



COUN 8110 | HUMAN DEVELOPMENT AND PSYCHOSOCIAL INTERVENTION STRATEGIES | FALL 2023

CEHHS Department of Counseling | Counseling Academic Unit

INSTRUCTOR CONTACT INFORMATION

Instructor: Thang Tran, Ph.D.

Contact: *Canvas e-mail is my preferred means of contact. I will return your e-mails within 48 business hours. In case of emergency only email me at tstran@unomaha.edu*

Office: 402.554.2618

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Office Hours: Monday 3:15-4:15 PM and Wednesdays 12:00-1:00 PM or by appointment via Zoom

INSTRUCTOR TEACHING STATEMENT

My goal as an educator is to facilitate the learning and growth of those interested in a career in helping others. **I see cultivating a brave and supportive environment as a fundamental value for real learning to occur.** In the brave and supportive learning community, I bring to this course my years of experience as a counselor and a scholar who has worked in a variety of mental health settings with a wide range of clientele. As adult learners, students are expected to bring their unique backgrounds and experiences that contribute to the classroom learning environment. Together we will expand upon your knowledge through learning, application, practice, and reflection. I consider it my privilege to be part of the training of the next generation of helping professionals.

The instructor reserves the right to adjust the syllabus schedule as needed at any point during the semester. These changes will be communicated with the class accordingly. Changes will also be communicated with students on time. It is your responsibility to keep informed about discussion topics and assignments. If in doubt, check with your instructor.

PREREQUISITES

Graduate Status.

COURSE DESCRIPTION AND RATIONALE

Credits: 3 (This course combines approximately 120 hours of online activities and assignments for 3 credits).

This course is designed to examine theories of human development covering the lifespan of the individual and psychosocial interventions appropriate to various phases of the lifespan. Development from conception to death will be covered as well as various developmental trajectories with appropriate interventions. The course will emphasize human development as an interactive process involving individuals in several contexts, therefore multicultural considerations will be emphasized.

This course provides counselors-in-training with focused exposure to lifespan theories, psychosocial interventions for each phase of lifespan development, terminology, multicultural issues, and ethics.

Note: We are trying to cover human development across the entire lifespan. No single course can comprehensively do this. This course will be an overview of multiple theories, topics, developmental stages, and relevant counseling



interventions. It is not intended to exhaustively address everything about human development. Please keep that in mind as you engage in this course. Don't be afraid to take charge of your own learning - take the initiative to learn more about topics that interest or challenge you.

COURSE STRUCTURE AND DELIVERY

This course will be delivered asynchronously online. This is an online course, where learning objectives are accomplished in a learning community through the integration of online learning activities via Canvas in 15 weeks. Each week consists of one module. The week begins on Monday and ends on the following Sunday. Modules will typically open up the day before the week begins.

Students will access the syllabus and learning materials, discuss issues, submit assignments, communicate electronically with other students and the instructor, and participate in online activities, including group projects.

Online activities are designed for:

1. Learning major concepts, minor points, and how they fit together;
2. Extending and expanding learning of topics;
3. Exploring difficult concepts and practicing skills;
4. Developing working relationships that enhance deep and meaningful learning;
5. Using media and Internet resources to explore and extend learning of topics;
6. Developing an online community of inquiry that enhances learning and growth; and
7. Personalizing study plans that help students structure and prioritize study time*.

* Study time includes some combination of reading text, using paper or online study resources, and completing assignments. The most common recommendation in most higher education settings is 2-3 hours out of class on average for every hour in class. **Since this class will be completely online you should plan on setting aside 8-10 hours per week.** Some of us may need a bit more time to digest the reading assignments and online learning materials.

This course is very content heavy so make sure you plan your weeks and days accordingly. The best practice is to spread out completing your learning materials and assignments so that you are not cramming or waiting until the last moment. This may be an adjustment for some of you but remember - you must invest in your own learning. If you plan and organize your weeks effectively (to meet the demands and responsibilities of your life), you'll do great!

