

Human and Family Development

COUN515 | Cincinnati Christian University | Dept. Behavioral Sciences
Spring 2019



General Course Information

Time and Location: Online
Instructor: Melody G. Belcher, LMHC, LPC
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Prerequisite: None

Textbook: Broderick, P. C. & Blewitt, P. (2015). *Life span: Human development for helping professionals* (4th Ed.). Upper Saddle River, NJ: Pearson Education. ISBN13: 9780132942881

What is this course all about?

This course provides information regarding human development theory and research. Changing trends and issues are also explored with focus upon family life cycle variations. Emphasis is given to the application of scientific knowledge to select issues and thematic narratives of lifespan development as well as to information regarding child development in families and their socio-cultural contexts.

What will I learn in this course?

- 1) Describe how a Christian worldview informs the theories of human and family development (MAC 3)
- 2) Articulate an understanding of human and family development that informs practice (CACREP 2G3e; MAC 2b,c)
- 3) To appraise theoretical concepts and models associated with individual and family development (CACREP 2G3a, b; CMHC G1; MAC 2a,c,f)
- 4) Apply human and family foundational principles within your profession (MAC 2)

- 5) Integrate human and family foundational principles in personal, spiritual, and relational awareness (MAC 1)
- 6) Value the importance of human and family development as a professional (MAC 4)

What is expected of a web-based course?

Online classes are unique in that they require more individual initiative. You will be responsible for your learning within the course and for taking action to be successful. You will have work within the Canvas learning management system (LMS). The course will be organized by modules. Each module will have specific learning outcomes/topics, resources, activities, and assessments.

What if I need help?

As this is online course, it is important that you seek out help early and often. Below you will find contact info by specific area:

The Evan Bolejack Learning Center: Students in need of academic coaching or tutoring should contact the learning center at learning.center@ccuniversity.edu to schedule an appointment. All services are free to current students. This includes help with writing, proof reading, APA style, etc.

Disability Services: Students who require academic accommodations due to a documented physical, psychological, or learning disability should request assistance from the Student Services Department within the first two weeks of class. The Student Services Center is located on the 200-level of the Presidents Hall. You may also contact the office by phone (513.244.8150) or email studentlife@ccuniversity.edu.

Canvas: Canvas is the learning management system (LMS) used at CCU. You can find the Help icon  on the bottom left after you log into Canvas. From there you can do the following: Ask your instructor a question, search the Canvas guides, report a problem, or chat with Canvas support. You can also call the Canvas hotline – 855.976.8718. If you have questions on navigating Canvas, call or chat with a representative.

Contact the Instructor: If you have course specific questions on content then you may contact the instructor by Canvas, e-mail, or phone. Instructor contact information provided on p.1 of this syllabus.

What is the University's Grading Policy?

The course grading policy is based on the CCU's grading scale found in the 2017-18 Academic Catalog.

Course Assignments and Student Responsibilities

What are the Course Assignments?

CIQ: Each week a critical incident questionnaire (CIQ) will be completed by the student. The CIQ is the mechanism used for attendance, personal reflection, and it also allows for continuous feedback on how the course is meeting your learning needs. You can drop your lowest two grades. It will be graded as a complete/incomplete.

Quiz: A quiz over the reading will be available weekly within Canvas. You are not limited on attempts. The purpose of the quizzes is to assist you in gaining the foundational knowledge necessary to effectively respond within discussions. The highest score is maintained.

Consultation/Check-in: The student and instructor will engage in at least one consultation. The student can have a face-to-face or phone consultation and will inform the instructor on course progress, progress with HFD Project, and any other topics. The engagement will be around 20-30 minutes. This will be graded as complete/incomplete.

Discussion Group: Throughout the semester, weekly discussion group questions will be posted. The expectation is one response to discussion post, and then one response to another student's post. You can drop your lowest two grades. Your post will include key terms and page numbers to demonstrate your application of concepts from the chapter to the case study. Review the rubric in Canvas for understand the requirements for full credit.

HFD Action Research Project: Student in the class are from various programs: Master of Arts in Counseling, Master of Arts in Religion, Master of Arts in Divinity, etc. Therefore, the action research project is ideal for each student to tailor your experience within the HFD course. The project will be broken down into the following assignments (graded as complete/incomplete) throughout the course that accumulates in a final graded document. See examples of HFD Action Research Projects within Module 1 of the Canvas Course.

1. *Identify the problem (problem statement).* Based on your professional goals, identify a relevant problem; a problem could be a question, a situation, an area you desire to work within, an educational program that needs to be developed, etc. A rationale will also be expected on why this problem connects with HFD. This will be graded as a complete/incomplete. See Canvas course for further guidance and for the Rubric.
2. *What theory or theories to use?* Based on the textbook (chapter 1) and/or others sources, determine what theory you will use for understanding your problem and for later determining effective strategies or interventions. Provide a rationale on why this theory is a good fit with your problem. This will be graded as a complete/incomplete. See Canvas course for further guidance and for the Rubric.
3. *Conduct an investigation.* Research the problem. Identify and gather 10 to 15 resources. This can be books, journals, interviews with practitioners, etc. Make sure the sources are credible (peer reviewed books, journals, government, etc). Write up a reference list of these resources. Note that this is not a part of the final project, only a step towards development of background and action plan. This will be graded as a complete/incomplete. See Canvas course for further guidance and for the Rubric.
4. *Summarize your findings.* Write up what is relevant by each article. Do not write up a complete summary of article. For example, article one may provide national statistics on your problem, article two risk factors associated with your problem, etc. This is not a part of your final paper but a resource that you can refer when writing up your background and action plan. It is only a short paragraph per citation.

