 3 points each)	30	94 – 97.99	A
• Movie Review	20	91 – 93.99	A-
• Capstone Human Development Paper	25	88 – 90.99	B+
• Final Exam	15	84 – 87.99	B
		81 – 83.99	B-
		78 – 80.99	C+
		74 – 77.99	C
		71 – 73.99	C-
		61 – 70.99	D
		Below 61	F
	Total 100	*The final decimal place for all scores above are recurring (i.e., repeat infinitely).	

- ❖ In addition to the criteria specified above, students are required to adhere to the professional dispositions, communication etiquette, professionalism, diversity, ethical, group discussion, and class conduct requirements specified in the following sections. Failure to adhere to any of these standards might result in not passing the course regardless of performance on academic assignments.

Incomplete Grades: An incomplete grade for the course may be given at the instructor's discretion if a student provides evidence of a **documented illness or family crisis** that the instructor believes genuinely precluded successful completion of the courses.

Late Assignments: All assignments must be completed on time and are due by 11:59pm (unless otherwise specified) on the day indicated on the course schedule. Late assignments will usually result in a grade of a zero. Thus, late assignments and/or extensions on the due dates for assignments will only be accepted in extreme circumstances, to be determined at the instructors' discretion, with prior approval from the instructor, and may result in point deductions. Extended due dates for assignments and/or the number points deducted, if any, for a late submission is entirely at the instructor's discretion. Examinations must be taken on the assigned dates unless prior arrangements have been made with the instructor. A student's ability to take responsibility and their professionalism will be considered by the instructor when deciding whether to accept a late submission. Turning in assignments late might also result in delayed feedback and might affect grades on subsequent assignments.

Use of Direct Quotes: In all assignments, direct quotes should be used sparingly, **if at all**, and in an intentional way. Students are responsible for using their own words to demonstrate their understanding of the material. Students are responsible for using appropriate APA-style citations for direct quotes (and in all other elements of their writing). The unnecessary, excessive, or inappropriate use of direct quotes (to be determined by the instructor) in any assignment may result in point deductions (regardless of whether direct quotes are specifically mentioned on a grading rubric). **Students should check with the instructor before using a direct quote in any assignment.**

Multiple Submissions: Multiple submissions of previous work is strictly prohibited and will result in a grade of a zero. All submissions should contain a student's original work that has not been submitted in a previous course.

Academic Misconduct: Cheating or academic misconduct will not be tolerated. Refer to the most current NMSU Student Handbook for the University policy on academic misconduct. Plagiarism, for example, is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures or other intellectual content, taken from another source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other students' work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand and comply with this policy.

Copyright Statement: Unless otherwise specified, all course materials (including but not limited to recordings of Zoom classes, instructional videos, PowerPoints, handouts, worksheets...etc.) are the instructor's copyrighted intellectual property and are protected by United States copyright law [Title 17, U.S. Code]. Materials are presented in an educational context for personal use only and should not be shared, reproduced, distributed, or sold in print or digitally outside the course without written permission from the instructor. As a student, your ability to post or link to copyrighted material is also governed by United States copyright law. The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to course

work. Instructors or other staff of the institution reserve the right to delete or disable your post or link if in their judgment it would involve violation of copyright law.

Questioning Grades: At times students question grades given for assignments. This is fine. However, the instructor will not accept that you think you deserve a higher grade and proceed to review your work to look for reasons to give you one. If you think your work was not graded fairly, you must submit a typed statement within one week of receiving the grade stating why you think your work deserves additional consideration. You must state the specific points you think argue for your getting additional credit and must show that your assignment was not graded as explained in the syllabus, rubric and/or in class. You must be very specific about the reasons why you think the quality of your work should receive a higher grade. It is not sufficient to say that you worked really hard on the assignment as effort may not equate to the quality of the product. As just one example, it is not acceptable to tell the instructor that another student got a better grade than you and you know that they did the paper the night before the assignment was due. To seek a review of your work, you must attach your original graded assignment to your typed request and submit it to the instructor no later than one week after the assignment was returned to you. **The burden is on you to present your case for reconsideration on the specific merits of your work.**