This is an online course and is taught using Canvas, YuJa, Zoom, Flip, UNO email, Via, and other possible online resources for asynchronous course instruction.

The course is organized into weekly learning modules. Each week, you will have to complete various learning activities designed to help you accomplish the related learning objectives. These activities include readings, graded discussion forums, homework assignments, and so forth. Some of the assignments may have a due date past the weekly module. Please take note of each due date. In general, assignments are due before midnight on a specific day, Central Daylight Time.



COURSE WEBSITE

You will participate in this course using the [UNO Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the “Help” link on the top right of the course page on Canvas.

Canvas course site: <https://unomaha.instructure.com/courses/70650>



CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP (2016) for master’s level standards relevant to this course. Additional standards addressed in COUN 8110 are included in the 2016 CACREP Standards Chart.

2016 CACREP Standards Chart

Professional Identity Curriculum Standard(s)	Assignment/Learning Activity
F.3. a. Theories of individual and family development across the lifespan	Readings and Other Learning Materials Quizzes Discussion Posts Video Posts Final Autobiography/Biography Group Research Presentation
F.3. b. Theories of learning	Readings and Other Learning Materials Quizzes Discussion Posts Video Posts Final Autobiography/Biography Group Research Presentation
F.3. c. Theories of normal and abnormal personality development	Readings and Other Learning Materials Quizzes Discussion Posts Video Posts Final Autobiography/Biography Group Research Presentation
F.3. e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Readings and Other Learning Materials



	<p>Quizzes</p> <p>Discussion Posts</p> <p>Video Posts</p> <p>Life Map</p> <p>Final Autobiography/Biography</p> <p>Group Research Presentation</p>
<p>F.3. f. Systemic and environmental factors that affect human development, functioning, and behavior</p>	<p>Readings and Other Learning Materials</p> <p>Quizzes</p> <p>Discussion Posts</p> <p>Video Posts</p> <p>Life Map</p> <p>Final Autobiography/Biography</p> <p>Group Research Presentation</p>
<p>F.3. h. A general framework for understanding differing abilities and strategies for differentiated interventions</p>	<p>Readings and Other Learning Materials</p> <p>Quizzes</p> <p>Group Research Presentation</p>
<p>F.3. i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>	<p>Readings and Other Learning Materials</p> <p>Quizzes</p> <p>Discussion Posts</p> <p>Video Posts</p> <p>Group Research Presentation</p>



Key Performance Indicator

Key Performance Indicator	Courses & Assessment Assignments	CACREP 2016 Standards
<p>KPI 3</p> <p>Students will demonstrate knowledge of developmental models working with individuals across the lifespan and families.</p> <p>*Knowledge</p>	<p><i>Group Research presentation: 1</i> (Formative Evaluation) Students will present in groups on special populations and identity typical and atypical developmental pathways and appropriate counseling interventions.</p>	<p>2.F.3.a. theories of individual and family development across the lifespan</p> <p>2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions.</p> <p>5.C.1.c principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</p>

COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

Essential Course Objectives

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course. 1) Ongoing online, asynchronous active participation in weekly course module activities, 2) Ongoing online or remote, synchronous or asynchronous group collaboration for group project, and 3) Consistent online remote access to Canvas, YuJa, Flip, Via, other possible online platforms, and UNO email for asynchronous course instruction, connection with faculty and students, and submission of course assignments. If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.

- 2.i. Legislation and government policy relevant to clinical mental health counseling
- 2.l. Legal and ethical considerations specific to clinical mental health counseling
- 2. m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- 3. c. Strategies for interfacing with the legal system regarding court-referred clients
- 3. e. Strategies to advocate for persons with mental health issues
- F.1.d The role and process of the professional counselor advocating on behalf of the profession
- F.1.j Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- F.1. j. Technology’s impact on the counseling profession
- F. 5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- F.5. e. The impact of technology on the counseling process



COURSE REQUIREMENTS

Required Text

Newman, B. M., & Newman, P. R. (2018). *Development through life: A psychosocial approach* (13th ed.). Boston, MA: Cengage Learning.

