



UNIVERSITY of MARYLAND  
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS

Department of Rehabilitation

## Course Syllabus RECN 721: Human Growth and Development: The Life Span

### General Information

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Program : Master of Science Rehabilitation Counseling  
 Academic Term :  
 Course Code : RECN 721  
 Course Title : Human Growth and Development: The Life Span  
 Credit Hours : 3 (45 contact hours)  
 Learning Modality :  
 Class Time :  
 Class Location :  
 Instructor :  
 Email :  
 Phone :  
 Office Location :  
 Office Hours :  
 Program Assistant :  
 Email :  
 Phone :

### Course Description

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This course is an introduction to the basic concepts and issues of biological and psychological growth and development from conception through old age. Emphasis is placed on psychomotor, cognitive, and social development throughout the lifetime. Applied aspects of developmental psychology will be emphasized in the course. Childhood, adolescent, and adult development will be explored through the study of major theories. This course will attempt to merge theory into practice and integrate critical thinking concepts associated with developmental factors in human development.

### Add/Drop

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Process	Last day
Add/drop period ends	
Withdrawal period ends	

See Academic Calendar Spring [2022](#) for further important dates and deadlines.

## University Support Services

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The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

## Course Objectives and Key Performance Indicators

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**KPI2:** Graduates will apply and demonstrate counseling knowledge, skills, and practices to provide services and advocate for individuals, families, and groups through culturally appropriate practice promoting social justice, equity, and access.

**KPI3:** Graduates will recognize and apply lifespan developmental theories to human behavior, learning, and personality, with an emphasis on a biopsychosocial perspective, to better understand the multiplicity of factors interfering in human behavior.

Course Objectives	CACREP Standard	Assessment
1. Comprehend theories of individual and family development across the lifespan.	2F-3a	
2. Comprehend theories of learning across the lifespan.	2F-3b	
3. Comprehend theories of normal and abnormal personality development.	2F-3c	
4. Understand theories and etiology of addictions and addictive behaviors.	2F-3d	
5. Recognize biological, neurological, and physiological factors that affect human development, functioning, and behavior.	2F-3e	
6. Identify systemic and environmental factors that affect human development, functioning, and behavior.	2F-3f	
7. Understand the effect of crisis, disasters, and trauma on diverse individuals across lifespan.	2F-3g	
8. Revise a general framework for understanding abilities and strategies for differentiated interventions.	2F-3h	
9. Assess and apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	2F-3i	

## Resources

<b>Required textbook</b>	Broderick, P., & Blewitt, P. (2020). <i>Life Span: Human Development for Helping Professionals</i> (5th ed.). Pearson.
<b>Complimentary texts</b>	Smart, J. (2019). <i>Disability Across the Developmental Lifespan: An Introduction for Helping Professions</i> (2nd ed.)
<b>Recommended References and Resources</b>	

## Evaluation strategies

### 1. Participation & Discussion (90 points)

There will be six discussion questions on materials throughout the semester (see calendar). Please reply to the discussion question and response to two classmate per question. You should have three posts (1 original post and 2 reply to classmates). All responses should be posted by the Sunday night by 11:59 pm before the following class. Please read all contributions from classmates prior to class that week.

Postings such as “I agree” or “Your right” are not considered satisfactory responses. You are encouraged to engage in vigorous discussion of weekly topic. Review the discussion threads thoroughly before entering the discussion. Be patient and read the comments of other group members thoroughly before entering your remarks.

To receive points for the replies to **Discussion Questions**, students must show of five areas listed below: critical thinking, connections, uniqueness, timeliness, and stylistics.

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 1 Point</b>	<b>Good 2 Points</b>	<b>Excellent 3 Points</b>
<b>Critical Thinking</b>	Rudimentary and superficial no analysis or insight is displayed	Generally competent information is thin and commonplace	Substantial information thought, insight, and analysis has taken place	Rich in content full of thought, insight, and analysis
<b>Connections</b>	No connections are made off topic	Limited, if any connections vague generalities	New ideas or connections lack depth and/or detail	Clear connections to previous or current to real-life situations
<b>Uniqueness</b>	No new ideas "I agree with" statement	Few, if any new ideas or connections rehash or summarize other	New ideas or connections lack depth and/or detail	New ideas new connections made with depth and

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
		postings		detail
<b>Timeliness</b>	Some, or all, required postings missing	All required postings Most at the last minute without allowing for response time	All required postings Some not in time for others to read and respond	All required postings Early in discussion Throughout the discussion
<b>Stylistics</b>	Obvious grammatical or stylistic errors Makes understanding impossible	Obvious grammatical or stylistic errors interfere with content	Several grammatical or stylistic errors	Few grammatical or stylistic errors
<b>Points for each criterion</b>	<b>0 points F</b>	<b>1 points C</b>	<b>2 points B</b>	<b>3 points A</b>

2. **Chapters Examination (50 points)**

Students will complete fifteen chapters examinations. Each question will be worth 1 point each. This examination has a time limit of 2 hours. The test will save and submit automatically when the time expires.

