Course Syllabus
Child and Adolescent Development
COUN F628
Online Course

Instructor:
E-mail address:
Office:
Office hours:
Disclaimer: The instructor reserves the right to alter the syllabus as needed in order to accommodate changes that occur during the semester. Students will be notified of changes in advance via “Announcements” on Blackboard.

Course Prerequisites: Students must have prior admittance to the Counseling program or School Counseling Certification program, or by permission from the instructor.

Course Description: The purpose of the Child and Adolescent Development course is to provide students preparing to enter the helping professions with an in-depth understanding of the developmental needs of children and adolescents.

Course Objectives: Upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1) Theories of individual and family development across the lifespan (f.3.a)
2) Theories of learning (f.3.b)
3) Theories of normal and abnormal personality development (f.3.c)
4) Theories and etiology of addictions and addictive behaviors (f.3.d)
5) Biological, neurological, and physiological factors that affect human development, functioning, and behavior (f.3.e)

6) Systemic and environmental factors that affect human development, functioning, and behavior (f.3.f)

7) Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (f.3.g)

8) Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (f.3.i)

9) Impact of biological and neurological mechanisms on mental health (CMHC c.2.g)

10) Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (SC g.2.g)

11) Common medications that affect learning, behavior, and mood in children and adolescents (SC g.2.h)

**Please note:** All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

**Student Learning Outcomes:** By the end of the semester, students will be able to articulate their understanding and application of:

- Developmental theories and their major points, including strengths and weaknesses, of various theories presented

- Developmental stages and influences

- The relationships between physical, cognitive, and social development from birth through adolescence

- Environmental influences that can impact the accomplishment of developmental tasks
Current research on major developmental issues, and their possible ramifications for various cultural groups

Required Texts:


*** Please order books promptly and utilize the edition specified. As a courtesy, assigned readings for the first three weeks of the semester will be posted on Blackboard. Readings in addition to required texts will be assigned throughout the semester and will be available on Blackboard.***

Recommended Texts:


Required Readings:

All required readings are in the dated file folders under Course Materials section of Blackboard or available from the Rasmuson Library. Please be aware the below list is not in appropriate APA formatting for space-saving reasons and should not be used as a template. Please refer to the APA manual. *Optional readings are listed at the end of the syllabus.*


Consequences of intimate partner violence (IPV) exposure in maltreated adolescents: Assessing more than IPV occurrence. *Journal Of Family Violence, 26*(7), 511-518. doi:10.1007/s10896-011-9386-0


study. *Depression & Anxiety* (1091-4269), 31(7), 574- 582.
doi:10.1002/da.22270


**Course Evaluation:** Students will be evaluated on the following (list of assignments and grading criteria). Please keep in mind that the syllabus is subject to change. Students will be notified in advance of any changes:

1) **Class Participation**

Participation in an online format is evaluated by thorough completion of all discussion boards, readings, and assignments.

Students are responsible for the information in the assigned readings and other media.

Assignments are due by their designated time and date.

Students are responsible for providing constructive feedback to classmates on their postings.

Full-participation is expected through discussion board posts and any small group work that may occur.
Late assignments will not be accepted. The student’s final participation grade is affected by the quality and quantity of class participation and online presence. Active engagement in class yields full participation points. Class participation provides evidence of the following:

- Keeping up to date in all the assigned readings.
- Ability to integrate information.
- Adequately discuss viewpoints.
- Appropriately respond to and provide feedback.

2) Blackboard Discussion Board

**Overview:** Throughout the semester you will write thoughtful, well-written, and concise discussion board postings and responses that demonstrate critical analysis and integration of course material will be required for all modules.

**Purpose:** Due to the distance nature of the class, the discussion board will serve as the bulk of class participation. It is designed to encourage critical thinking and develop your skills as a budding professional within the field of mental health. Furthermore, it is a way to meaningfully interact with your peers on a consistent, weekly basis that encourages participation, connectedness and learning. Please take the discussion board seriously, and be sure to dedicate time and effort into your posts and responses each week.

**Location on BB:** The assigned prompt for each week is located within the module for that week and can be found under “Discussion Questions.”