ISBN: 978-1337098144

Articles in professional counseling journals and other sources as assigned.

Required Media and Internet Resources

For each topic within a learning unit in Canvas, students will be provided with links to resources on the Internet to facilitate learning. Some of these resources are required for viewing while some are optional. The media resources are included to enhance your mastery of the knowledge, skills, and awareness on theories and techniques. Sometimes, you may find some hyperlinks to the resources not working. This can be due to many reasons besides human error. When this happens, please alert your instructor

Additional sites will be provided by program faculty and counselor candidates throughout the course.

- American School Counselor Association: www.schoolcounselor.org
- American Counseling Association: www.counseling.org
- American Mental Health Counselors Association: www.amhca.org

Recommended Text

For suggestions see the bibliography.

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TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a web browser

TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)
unohelpdesk@nebraska.edu
402-554-4347 (HELP)
Eppley Administration Building, Room 104
Monday – Friday 8:00 to 5:00 pm



Canvas Learning System

Utilized for course announcements, delivery of course materials, submission of assignments, and grading.

Zoom Web Conferencing System

Will be used weekly office hours and pre-arranged appointments.

Zoom link for office hours and appointments: <https://unomaha.zoom.us/my/tstran>

Via

Utilized for assessment of course assignments aligning with Rubrics for CACREP standards.



COURSE POLICIES

Academic Integrity Statement Attached (submit as required by instructor).

Syllabus Revisions

The instructor reserves the right to revise the syllabus to facilitate instruction. These changes will be posted on Canvas and students will be informed through UNO email as soon as possible.

Communication

Please post all course-related questions in the [Q & A Discussion Forum](#) in the course's Canvas site so that the whole class may benefit from the conversation. Please email the instructor (through Canvas) for matters of a personal nature. The instructor will reply to course-related questions and email within 24-48 hours. All electronic communications need to be courteous and clear. It is always good to begin your electronic communications with a formal or informal address, such as Hello, Dr. So-and-So, or Hi Nora.

Confidentiality and Privacy

Students are expected to observe the latest [ASCA Ethical Standards, Professional Standards and Competencies, and Standards of Practice](#) as well as the [ACA Code of Ethics and Standards of Practice](#). Students are expected to share information in this class that is personal in nature; and therefore, class members must guard the privacy of the information. Family historical documents (e.g., genograms), in which self-disclosures and information about others may appear, should be handled with utmost care to avoid the distress that might result from the disclosure. Personal and confidential materials must be hand-delivered to the instructor or delivered via certified mail.

Online Access

Active use of your UNO electronic accounts, including gMav (email) and Canvas for access to class announcements, documents, assignments is required. If you do not have internet access or printing capabilities from home, plan to make arrangements to meet these class requirements. There are no excuses for not being able to access information or turn in work.

Writing

Graduate-level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to American Psychological Association (APA) (7th ed.) writing style (www.apastyle.org). Not meeting these criteria will be reflected in your grade for that writing assignment.

Late Work Policy

Assignments turned in late will receive an automatic 10% deduction and will only be accepted until the Saturday of the following week it is due. If an assignment is not turned in by 11:59 PM on that next Saturday, it becomes an automatic zero. Please consult with the instructor as early as possible if there are extenuating circumstances.

In the event of a Canvas or Internet service interruption coinciding with a submission deadline, students should alert the instructor and submit the assignment as soon as the service comes back online. The instructor will be able to verify Canvas's outage.



Turnitin

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other UNO students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the UNO Turnitin database and may be checked against other UNO paper submissions. You will retain all rights to your written work. For further information, visit [Turnitin](#).



COURSE ASSIGNMENTS

The following assignments/assessments are utilized throughout the course to demonstrate mastery of CACREP standards included in this course outline:

QUIZZES

Weekly quizzes will cover the reading in the text and other learning materials and will evaluate your grasp of the content. All quizzes are open book. The format will be multiple-choice, untimed, with unlimited attempts. You must earn a score of 90% on each quiz before you can move on to the next module. Quizzes are individual assignments. Please do not work together. See Course Calendar for due dates.