Professional Dispositions (online & in-person): A safe and supportive learning environment is essential for fostering each student's growth and development. A graduate student's demeanor is crucial in their success. The following guidelines for communication etiquette, ethics, professionalism & diversity, class conduct, and group discussions are intended to promote a positive learning environment for all students in the course and help students to develop appropriate professional demeanor for their future positions in the field. In addition to the stated academic requirements listed in the academic evaluation criteria section (see above), the instructor and other faculty members regularly discuss each students' development, including but not limited to a review of professional demeanor, ethics, skills, integration of coursework, and proficiency across all areas of competency in the program. Students are also evaluated on their ability to receive feedback (positive and constructive) throughout their time in the course and program. A graduate student's openness and receptivity to feedback is essential for ensuring high quality research and clinical work. Thus, students are required to demonstrate receptiveness to and use of constructive feedback, especially from faculty and supervisors. Unresolved issues related to a student's professional demeanor, ethics, skills, receptivity to feedback, integration of coursework, and proficiency across any area of competency might result in the student not passing the course (regardless of performance on course assignments).

Communication Etiquette

- A. Etiquette involves being respectful in all forms of face-to-face and electronic forms of communication. For example, not using 'ALL CAPS' to indicate anger or annoyance, and using I-statements as much as possible in order to facilitate responsible communication.
- B. I-statements take the form of "I am having a lot of different reactions to your question..." or "It seems to me that ..."

C. Students should expect that I am aware (or will become aware) of any inappropriate or unprofessional behavior related to the ways and means that students communicate with other students, staff, or faculty.

Professionalism and Diversity: Acting within the bounds of professionalism, the New Mexico State University code of conduct, and the student handbook is required both in and out of class as well as online. Encountering new ideas, new ways of knowing, and interacting with people different from ourselves are pillars of the college and professional training experience. Remember that "professionalism" and "appropriateness" are culturally-defined concepts. What is considered polite or appropriate communication in one culture (educational environments are a culture as well and, as such, are also included in this statement) may be seen as impolite or inappropriate in another. Sometimes you may inadvertently seem impolite or feel that someone else was being impolite. With the support of the instructor, students are expected to talk it out instead of assuming the person meant to be rude. Intimidating (e.g., racist, sexist, anti-Semitic, homophobic, etc.) language will be challenged in this course. Students will be encouraged and expected to be mindful of this and other diversity related issues.

Class Conduct: Students do not have the right to engage in behavior, which is disruptive or annoying in the classroom. Faculty do have the right to immediately confront any student causing disruptive or annoying behavior, and request cessation of the disturbing behavior. Should any student choose not to respond to a request to cease disruptive or annoying behavior, the faculty member can require that the student leave the classroom to prevent further disruption to the class. Disruptive students are reported to the vice president for student services and to the university hearing officer for disciplinary action under the Code of Student Conduct. Disruptive students might receive point deductions from their final grades at the instructor's discretion. In extreme cases, the instructor reserves the right to permanently dismiss a student from the course for class conduct/professionalism issues at any time in the semester without any course credit regardless of performance on assignments.

Students are expected to maintain appropriate conduct during class. Examples of classroom disruption include but are not limited to:

- Conversing during a lecture
- Passing notes
- Answering a cell phone, pager, or any other device
- Using computers, tablets, or any other tech device without approval from the instructor
- Completing assignments for other classes (or this one) during class time.
- Interrupting lectures and talking without being called upon
- Leaving and/or entering the classroom without permission
- Arriving late or departing early
- Making threats or verbally insulting the professor or other students
- Any violation(s) of the group discussion guidelines (please see below)

- Any other action or behavior that the instructor warns the student is disruptive to the class. Students will be given one warning to stop this behavior. If the disruptive behavior continues, the student will be required to leave class.

Cell phones, pagers, and other tech devices must be turned off, put away, and out of sight during the entire class period. Students not adhering to this policy will face class conduct penalties as sanctioned by NMSU.

Students who are alleged to be disruptive may be charged with a violation under the Student Disciplinary Policies and Procedures. Sanctions may include a grade penalty or:

1. An Administrative Warning - (May be in writing or given verbally)
2. Disciplinary Probation that may include community service, a grade sanction, or withdrawal from the class
3. Disciplinary Suspension
4. Disciplinary Dismissal
5. Summary Disciplinary Dismissal

All students and instructors are obliged to follow the procedure for documenting the offense as described in the Student Handbook.