**Posting:** Each student will be assigned to a discussion board group for authoring Blackboard postings. You will be assigned to one group, Group A, B, or C. Read the prompt for the discussion group to which you are assigned and author your posting accordingly. Please note that each student should write their own posts. The posts themselves are not group work. Students are assigned to different groups to ensure that they are exposed to multiple concepts throughout the semester. **Postings are due every Wednesday by 11:59pm.**
Post Requirements:

Postings should be written in APA format with approximately 350-450 words.

Each posting must cite material from assigned readings at least two (2) times.

Citations must be used as required by APA format and all references to readings outside of course materials must be included, in APA format, at the bottom of the post.

At the end of the post, but before the reference, please include one question for further consideration or discussion by your classmates.

When you author a post, label it “Post” in the text at the beginning of your entry. This will help the instructor know to grade your entry as a Post.

Please note that there will be discussion prompts not labeled “A, B or C.” During these weeks each student will post to the prompt listed and we will not be broken into groups that week. Students will continue to be required to respond to two (2) of their peers posts.

Responses: In addition to postings, you will author responses to your classmates’ postings and/or their responses to a posting. **Responses are due every Friday by 11:59pm.**

Response Requirements:

Please respond to one of your classmates’ postings in each of the other two groups to which you were NOT assigned, for a total of two (2) responses. For example, if you were assigned to Group A, please respond to postings in Groups B and C.

When you author a response, label the first as “Response One” and the second as “Response Two” in text at the beginning of your entry. This will help the instructor know to grade your entry as a Response.
If you do not label your responses as “One” or “Two,” they will not count as credit.

Responses to classmates’ postings should consist of 200-250 words that add depth to their postings and are respectful, well-written, and concise.

Each response should end with a question for further discussion or consideration.

Course material or an outside peer-reviewed journal article must be cited or referenced in APA format at least one time per response. If referencing sources outside of course materials, please provide an APA reference at the bottom of your response.

You are welcome and encouraged to post additional responses beyond the required two (2), however these responses will not count as credit for the class. Rather, they are a way to further your learning. These responses do not need to meet the length requirement, however they should continue to be respectful, well thought out, and informed by the literature.

3) Character Case Conceptualization and Case Presentation: This group assignment (groups will be announced) involves examining a child or adolescent who is struggling from a developmental model. It will consist of four (4) parts:

**Part One:** To begin, select a movie or book that has a child or adolescent as the lead character. Within your group, through googledoc or other collaborative software, choose three (3) developmental models from which to conceptualize your character. You must use Erikson’s psychosocial developmental model as one of your conceptualizations. The additional two (2) models will be chosen by your group.

Within the conceptualization, consider the following aspects:

- Milestones that the character has achieved and milestones yet to be achieved.
- If the character revealed anything about the strengths and challenges of this time of their life.

- If the character revealed anything related to their culture or family history.

Identify your chosen character at the beginning of your document and make sure to clearly specify which development model you are using before each conceptualization. While there is no minimum page requirement for this assignment, your document should be based on the literature, well thought-out and thorough. Also ensure that you provide your reasoning behind each conceptualization. You are welcome to include outside sources to provide additional support. Please be sure your post is organized and use APA formatting for all references.

****Choose one member will post the completed document to the discussion board. Please attach as a Word Document, or paste the content directly into the board. Please include the names of your group members at the beginning of your document.

**Part Two:** As a group, complete a comprehensive biopsychosocial, developmental intake based on this character’s history. Be as thorough as possible. Additionally, imagine that you are meeting with the character for five counseling appointments and create a two (2) page treatment plan that thoroughly addresses the most salient issues facing your client.

**Part Three:** Imagine you are presenting your client to a multidisciplinary treatment team. Work as a group to decide what you would like to include in the presentation, identifying the presenting problem, and what other salient information you would want to include. Then choose one member of your group to provide a five minute, video-recorded case presentation of your client with the information.

*One member will upload Parts 2 and 3 together on the discussion board. Please include the names of your group members at the beginning of the document.*
Part Four: Each student will respond to two (2) of the case-presentations, and provide feedback on two (2) strengths and (2) growing-edges of the presentation.