DISCUSSION POSTS

You will have several graded discussion board assignments throughout the term. Each will last for one week and you will post a minimum of 4 times for each cycle, though you can post more often. You will have an original post (due Friday 11:59 PM), two responses to peers (due Saturday 11:59 PM) and one "response to a response" (due Sunday 11:59 PM). At the very least, I will respond to your original post. Please pay careful attention to the due dates of each type of post.

Discussion posts are intended to continue dialog around course content, class discussions, and other important ideas around career and college planning. At the master's level, discussion posts should be more in-depth, reflect concepts from class discussion, readings, and online resources. These posts should be professionally written. *Responses* to peer posts should move beyond simple cheerleading or random questions that are loosely related to the course content. Response posts can, among other things: (1) ask for clarification of ideas from the post, (2) give examples of other ways to apply course material, (3) point out or give your understanding of an idea from the reading or lectures that may be helpful, or (4) provide information outside the course readings or lectures that may add understanding to the post.

You will also need to do a "response to a response". This should move beyond, "I like this," "I've never thought of it that way," or "thanks" to add substance to your original post. You can answer their question, redo part of your post, critique the idea presented by your peers, or apply the idea they give you. The response to a response is most useful to your learning when someone has taken the risk to really point out something you could improve upon - and you take the opportunity to improve it. Discussion posts should typically be between 200-250 words in length. Response posts should be no longer than 120 words. On some discussion posts you will have the option to submit a video post or response instead of the written format. See Course Calendar for due dates.

VIDEO POSTS

Along with the written discussion posts you will have graded video posts assignments. Follow the same guidelines for the written responses above. These should be master's level, professional responses that thoroughly address the question(s) posed, integrating class discussion, readings, and online content. You will have an original post (due by Friday 11:59 PM) and responses to peers (due Sunday 11:59 PM). See Course Calendar for due dates.

LIFE MAP

For this assignment, you will create a life map or timeline of the meaningful events of your life.



Before you begin take a moment to reflect on the following important life questions to ask:

1. Where did you start out?
2. Where have you been?
3. Where are you now?
4. Where would you like to go?
5. How will you get there?
6. What will affect whether you'll get there?

A life map tracks your journey through life and marks out important events along the way. Remember, an important event doesn't have to be exciting or memorable for others, the map is all about showing what is important to you. What makes an important event?

- Events that teach you something about life (e.g., being selected for a team might have taught you the value of hard work and perseverance).
- Events that made you feel suddenly more mature/older/grown-up (e.g., looking after your little brother or sister for the first time).
- Events that gave you inspiration for your future (e.g., the first time you were given Legos and built a 1000-piece skyscraper hinted at your future love of architecture).
- Events that highlight how important it is to appreciate life (e.g., loss of a family member or pet).

Both good and bad events can make you appreciate, adapt or change your life in some way.

Requirements:

- A visual representation (a "map" or "snapshot" of sorts). You can use one of the templates I provide in Canvas, find your own template, or draw/illustrate one digitally or on paper. If you create a paper copy, make sure each section/page is submitted so that I can clearly see the events. There may be multiple pages - and that's okay. In that representation you must include:
 - A minimum of 15 events that represent your past.
 - A minimum of 5 events that you imagine or would like to be part of your future.
- A clear description of the reasons why you have selected each of these events. This does not have to be lengthy. 1 to 2 sentences should be fine (though you can write more if you want). Each description can be included with each of your events in the Life Map (though you may have to adjust the text size to fit) or as a separate list/key on a separate page(s). If you cannot come up with a reason for including an event, then delete it and pick another one.
- Complete Reflection of My Life questions (1-2 pages, see description below).

Select events from all of the life stages **that you have gone through or are currently in** according to Erikson [for reference see page 58 of Newman and Newman (2018)] – Infancy, Toddlerhood, Early School Age, Middle Childhood, Early Adolescence, Later Adolescence, Early Adulthood, Middle Adulthood, Later Adulthood, and Elderhood.