Group Discussion Guidelines

To help us have effective and meaningful conversations and learn from each other in a spirit of mutual respect

1. Own what you are saying as your feeling, thought, opinion or belief, and invite others to have different views. **Speak for yourself while remaining curious and open to others.** “I feel angry when I see someone else’s feeling hurt by another student, but also I wonder what is going on between those involved that I don’t understand.”
2. No bullying means no disparaging others, pushing your ideas onto others, trying to get them to give you your way, closing off to other ways of looking at things, or raising your voice with difficulty calming yourself down. In response to such behavior, it is acceptable to discontinue the discussion and/or ask that person to take time out and come back to discuss the topic when they can calmly express curiosity about other perspectives.
3. To value diversity means there is room for many cultural and individual differences, so no one way is considered the “right” way. Cultural differences should be discussed in inclusive ways to offer multiple options for managing conflicting preferences.
4. Listen more carefully to those we might not agree with or who might not be part of our group. Try to understand what they mean before jumping to conclusions, because overreacting can make misunderstandings worse. Recognize that you may be misinterpreting what is happening and **check out your perceptions directly:** “Can I check out my perceptions about what just happened between us? I want to hear your perceptions, too, and understand what I might be missing.”

5. When there is a group dynamic building negativity toward a person or another group, some balance in response is called for. Empathy for others' feelings and allowing room for venting may be insufficient, and offering other perspectives can help stabilize the situation. **Direct the speaker to speak to those being discussed in person rather than behind their backs.** Remember that every one of us has both strengths and weaknesses:

Examples of balanced statements:

"You know, so-and-so isn't very good at __A__, but I'm not very good at __B__."

"I don't like the way so-and-so does __C__, but I do like the way so-and-so does __D__."

Examples of responding to negativity to introduce more balance:

"Does so-and-so do anything that you appreciate?"

"Is there anything you can own, that you contribute to make this situation difficult?"

6. Healthy systems **make room for everyone to be themselves** and make different choices while also maintaining connections, communication, and ethical and professional behavior.

*** By enrolling in this course, students are indicating their consent and agreement to follow all of the professionalism & diversity, class conduct, and group discussion guidelines that are outlined above.** If a student is unwilling to follow these guidelines, they should withdraw from the course immediately. A student who fails to follow any of the communication, etiquette, professionalism & diversity, ethics, class conduct, group discussion guidelines, or any part of the syllabus might be given a warning, required to leave class, not pass the course (regardless of performance/points on assignments), or be suspended/expelled from the course at the instructor's discretion and/or at the discretion of the NMSU administration.

Writing Center: This is a great, FREE resource for students. I encourage you to check out their website for more information. I may refer students to the Writing Center for help in improving their academic writing. <https://towc.nmsu.edu/>

Web Browsers

Use the following browsers in Canvas. Please remember to update the web browser you are using to access Canvas. Internet Explorer is not recommended for use with Canvas at this time.

- [Firefox](#)
- [Chrome](#)
- [Safari](#)

Technical Support

The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. Please feel free to contact them at (575) 646-1840 or via email at helpdesk@nmsu.edu. For technical assistance with Canvas, please contact the support team at 646-5125. You can also go to the Student Technology Help [Student Technology Help](#) web page and [Student Resources](#) located at the [Canvas](#) web page for additional information on Canvas.

Accessibility of eLearning Tools (VPAT Statements)

- **Microsoft Products:** <https://enterprise.microsoft.com/en-us/articles/industries/government/federal/section-508-vpats-for-microsoft-products/>
- **Adobe Reader:** <https://www.adobe.com/accessibility/compliance.html>
- **Canvas:** <https://www.canvaslms.com/accessibility>
- **SPSS:** <http://www-01.ibm.com/support/docview.wss?uid=swg21623489>
- **Google:** <https://www.google.com/sites/accessibility.html>
- **Firefox:** https://website-archive.mozilla.org/www.mozilla.org/firefox_vpat/firefox-vpat-3.html
- **Safari:** <https://support.apple.com/accessibility/vpat>

Assistance for Members of the Military and Veterans

The Office of Military and Veterans Programs provides services to current and former service members. The office can be reached at:

575-646-4524 or 646-1113 (fax)

mvp@nmsu.edu

Location: **Garcia Annex, Room 144**

Hours: Monday-Friday, 8am-5pm

Undocumented Student Support

Immigration is a complex phenomenon with broad impact, those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested. The Chicano Programs offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. Contact: 575-646-4206 or lgutzspc@nmsu.edu.