4) Personal Development Paper:

The purpose of this paper is for you to examine your own development through adolescence. The material shared in this paper will be held in confidence and submitted directly to the instructor, not posted on the course discussion board. The steps are as follows:

Requirements:

Analyze one theory of childhood and/or adolescent development and apply it to your life.

If you intend to use a theory not highlighted in this course, please clear it with the instructor prior to beginning the paper.

The paper should be approximately 10-15 pages in length and written in APA format with at least 5 peer-reviewed sources and 1 classic work from the theorist whose theory you are utilizing to describe your childhood and adolescent development. The paper needs to include a title page and reference page.

Your paper should address the following four parts:

Theory: Describe a theory regarding childhood and adolescent development that you are using as a working model and thoroughly discuss its strengths and weaknesses.

Personal Development: Apply the theory to your own personal development through adolescence (at least through the age of 18). Please reflect upon your life and address the areas of physical, cognitive, social and emotional development. How does this theory reflect your development through adolescence?
Evaluation: Evaluate how this model fits your own personal development. What do you see as its limitations in reference to your own growth? Other important points to consider include the theory’s applicability to gender, cultural diversity, and sexual orientation.

Impact: Describe how your development may impact you in your work as a counseling professional. How could your development in these areas help or hinder your progress in becoming an effective helping professional?

***Due to the nature of this paper, it will be submitted directly to the instructors e-mail (karast@alaska.edu). Please attach the paper as a Word Document. The assignment will be graded and feedback will be e-mailed to the student as needed. At the end of the course, the instructor will delete the document from their e-mail.

5) Formal Research Paper: This paper portion of this assignment will be submitted directly to the instructor via e-mail (karast@alaska.edu). Please attach the paper as a Word Document. The artifact will be submitted via blackboard to the discussion board.

This paper has 4 distinct phases.

Phase 1: Identify an area of child or adolescent development that you wish to explore further.

Be sure to focus on a developmental issue (i.e., physical, cognitive, behavioral, social, environmental) rather than interventions.

If you have questions regarding the appropriateness of your topic, you can e-mail the instructor for further guidance.
Phase 2: Please complete an APA formatted title page and reference page for the paper.

Reference page should include at least 6 of the peer-reviewed journal articles pertaining to the topic. These will begin building your knowledge base of the topic. This will NOT be turned in to the instructor, rather this is for personal use in order to ensure that the title captures the content of your paper and there is an appropriate literature base surrounding your topic.

Phase 3: Please write a formal paper addressing the developmental topic of interest.

The paper will be approximately 12–15 pages in length.

At least ten (10) peer-reviewed journal article references published after the year 2002 are required. The six (6) sources initially used can be included in this count.

Phase 4: Please create an artifact summarizing the key points from your paper that you could share with parents, teachers, school board members, behavioral health care organizations, medical providers, or another stakeholder group.

The artifact could take the form of a handout, poster, refrigerator magnet, YouTube video, or another creative idea aiding in dissemination of your findings to a stakeholder group. Be sure to clearly identify your stakeholder group.

6) Time for School: Analysis of Child/Adolescent Development from a Cultural Framework:

Students will watch a video (URL address will be provided and posted to BB). Students will be divided into small groups to generate a writing entry, to be submitted on a BB discussion board, about two of the children from the video regarding stages of child development.
The Entry Should:

Compare and contrast the development of the children you are assigned.

Address how gender, ethnicity, family, and peer group, along with physical, cognitive, and social transitions may have affected identity formation over time.

Offer specific evidence by using illustrations from the movies along with information from your texts or other academic sources to back up your points. Sources must be cited in text and referenced at the end of the posting.

Demonstrate a thorough, well-written, concise, critical, and informative piece of work. This writing should be about 4.5-5 pages if uploading a word document or 1100 to 1250 words if generating an entry within the discussion board.

All papers need to be word-processed, double-spaced, and include a title page and list of references. Papers are expected to be concise, well-written, thoughtful, and be grammatically correct. All student work needs to be submitted through BB.