For life stages you've already experienced, like infancy, toddlerhood, early school age, etc., feel free to use family photos and anecdotes from family members about special events or achievements they remember. Did anything major in your family life happen, like a move to a new country? Also include major historical events that took place during your life stages, like 9/11 or COVID-19.



There are examples you can view and templates you can use in our Canvas module.

Sample ideas for events:

The day you were born	The first time you gave a speech	Your first plane flight
Stories you've heard about your birth	The first time you wrote an essay	A day you met someone famous
Your earliest childhood memory (describe in detail)	A time you hurt yourself	A death in the family
Your most vivid childhood experiences	A very funny event	Your first love
Your school years	A time when you cried	The day you realized the purpose for life or for your life
A special trip you've taken	Your first bike ride	Others...
A favorite meaningful thing/object you received from someone special	A memorable/favorite book	
	An important cultural event	
	A hospital stay	

Reflection of My Life...

When your Life Map is complete, answer the following questions:

- Imagine your life-map belongs to someone else. How do you feel about that person when you look at the life map?
- What values do you notice reflected in the important events?
- What would you change about your life-map if you could? Why?
- Where are you going in the future?
- List and describe 3 things you can do in your life stage now to make future life stages happen the way you'd like them to?

You can include this write-up at the end of your Life Map or on a separate page(s). This reflection section should be no more than two pages, double-spaced, with 1-inch margins.

Adapted from "Creating a life map" (Iroquois Central School District, NY, n.d.)

GROUP RESEARCH PRESENTATION

This is a group project. You will be randomly assigned to groups. Each group will need to plan and coordinate how your group will organize, manage, and complete this assignment. Make sure that the work is divided evenly among all group members. Choose one of what is considered a special/specific population (these are just suggestions):

- Black, Indigenous, or People of color
- Women
- Persons with disabilities
- Trauma survivors (trauma is very wide-ranging)



- Individuals in poverty
- LGBTQ+ individuals
- Elderly
- Homeless
- Incarcerated individuals
- Terminally ill
- Other...

Requirements:

1. Introduction – why did you choose this population? Include background information.
2. Discuss ways in which individuals in this population may not develop in typical ways; use two or more of the theories of development from the text (Erikson's Psychosocial Theory must be one) as a framework for this discussion.
3. You need to reference at least 7 resources, 4 of which must be peer-reviewed research/journal articles relating to the subject you chose. Make sure at least 2 of the research articles has been written in the last 20 years. Use the library databases (or contact a librarian – they are very helpful) to find peer-reviewed journal articles. In addition to using at least 4 peer reviewed journal articles, you can also use research-based books or websites.
4. Major emphasis should be placed on appropriate counseling interventions that could enable this population to develop in more typical ways. Include at least 2-3 research-based counseling interventions. There are many research-based interventions that work for many different populations. You can include other interventions to address comprehensive (beyond counseling) issues but focus on what counselors can do here.
5. Summary – wrap-up the presentation
6. Reference page – Be sure to include all references. All citations should be in APA (7th ed.) writing style (www.apastyle.org).
7. Intra-Group rating form must be completed by each group member. All sections of the form must be filled out. Do not submit this form with your group research presentation. There is a separate submission page for the form.
8. Each of you will also need to peer review another group's presentation. You will be randomly assigned one group to review. Each of you will also need to peer review another group's presentation. You will be randomly assigned one group to review. Peer reviews will open up after all the groups have submitted their presentations. You will have one week to complete the review. All peer reviews appear as anonymous. Remember, effective feedback is kind, justified, specific, and constructive. Here are the questions you need to answer about the presentation:
 - Are all the requirements met (see list above)?
 - What is something new you learned about this topic from reviewing this presentation?
 - Name the aspect of this presentation that you feel is the strongest.
 - What do you feel is still unclear after reviewing this presentation? What questions do you still have about the presentation?

You can be creative in how you present this project. Some examples could be:

- Narrated PowerPoint
- Narrated Prezi presentation
- Video presentation (YuJa, other...)