Disability Access Services

Discrimination and Disability Accommodation:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Dr. Jesse Haas, Director
Student Accessibility Services (SAS)
Corbett Center Student Union, Rm. 208
Phone: (575) 646-6840
E-mail: sas@nmsu.edu
Website: <http://sas.nmsu.edu/>

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not

discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Inquiries may be directed to:

Laura Castille, Executive Director
Title IX and Section 504 Coordinator
Office of Institutional Equity
P.O. Box 30001, E. 1130 University Avenue
Las Cruces, NM 88003
575.646.3635; 575-646-7802 (TTY)
equity@nmsu.edu.

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Laura Castille, Executive Director and Title IX Coordinator
Office of Institutional Equity (OIE)
O'Loughlin House, 1130 University Avenue
Phone: (575) 646-3635 E-mail: equity@nmsu.edu
Website: <http://equity.nmsu.edu/>

New Mexico State University Resource List

The following are a list of resources that are available to you as a student both on and off of campus.

Campus Resources

Aggie Cupboard	575-646-7636 Website: https://aggiecupboard.nmsu.edu/
Aggie Health and Wellness Center: <ul style="list-style-type: none"> • Health Care • Counseling Services 	(575) 646-1512 Website: https://wellness.nmsu.edu/
C.A.R.E. Team	575-646-1722 Website: https://deanofstudents.nmsu.edu/care-team/
Crisis Services	(575) 646-1512 Website: https://wellness.nmsu.edu/crisis-services/
LGBT+ Programs	(575) 646-7031 Website: https://lgbt.nmsu.edu/
NMSU Police Department	(575) 646-3311 Website: www.nmsupolice.com
NMSU Police Victim Services	(575) 646-3424 Website: https://www.nmsupolice.com/victim-services/
Office of Institutional Equity	(575) 646-3635 Website: https://equity.nmsu.edu/
Stonewall QSA (Queer Straight Alliance)	Website: https://www.facebook.com/nmsustonewallqsa?fref=ts
Student Accessibility Services	575-646-5222 Website: https://sas.nmsu.edu/contact-us/
Student Health Insurance	Website: https://wellness.nmsu.edu/student-health-insurance/
Undocumented Student Support	(575) 646-4206

	Website: https://chicano.nmsu.edu/undocumented-daca-students/
The NMSU Community Mental Health & Wellness Clinic	(575) 646-5365 Website: https://education.nmsu.edu/students-of-nmsu-can-receive-8-sessions-of-therapy-for-free/
Wellness, Alcohol and Violence Education (WAVE) Program	(575) 646-2813 Website: https://wave.nmsu.edu/
National and Community Resources	
Domestic Violence: La Casa	1 (800) 376-2272
Las Cruces crisis line for children & adolescents 18 years and under	1 (888) 589-3636 (575) 636-3636
Lifeline Crisis Chat	Website: http://www.crisischat.org/chat/
National Suicide Prevention 24 Hour Hotline	1 (800)273-8255
National Sexual Assault Hotline	1 (800) 656-HOPE Website: https://ohl.rainn.org/online/
National Alliance on Mental Illness	1 (800)-950-6264 Website: http://www.nami.org/
National Institute of Mental Health	1 (866) 615-6464 Website: http://www.nimh.nih.gov/index.shtml
New Mexico Crisis & Access Line	(855) 662-7474
Rape and Sexual Assault: La Pinon Rape Crisis Center	(575) 526-3437 1 (888) 595-7273
Trevor Project Crisis Line-National crisis line for youth, LGBTQ community	1 (866) 488-7386
Veteran's Crisis Line	1 (800) 273-8255 (Press 1)

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Tentative Course Schedule

**Please note:* the following course schedule is a tentative outline only. The instructor reserves the right to make changes to the topics, activities, readings, or due dates for assignments at any time. Unless otherwise specified, all “chapter” reading assignments refer to the Broderick and Blewitt (2019) text.