3. **Assignments (50 points)**

Students will complete ten posted assignments during the semester (see calendar). All assignments are mandatory. Failure to complete any assignment will result in an automatic loss of 15 points or more.

**NOTE:** Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

**Grading scale: The academic achievement of a student for this course is rated as follows:**

Letter Grade	Points	Average	Performance Level
A	450-500	90-100	Exceed expectations
B	400-449	80-89	Meet expectations
C	350-399	70-79	Need a remediation plan
D	349-300	60-69	Does not meet the expectations
F	0-299	below 60	

**Late submissions:** Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be**

**discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

## **Policies and Norms**

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- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.
- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with

written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance ( <https://wwwcp.umes.edu/oie/> ), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 ( <https://wwwcp.umes.edu/oie/about-the-office/> ). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- E. UMES Sexual Misconduct Policy:** UMES faculty are committed to helping create a safe learning environment for all students and for the University as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. UMES has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all UMES employees (other than those designated as confidential resources such as advocates, counselors, clergy,

and healthcare providers as listed in the Policy) are required to report information about such discrimination and harassment to the University. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the website. For more information about your options at UMES, please visit [www.umes.edu/OIE](http://www.umes.edu/OIE) or call us at 410-651-6135 or through email at [titleIX@umes.edu](mailto:titleIX@umes.edu).

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- G. Incomplete grades:** The grade of "I" (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of "I" be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 70% of the work**). In cases in which this grade is given, the student may not re-register for the course until the "I" is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the "I" defaults to the Default Grade on the Incomplete Grade Contract.

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>

- H. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>

- I. **Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- J. **Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

### **Technical Disclaimer**

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This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or <https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>



### COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 1	<ul style="list-style-type: none"> <li>● Introduction to the course</li> <li>● Confirmation of course log-in and syllabus reading</li> <li>● Organizing Themes in Development</li> </ul>	Chapter 1	Discussion Board #1  Assignment #1  Chapter exam #1  Online student agreement	
Week 2	<ul style="list-style-type: none"> <li>€ Epigenesis and the brain: The fundamentals of development</li> </ul>	Chapter 2	Assignment #2  Chapter exam #2	
Week 3	<ul style="list-style-type: none"> <li>€ Cognitive development in the early years</li> </ul>	Chapter 3	Discussion Board #2  Chapter exam #3	
Week 4	<ul style="list-style-type: none"> <li>● Emotional development in the early years</li> </ul>	Chapter 4	Assignment #3  Chapter exam #4	
Week 5	<ul style="list-style-type: none"> <li>● The emerging self and socialization in the early years</li> </ul>	Chapter 5	Assignment #4  Chapter exam #5	
Week 6	<ul style="list-style-type: none"> <li>● Realms of cognition in middle childhood</li> </ul>	Chapter 6	Discussion board #3  Chapter exam #6	
Week 7	<ul style="list-style-type: none"> <li>€ Self and moral development: Middle childhood through early adolescence</li> </ul>	Chapter 7	Assignment #5  Chapter exam #7	

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS DUE</b>	<b>Alignment with course objectives and CACREP</b>
Week 8	☒ Gender and peer relationships: Middle childhood through early adolescence	Chapter 8	Assignment #6  Chapter exam #8	
Week 9	☒ Physical, cognitive, and identity development in adolescence	Chapter 9	Discussion Board #4  Chapter exam #9	
Week 10	☒ The social world of adolescence	Chapter 10	Assignment #7  Chapter exam #10	
Week 11	● Physical and cognitive development in young adults	Chapter 11	Assignment #8  Chapter exam #11	
Week 12	● Socio-emotional and vocational development in young adults	Chapter 12	Discussion board #5  Chapter exam #12	
Week 13	● Middle adulthood: Cognitive, personality, and social development	Chapter 13	Assignment #9  Chapter exam #13	
Week 14	☒ Living well: Stress, coping, and life satisfaction in adulthood	Chapter 14	Assignment #10  Chapter exam #15	
Week 15	☒ Gains, losses in late adulthood	Chapter 15	Discussion board #6  Chapter exam #15  Feedback/Comments	

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.

**Topics for Independent Study**

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
	€	€		
	•	•		
	•	•		
	•	•		