- Written paper
- Another form?
- Some combination of the above examples

Recorded presentations should be no more than 30 minutes. If you chose to write a paper it should not be longer than 10 pages. No abstract needed. All papers should be double-spaced, 12-point font, and follow APA (7th ed.) formatting.

See Course Calendar for due date.

FINAL AUTOBIOGRAPHY/BIOGRAPHY

Write a paper about four to six developmental phases with yourself as the subject. (If you wish not to use yourself as the subject of your paper, you may write the paper with someone else as the subject. This person must be at least 30 years of age and will be named in the paper only by pseudonym. The content of your paper will be based on in-depth interviews with this person.) You may want to conduct some interviews of family members in order to gain insight about your own development, but that is not a requirement. Choose from the following phases: Infancy and Toddlerhood, ages 0–4; Early School Age, ages 4–6; Middle Childhood, ages 6–12; Early Adolescence, ages 12–18; Late Adolescence, ages 18–24; Early Adulthood, ages 24–34; Middle Adulthood, ages 34–60; Over 60 (Later Adulthood and Elderhood).

As you discuss each stage, consider major influences (e.g., individuals, family/sibling constellation, personal responsibilities and roles in family, institutions, circumstances), role models (e.g., at school, at home, in extended family, in neighborhood/community), and “nodal” life events (e.g., moves, injuries, trauma, illness, death of someone close, changes/losses, “successes,” “failures”). Include references to different developmental theorists (at least six times, Erikson’s Psychosocial Theory must be listed at least twice).

Make sure you address the following questions for each stage you choose:

- What kinds of counseling interventions might have been helpful?
- What developmental theoretical perspectives are reflected in these interventions?
- What prevented (or might have prevented) you from receiving some intervention? (Or, if you experienced some sort of intervention, what kind was it?)

Consider these questions (listed only to give you ideas):

- Keeping in mind that “typical” is a social construction, what aspects of your life represent typical or atypical development in each phase?
- In each phase, what evidence shows that you were moving forward, “on hold,” or “stuck” in regard to developmental tasks?
- What were the easiest phases for you?
- What were the most difficult phases for you?
- What were some questions, feelings, or concerns you had during each phase or during the most difficult phases?
- What were some “problems in living” that were related to developmental issues and that, if you had had comfortable access to counseling, could have been alleviated or lessened by such services—at least by having an objective, knowledgeable listener?



- Where are you now developmentally? (What phase[s] or stage? Are you “stuck”? Where are you in the phase[s] or stage?)
- If you could go back and traverse a particular phase or stage again, which would it be, and what would you do differently?

As you write this paper, remember that you are in charge of the content. As your instructor, I promise confidentiality. No one will see your paper, no copy will be made, and there will be absolutely no discussion of the content outside of any potential discussion between you and your instructor—unless you cite something from it in class yourself.

The rationale behind assigning this paper is that it is helpful for counselors-in-training to be aware of their own issues—“trigger areas,” vulnerabilities, concerns, social locations, and history—as they work with clients, no matter what the clients’ ages or phases. The more aware counselors are of themselves, and the more they can actively and accurately monitor their responses during sessions, the more effective they can be and the more they can allow exploration and growth in clients.

Outline for Final Autobiography/Biography

So that your Final Autobiography/Biography doesn't sneak up on you need to submit an outline. This will help you spend time planning and organizing your thoughts regarding your human development subject. The more work you put in now the better prepared you will be later when you actually write your paper. Your outline will be due around the midterm.

The paper should be no more than 20 pages in length, double-spaced, 12-point font, and follow APA (7th ed.) formatting.

Requirements (Bulleted):

1. Includes 4 - 6 psychosocial developmental stages (see above for list)
2. Includes major influences and "nodal" life events for each stage
3. Six references to different developmental theorists (include at least two from Erikson)
4. Addresses possible helpful interventions at each stage:
 - a. What kinds of counseling interventions might have been helpful?
 - b. What developmental theoretical perspectives are reflected in these interventions?
 - c. What prevented (or might have prevented) your receiving some intervention? (Or, if you experienced some sort of intervention, what kind was it?)
 - d. Were there counseling interventions you actually experienced that were not helpful? Why do you think this was?
5. Optional: Discuss how writing this paper helped you become more aware of yourself and how you can take this insight into future counseling relationships.