Date	Topic / Activity	Assignment Due BEFORE the Start of Class	In-Class Assignment Due at the End of Class
5-25	<ul style="list-style-type: none"> • Welcome & Ice Breaker • Review of Syllabus & Assignments • Introduction to Human Development 	Read the Syllabus	Group Activity # 1 Complete the contact information card and upload to the dropbox on Canvas before 11:59pm on 5/25/2022
6-1	<ul style="list-style-type: none"> • Writing in APA Style • Begin Classic Stage Theories of Human Development 	Chapter 1 (pp. 7 – 15)	Group Activity # 2
6-8	<ul style="list-style-type: none"> • Finish Classic Stage Theories of Human Development • Contemporary Theories of Human Development • Genetic Influences on Human Development 	Chapter 1 (pp. 16 – 26) Chapter 2 (pp. 38 – 45 & Chapter Summary: pp. 72-74) Brofenbrenner (1986)	Group Activity # 3
6-15	<ul style="list-style-type: none"> • Early Cognitive, Emotional, & Social Development 	Chapter 3 (pp. 79 – 93 & 109 – 113) Chapter 4 (pp. 127 – 146, 152-153, & Chapter Summary) Alvarez-Monjaras et al. (2019) Obasaju and Livecchi (2018)	Group Activity # 4
6-22	<ul style="list-style-type: none"> • The Emerging Self & Socialization • Cognition in Middle Childhood 	Chapter 5 (pp. 173 – 186, 194 – 195, & Chapter Summary)	Group Activity # 5

		Chapter 6 (pp. 210 – 228 & 240 – 243) Watabe and Hibbard (2014)	
6-29	<ul style="list-style-type: none"> • Moral Development in Middle Childhood • Peer Relationships: Middle Childhood Through Early Adolescence 	Chapter 7 (pp. 254 – 259 & 263 – 273) Chapter 8 (pp. 300 – 314 & 325 – 333) Levy et al. (2016)	Group Activity # 6
7-6	<ul style="list-style-type: none"> • Adolescent Development 	Chapter 9 (pp. 343 - 371) Chapter 10 (pp. 409 – 414) Cridland et al. (2013) French et al. (2020) Mullineaux and DiLalla (2015)	Group Activity # 7 Movie Review Paper Due
7-13	<ul style="list-style-type: none"> • Development in Young & Middle Adulthood 	Chapter 11 (439 – 446) Chapter 12 (pp. 463 & 478 – 482) McEwan and Guerrero (2012) Smart & Smart (2006)	Group Activity # 8
↓ The Last Three Classes will meet in O'Donnell Hall Room 104 ↓			
7-20	<ul style="list-style-type: none"> • Coping & Life Satisfaction in Adulthood 	Chapter 14 (pp. 555 – 561, & 565 – 569) Birkas et al. (2018)	Group Activity # 9
7-27	<ul style="list-style-type: none"> • Development in Late Adulthood 	Chapter 15 (Chapter Summary pp. 629 – 631) Alimujiang et al. (2019)	Group Activity # 10

		Nelson (2016) Qualls (2016)	Capstone Paper Due
8-3	• Final Exam	Final Exam in O'Donnell Hall Room 104	

Professional Information Background Statement for Instructor

Michael T. Kalkbrenner, Ph.D., NCC
Associate Professor of Counseling and Educational Psychology
New Mexico State University
Las Cruces, NM 88003
mkalk001@nmsu.edu

EDUCATION

- Ph.D. Old Dominion University
Counselor Education and Supervision
CACREP Accredited
- M.S. The College at Brockport, State University of New York
Mental Health Counseling
CACREP Accredited
- B.A. State University of New York at Geneseo
Psychology