Unless stated otherwise, writing should conform to APA style utilizing the 6th edition of the APA Manual, including citations and references. Students will not be able to resubmit papers due to low scores unless there are special circumstances to consider. Poorly written papers will receive lower grades.

Response to Entry:

In addition to the small group discussion posting, each student will be asked to comment on the postings generated by the other groups. Please respond to a minimum of two (2) posts. Responses should be in discussion board format (see above discussion board requirements)
7) **Final Exam:** Students will complete a multiple choice final exam. The readings, discussion board posts, materials and other course assignments will be available to assist students with preparing for the content of the final exam. It is recommended, but not required, that you do not reference material while you are taking the exam. The final is designed to be practice for the NCE that is required for licensure after graduation. The final will serve as practice and preparation.
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<th>1) Participation</th>
<th>Explanation</th>
<th>Total Points</th>
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<tr>
<td>Overall Participation</td>
<td>Consistent Online Presence, Punctuality with Posts, Engagement with other students, Constructive feedback to peers</td>
<td>10</td>
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<tr>
<td>Blackboard Discussion Board Postings</td>
<td>4 points per module (15 modules)</td>
<td>60</td>
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<tr>
<td>Blackboard Responses to Classmates</td>
<td>2 points per module (15 modules)</td>
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<tr>
<td>2) Course Assignments</td>
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<td>Character Conceptualization and Case-Presentation</td>
<td>30 Points</td>
<td>35</td>
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<tr>
<td>Personal Development Paper</td>
<td>45 Points</td>
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<td>Formal Research Paper</td>
<td>40 Points</td>
<td>60</td>
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<tr>
<td>Artifact</td>
<td>18 Points</td>
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<tr>
<td>Response to artifact</td>
<td>2 Points</td>
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<tr>
<td>Time For School</td>
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<tr>
<td>Group Post to Board</td>
<td>15 Points</td>
<td>20</td>
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<tr>
<td>Student Response to Other Groups</td>
<td>5 Points</td>
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<tr>
<td>3) Final Exam</td>
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<tr>
<td>Exam via Blackboard</td>
<td>40 Points</td>
<td>40</td>
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Grading: Your course grade will be determined by the following point system

- 278 points and up (93%) A
- 269 points to 277 (90-92%) A-
- 260 points to 268 (87-89%) B+
- 251 points to 259 (84-86%) B
- 239 points to 250 (80-83%) B-
- 230 points to 238 (77-79%) C+
- 221 points to 229 (74-76%) C
- 210 points to 220 (70-73%) C-
- 200 points to 209 (67-69%) D+
- 191 points to 199 (64-66%) D
- 181 points to 190 (60-63%) D-
- Less than 181 points F