5. *Background.* Based on your summarized findings, write a coherent background. This includes an in depth understanding of the problem, key terms with definitions for the reader as well as potential interventions that have been discovered to tackle the problem. See Canvas course for further guidance and for the Rubric.
6. *Action steps plan.* Develop a step-by-step plan for implementation. Develop a goal or goal(s), then for each goal one to two objectives, then three to five actions steps under each objective. The objectives are SMART objectives. See Canvas course for further guidance and Rubric.
7. *Put it all together.* Create a final document (**7 to 10 pages double-spaced** not including references) that will be the final destination for steps above (1,2,5,6). You can use any format that you believe is professional in your field of study. Make sure you sufficiently cite your work. **A rule of thumb is at least one citation per paragraph.** You can have more than that and use a citation more than once. Effectively and thoroughly deliver a product as if you were putting it in front of a steering committee. This will be a graded product with a max of 150 points or 30% of your course grade.

A potential outline or format for final document could be: Introduction (Problem Statement and Theory) Background; Action Plan; Conclusion

Assignments	Points/Percentage
CIQ	50/10
Quiz	100/20
Consultation	75/15
Discussion Group	125/25
HFD Project	150/30
Total	500

How is the course scheduled over the Semester? (Canvas has details on assignments, due dates, and rubrics.)

Module 1 - Foundations of Human and Family Development (HFD)

Week 01: Introduction to Course (No Reading)

Week 02: Historical and Modern Theories of HFD;
Biological Basis and Epigenesis (Ch 1 & 2 of textbook)

Module 2 - Early Years

Week 03: Cognitive Development (Ch 3)

Week 04: Emotional Development (Ch 4)

Week 05: Social Development (Ch 5)

Module 3 - Middle Years to Early Adolescence

Week 06: Cognitive Development (Ch 6)

Week 07: Self and Moral Development (Ch 7) & Balswick (Ch 7 & 8)

Week 08: Spring Break

Week 09: Gender and Peer Relationships (Ch 8)

Module 4 - Adolescence

Week 10: Physical and Cognitive Development (Ch 9)

Week 11: Social and Emotional Development (Ch 10)

Module 5 - Young Adulthood

Week 12: Physical and Cognitive Development (Ch 11)

Week13: Socioemotional Development (Ch 12)

Module 6 - Middle and Late Adulthood

Week 14: Cognitive, Emotional, and Social Development (Ch 13)

Week 15: Optimal health and wellness in Adulthood (Ch 14)

Module 7: Late Adulthood

Week 16: Gains and Losses (ch 15)

Week 17: Finals Week

How will I be successful in this course?

- Keep up on weekly readings
- Reach out to Instructor for support; Ask early and often when you need help
- Self-care, self-care, self-care
- Know when to skim and what to read in-depth in the textbook
- Use reliable sources such as peer-reviewed journals - [OhioLink](#)
- Engage with fellow students

University Policies

How is attendance kept in an online course?

Your attendance in class is critical to learning. According to university policy, you have two class periods that may be missed without penalty. Missing a third day will result in an additional assignment. If you miss more than three days, you will be dropped from the class. The academic committee will make a decision about your return to the class and credit for the class. *The QIC will be used as the weekly metric for attendance.*

What about Academic Integrity?

If you cheat on an assignment or exam, or turn in work that is not your own you will receive a zero for that work. The academic committee may take additional action. Please refer to your Graduate Student Handbook for complete details on the graduate policy on academic integrity.

What if I have a late Assignment?

All assignments are expected to be completed on time according to the due date as noted in Canvas. Rarely, circumstances may substantiate a late assignment with penalty (10% loss per day) such as death of family, serious medical condition/emergency. So plan accordingly and reach out to the instructor when possible if such an event occurs.

What about Christ in the Course?

As we provide a biblically-based approach, we expect you to evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.

What About Student Conduct Online?

Students are required to adhere to the same professional, legal and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "[netiquette](#)" while sending e-mail, posting comments to the discussion board, and while participating in other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments and actions.

National and State Standards

How does this course meet national standards?

CACREP – The material in this course is designed to meet the 2009 Council on Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards for masters training. The specific standards are Section II.G.3.a-f, h.

Ohio – This course meets education requirements for Ohio Administrative Code (OAC) for techniques 4757-13-01(A)(4)(e), as well as the Ohio Revised Code (ORC) for eligibility for the LPCC credential: 4757.22(C)(1).

Kentucky – This course meets education requirements for Kentucky Revised Statutes (KRS) for helping relationships: 335.525(1)(d)(2), as well as the Kentucky Administrative Regulations (KAR) for eligibility for the LPCC credential: 201 KAR 36:070.

Indiana – This course meets education requirements for Indiana Administrative Code (IAC) for mental health counseling: 839 IAC 1-5-1(a)(6), as well as Indiana Code (IC) for eligibility for the LMHC credential: IC 25-23.6-8.5-3(1)(A).

What grade do I need to get, at a minimum?

In accordance with rule 4757-3-01(J)(1), from the Ohio Counselor, Social Worker, & Marriage and Family Therapist Board, you must receive a B- (83%) or higher in this course for it to count toward your MAC degree or toward licensure.

This syllabus is not a binding contract. Dates, assignments, projects, etc. may be revised as the term progresses. All modifications to the syllabus will be announced via Canvas.