BACKGROUND & EXPERIENCE

Dr. Kalkbrenner, Ph.D., NCC, is a tenured Associate Professor of Counseling and Educational Psychology at New Mexico State University. He has taught numerous courses in research methodology, assessment, counseling skills, psychometrics, advanced statistics, human development, substance abuse, counseling theories, program evaluation, practicum, internship, interpersonal skills, and diagnosis & treatment planning to undergraduate, masters, and doctoral students in a variety of specialty areas, including counseling, psychology, foundations of education, and curriculum and instruction. Dr. Kalkbrenner has a deep passion for teaching and conducting research. Since 2016, he has published over 40 articles in high-impact peer-reviewed journals, using quantitative, qualitative, and mixed-methods research paradigms, and he co-authored a book. He has a particular expertise in psychometrics and multivariate statistics with a focus on the development and validation of psychological screening tools, including the development and validation of scores on seven original instruments since 2017. Dr. Kalkbrenner's teaching pedagogy is based on John Dewey's theory of experiential learning and the flipped classroom in which the instructor is responsible for the learning environment and students are responsible for their own learning. Dr. Kalkbrenner has clinical experience providing mental health counseling to a variety of populations in an array of different settings, including medical residents, veterans, college students, and children.



Grading Rubric: Movie Review

Student's Name: _____

Component	Points	Unmet	Met	Exceeds
Content <ul style="list-style-type: none"> • Selected a character from a movie on the approved list. • Provided a brief (approximately one-paragraph) summary of the film and characters of interest. • Applied at least one developmental theory or concept(s). • Applied at least one intervention or strategy and discussed how a clinician might use it in their work with clients. Include a minimum of 4 primary research articles (original empirical studies), published in peer-reviewed journals, 5-10 years old, unless there is justifiable historical value. • Incorporate any previous formative or summative feedback from the instructor. 	15	0-11.9 Insufficient content section and/or a number of elements are missing or incomplete.	12-13.9 Developmentally appropriate content section with minimal missing and/or inaccurate information.	14-15 Exemplary content section with no errors or missing elements.
Structure, APA Style, & Grammar <ul style="list-style-type: none"> • Follows standard rules of professional writing according to APA. Appropriate length, grammar, sentence structure, spelling, punctuation, and smooth readability. • Used minimal, if any, direct quotes (see the syllabus for the policy on using direct quotes). • Included an APA style references page. • Followed the page length guidelines (approximately 5-8 pages), not including the title and references pages. 	5	0-3.9 Moderate-to-frequent errors in APA style, grammar, sentence structure, spelling, or punctuation and/or poor readability.	4-4.6 Minimal-to-moderate errors in APA style, grammar, sentence structure, spelling, or punctuation and smooth readability throughout the majority of the paper.	4.7-5 Minimal-to-no errors in APA style, grammar, sentence structure, spelling, or punctuation and smooth readability throughout the paper.
Final Disposition:	___ /20	Unmet 0 -16	Met 16.1-18.9	Exceeds 19-20

Movie Review: List of Approved Movies

28 days (2000)	Footloose (1984)	Now and Then (1995)
A Beautiful Mind (2001)	Freaky Friday (1976, 2003)	Oliver (1968)
A League of Their Own (1992)	Fried Green Tomatoes (1991)	Patch Adams (1998)
About a Boy (2002)	Frozen, Frozen 2 (2013, 2019)	Philamena (2013)
Annie (1982, 1999, 2014)	Full Monty (1997)	Radio Flyer (1992)
Anywhere But Here (1999)	Girl, interrupted (1999)	Rain Man (1988)
As good As it Gets (1997)	Good Will Hunting (1997)	Saving Grace (2000)
Bend it like Beckham (2002)	Grease (1978)	Secret Garden (1993)
Boys don't cry (1999)	Groundhog Day (1993)	Shawshank redemption (1994)
Brave (2012)	Grumpy Old Men (1993)	Short term 12 (2013)
Bucket List (2007)	Gypsy (1962, 1993)	Shutter Island (2010)
Calendar Girls (2003)	Hairspray (1988, 2007)	Snow Cake (2006)
Candleshoe (1977)	Harry potter movies 1-8	Something's Gotta Give (2003)
CODA (2021)	House of Cards (1993 movie)	Spanglish (2004)
Coraline (2009)	Inside Out (2015)	Tangled (2010)
Curious Case of Benjamin Button (2008)	Jack (1996)	The Man in the Moon (1991)
Dead Poets Society (1989)	Jane Eyre (1996)	The Sandlot (1993)
Dirty Dancing (1987)	Leon: The Professional (1994)	The Secret Life of Bees (2008)
Divine secrets of the ya-ya sisterhood (2002)	Les Miserables (1998, 2012, stage show)	Titanic (1997)
Driving Miss Daisy (1989)	Lion king (1994)	Toy Story (1995)
Drumline (2002)	Little Mermaid (1989)	Up (2009)
Ellen Foster (1997)	Manic (2001)	Waitress (2007, stage show)
Ferris Buellers Day Off (1986)	Matilda (1996)	Wizard of Oz (1939)
First Wives Club (1996)	Mean Girls (2004)	You've Got Mail (1988)
Flowers in the Attic (2014)	My Girl, My Girl 2 (1991, 1994)	
Fly Away Home (1996)	Nell (1994)	