Disability Services: Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of $12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.
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<tr>
<th>Class Date</th>
<th>Class Content</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>CACREP Standards</th>
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<tr>
<td></td>
<td>Introduction to Course</td>
<td>Table of Content for Texts, Syllabus, Read Introductory Statements</td>
<td>Introductions on Discussion Board</td>
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<tr>
<td></td>
<td><strong>Module 1:</strong> Theories and Perspectives on Child Development Adverse Childhood Experiences</td>
<td>Parke &amp; Gauvain, Ch. 1 Brockie, et al., 2015 HBO Documentary <em>Child of Rage</em></td>
<td>Discussion Board 1</td>
<td>f.3.a f.3.c f.3.f f.3.g</td>
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<td><strong>Module 2:</strong> Intro to Adolescence Heredity</td>
<td>Santrock Ch. 1 Parke &amp; Gauvain Ch. 2 Harden &amp; Mendle, 2011 Sprangler et al., 2009 Verveij et al., 2009</td>
<td>Discussion Board 2</td>
<td>f.3.e.</td>
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<td><strong>Module 3:</strong> Prenatal Development Infancy</td>
<td>Parke &amp; Gauvain, Ch. 3 &amp; 4 Casalin et al., 2014 Kingston et al., 2015 Yip et al., 2016</td>
<td>Discussion Board 3</td>
<td>f.3.a f.3.d f.3.e f.3.f</td>
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<td><strong>Modules 4:</strong> Growth Maturity Puberty</td>
<td>Parke &amp; Gauvnvain, Ch. 5 Santrock Ch. 2 Ballard et al., 2015 Drescher &amp; Pula, 2014</td>
<td>Discussion Board 4</td>
<td>f.3.a. f.3.e f.3.f SC g.2.g</td>
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<td>Module 5</td>
<td>Emotion Self and Identity Development</td>
<td>Parke &amp; Gauvvain, Ch. 6</td>
<td>Discussion Board 5 Parts 2 &amp; 3: Character Concept. Due at 11:59pm</td>
<td>f.3.a. f.3.c f.3.f SC g.2.g</td>
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<td>Modules 6: Language</td>
<td>Parke &amp; Gauvvain Ch. 7 TLC Documentary Wild Child: The Story of Feral Children</td>
<td>Discussion Board 6 Part 4: Character Concept. Responses Due at 11:59pm</td>
<td>f.3.a f.3.c f.3.e f.3.f f.3.g</td>
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<td>Module 7: Cognitive Development Learning Theory Info-Processing</td>
<td>Parke &amp; Gauvvain Ch. 8, 9 Piantadosi et al., 2014 Sandor, et al., 2016</td>
<td>Discussion Board 7</td>
<td>f.3.a f.3.e f.3.f f.3.g</td>
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<td>Module 8: Intelligence Brain Development</td>
<td>Parke &amp; Gauvvain, Ch 10 Santrock Ch. 3 Anderson &amp; Navalta, 2011 Cohen et al., 2013</td>
<td>Discussion Board 8</td>
<td>f.3.a f.3.e f.3.f f.3.g SC g.2.g</td>
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| Module 9: | Parke & Gauvain, Ch. 11  
Santrock Ch. 8, 12  
Bornstein, 2012  
Goodkind, 2013  
Lonczak et al., 2013  
Palacios et al., 2012 | Discussion Board 9  
**Personal Development Paper Due at 11:59pm** | f.3.a  
f.3.f  
f.3.g  
f.3.i  
SC g.2.g |
|---|---|---|---|
| Module 10: | Parke & Gauvain, Ch. 14  
Santrock, Ch. 7  
Kramers-Olsen, 2015  
Termini et al., 2009 | Discussion Board 10 | f.3.a  
f.3.c  
f.3.f  
SC g.2.g |
| Module 11: | Parke & Gauvain, Ch. 12  
Santrock, Ch. 9  
Goza, et al., 2009  
Masten et al., 2013 | Discussion Board 11 | f.3.a  
f.3.d  
f.3.f  
SC g.2.g |
| Module 12: | Parke & Gauvain, Ch. 13  
Santrock, Ch. 5, 6  
PBS Documentary: Time for School | Discussion Board 12  
**Formal Research Paper Due at 11:59pm** | f.3.a  
f.3.f |
| Module 13: | Santrock Ch. 10, 11  
Cokley et al., 2014  
Stapinski et al., 2014 | Discussion Board 13  
**Artifact due at 11:59pm**  
**Response to Artifact Due by 11:59pm** | f.3.f  
f.3.g  
f.3.i  
SC g.2.g |
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<tr>
<th>Module 14: Pathology Psychosocial Problems</th>
<th>Parke &amp; Gauvain Ch. 15 Santrock, Ch. 13 Breaux et al., 2014 Garrido, et al., 2011 Oshri et al., 2013 Verona &amp; Javdani, 2011</th>
<th>Discussion Board 14 Time for School Group Post Due by 11:59pm</th>
<th>f.3.c f.3.d f.3.g CMHC c.2.g C.g.2.g SC g.2.h</th>
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<tr>
<td>Final Exam</td>
<td></td>
<td>Comments on other Time for School posts Due Final Exam Due by 11:59pm</td>
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**Student protections and services statement:** Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: [www.uaf.edu/handbook/](http://www.uaf.edu/handbook/)

**Plagiarism.** Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

*The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any*
If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Optional Readings