Grading Rubric: Capstone Human Development Paper

Student's Name:

Component	Points	Unmet	Met	Exceeds
<p>Literature Review</p> <ul style="list-style-type: none">• Met with the instructor at least once for formative feedback.• Include an APA-style title page.• Include a clear and concise APA-style abstract of 200 words or less.• Provide an integrated narrative that critically analyzes and synthesizes (rather than presents a list of studies) the findings from the literature related to the topic.• Throughout the paper, provide an in-text citation(s) for every claim. All in-text citations should appear in the references section and all citations listed in the references section should be cited in the narrative.• Throughout the paper, include APA-style headings and subheadings that are logically organized.• A minimum of 8 primary research articles (original empirical studies published in peer-reviewed journals). Cite at least 8 recent (5-10 years old, unless there is justifiable historical value) primary sources in the literature review.• Incorporate any previous formative or summative feedback from the instructor.	10	0-7.9 Insufficient introduction and/or literature review section(s) and/or a number of elements are missing or incomplete.	8.0-9.29 Sufficient introduction and literature review sections with minimal missing and/or inaccurate information.	9.3-10 Exemplary introduction and literature review sections with no errors or missing elements.

<p align="center">Communication of Personal Story and Connection to the Extant Literature</p> <ul style="list-style-type: none"> • <u>This is not strictly an autobiographical paper, as you must integrate developmental theory.</u> Points will be deducted if theory and/or developmental concepts from the extant literature are not integrated in to the discussion of your life/development • In-depth of processing of own experiences, self-exploration, and/or self-examination. • Connected aspects of personal story to findings from the literature. <ul style="list-style-type: none"> • Reflect on and discuss how and potentially why one’s personal experiences are consistent and/or inconsistent with the findings from the extant literature. • Incorporate any previous formative or summative feedback from the instructor. 	10	0-7.9	<p>Insufficient description and/or a number of elements are missing or unclear.</p>	8.0-9.29	<p>Sufficient description of with minimal missing information.</p>	9.3-10	<p>Through descriptions with comprehensive clarity.</p>
<p align="center">APA Style & Grammar</p> <ul style="list-style-type: none"> • Follows standard rules of professional writing according to APA. Appropriate length, grammar, sentence structure, spelling, punctuation, and smooth readability. • Used minimal, if any, direct quotes (see the syllabus for the policy on using direct quotes). • Included an APA style references page. • Incorporate any previous formative or summative feedback from the instructor. 	5	0-3.9	<p>Moderate-to-frequent errors in APA style, grammar, sentence structure, spelling, or punctuation and/or poor readability.</p>	4-4.5	<p>Minimal-to-moderate errors in APA style, grammar, sentence structure, spelling, or punctuation and smooth readability throughout the majority of the paper.</p>	4.6-5	<p>Minimal-to-no errors in APA style, grammar, sentence structure, spelling, or punctuation and smooth readability throughout the paper.</p>
Final Disposition:	___ /25	Unmet 0 -19.9	Met 20-23.2	Exceeds 23.3-25			

Examples of Human Development Paper Topics from Past Semesters

Parental Abandonment	Death of a Spouse
Growing Up as a Latchkey Child	Divorce, Remarriage, and Step-parenting
Parental Infidelity	Adopting a Child
Growing Up with Domestic Violence	Living with a Mentally Ill Parent
Death of a Close Friend During Adolescence	Having an Eating Disorder
Body Image/Low Self Esteem	Having an Incarcerated Loved One
Parental Suicide	Having a Loved One with a Terminal Illness
Pressures of Being in an Interracial Relationship	Caring for Aging Parents
Moving Away from Parents	Transition to Marriage
Death of a Dog	Experiencing Pregnancy Growing Up in Foster Care
Parental Divorce	Living with Major Depression
Being Diagnosed with Epilepsy	Attempting Suicide
Effects of Parenthood on Marriage	Acquaintance Rape
Sleep Apnea or Insomnia	Deployment
Effects of Parental Alcoholism and Drug Abuse	Being Robbed at Gunpoint
Undergoing Gastric Bypass Surgery	Performance Anxiety and “Finding the Zone”
Dealing with Endometriosis and Infertility	Having an Exhibitionist Father-in-law
Menopause and Perimenopause	Growing Up with Immigrant Parents
Strain of Being in a Long-Distance Relationship	Overcoming Addiction
	Having Anxiety and Panic Attacks

Being a Teen Runaway

Commitment and Relationship Issues

Dealing with Violence and Posttraumatic
Stress

Questioning Sexuality and Coming Out

Coping with Perfectionism

Gay Parenting

Having a Near Death Experience

Being a Twin

Experiencing Co-Dependency

Having an Abortion

Being a Teen Mom

Adjusting to the Post-Parental Period

Effects of Childhood Sexual Abuse

Having PMS

Losing One's Faith

Living with Alzheimer's Disease

The Wedding Experience

CEPY 512/612: Final Exam Study Guide

** This review sheet is meant to be a guide only. It is important that you study all of the information that we covered in class and the reading assignments. This guide is meant to supplement your studying by helping you focus on areas that may require more detail. For the test, you are responsible for information from the text, material given in notes, and material discussed in class. This document is subject to change throughout the semester, as the content of the test might slightly evolve based on the progression of the course.*

- What is a “theory?”
- Reflexive practice
- Distinction between empathy and sympathy
- Basic empathic response, including the difference between a thought and a feeling
- Relationship building and therapeutic factors for working with clients
- Deterministic and anti-deterministic views of human nature
- Constructivist ways of knowing
- Identity development and cultural competence: Relevant terms and strategies.
- Continuity and discontinuity
- Freud’s stages of development & how to apply and/or identify (including the defense mechanisms)
- Erikson’s stages of development & how to apply and/or identify
- Piaget’s stages of development & how to apply and/or identify
- Relevant terms from Piaget:
 - Assimilation, accommodation, seriation, conservation, egocentrism, animism, deductive reasoning, inductive reasoning, autonomous morality, heteronomous morality, object permanence, and classification
- Understanding language
- Learning theory
 - Classical conditioning, operant conditioning, modeling, and Vygotsky’s social learning theory
- Kohlberg’s stages of moral development & how to apply and/or identify

- Gilligan's theory of moral development & how to apply and/or identify
- Attachment theory and attachment categories
- Genetic influences on human development: Relevant terms (see the PowerPoint).
- Nature vs. nurture & heritability ratio
 - Conception and stages of prenatal development: Relevant terms (see the PowerPoint)
- Teratogens & outcomes
- The developing brain
- Structure and function of neurons
- Epigenesis
- Dimensions of emotions
- The information processing approach
- Kinds of information storage
- Metacognition
- Selman's framework for friendship
- Self-concept
- Self-regulation
- Parenting styles & impact upon the developing child
- Different kinds of self-valuing
- Gender role development
 - Childhood gender roles
 - Role of parenting in generating gender differences
- Sociometry
- Physical changes of adolescence
- Adolescent egocentrism
- Adolescent autonomy and social identity
- Identity status based on James Marcia
- Risk factors in adolescence

- Schaie's view of adults adjusting to environmental pressures
- Perry's theory of intellectual and ethical development in the college years
- Kitchener's model of the development of reflective judgment
- Communication style and conflict resolution
- Holland's theory and personality types
- Super's developmental approach
- Life satisfaction and appraisal
- Materialism, relationships, and well-being
- Universal needs, values, and well-being
- Spirituality and meaning
- Fostering wellness
- Divorce and hypotheses
- Developmental tasks for older adults
- Health concerns of the older adult
- Cognitive aging
- Life review
- Legal/ethical issues for older adults