See Course Calendar for due dates.



GRADING CRITERIA

The table below provides an overview of how much each assignment is worth and when it is due.

Course Assessments	Points	Due Dates
Quizzes # 1-15 (1 pt./each)	/ 15 pts.	See Course Schedule
Online Posts # 1-10 (3 pts./each)	/ 30 pts.	See Course Schedule
Final Video Post	/ 5 pts.	See Course Schedule
Life Map	/ 10 pts.	See Course Schedule
Group Research Presentation	/ 12 pts.	See Course Schedule
Intra-Group Rating Form	/ 1 pt.	
Peer Review of Another Group’s Research Presentation	/ 2 pt.	
Final Autobiography/Biography	/ 20 pts.	See Course Schedule
Outline for Final Autobiography/Biography	/ 5 pts.	
TOTAL	/ 100 pts.	

GRADING SCALE: STANDARD THROUGH THE DEPARTMENT

90 - 100 = A | 80 - 89 = B | 70 - 79 = C | 60 - 69 = D | 59 or below = Failing

Nota bene: Grades of C or lower in a clinical course may result repeating the course or in removal from the program.

GRADING POLICIES

GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

After the instructor has provided the rationale for the grade in question and has indicated that no error in reporting was made, the individual may then wish to petition the department/school for reconsideration. In such



instances, the student should contact the department chair/school director to obtain information on the procedures to follow in requesting an appeal at the department/school level.

DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.



STUDENT STATEMENTS

USE OF ELECTRONICS

You are required to be online for class each week. The use of electronics during class will be permitted if use is appropriate for class. Laptops are to be used appropriately and professionally during class. Inappropriate use of electronics in class will impact a student's participation grade.

UNO POLICY OF ACADEMIC INTEGRITY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following:

Cheating

Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise.

Fabrication and Falsification

Falsifying or fabricating any information or citation in any academic exercise, work, speech, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.

Plagiarism

Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person. There are plenty of plagiarism checkers online if you would like to check your own work before submitting it.

Abuse of Academic Materials and/or Equipment

Destroying, defacing, stealing, or making inaccessible library or other academic resource material.

Complicity in Academic Dishonesty

Helping or attempting to help another student to commit an act of academic dishonesty.

Falsifying Grade Reports

Changing or destroying grades, scores or markings on an examination or in an instructor's records.

Misrepresentation to Avoid Academic Work

Misrepresentation by fabricating an otherwise justifiable excuse: such as illness, injury, accident, etc., in order to avoid timely submission of academic work or to avoid or delay the taking of a test or examination.

Other Academic units and members of the faculty may prescribe and give students prior notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard of conduct shall constitute violation of the policy on academic integrity.



Recording Lectures or Other Course Content

Students are not permitted to audio record, video record, or otherwise electronically capture course lecture or other content without written permission from the instructor. NU Board of Regents policy states that students may only make recordings with the permission of the instructor and that the lectures are intellectual property of the instructor. The UNO Code of Conduct will be enforced if there is a violation of any UNO or NU policy, rule, or regulation. If needed, students may receive reasonable accommodations and must work with Accessibility Services for a formal accommodation plan that is communicated to the instructor prior to recording any lectures or course content.

CEHHS DIVERSITY, EQUITY, ACCESS, AND INCLUSION STATEMENT

We respect the worldviews of racially and ethnically diverse individuals and encourage multiple perspectives in fostering a global community dedicated to teaching, learning, service, and scholarly activity, while actively engaging in antiracist and inclusive practices. The College of Education, Health and Human Sciences is dedicated to ensuring that all individuals have access to the resources, support, and opportunities to succeed in their academic and professional careers. Through its faculty, staff, community partners, strategic plan, curricular, and extra-curricular offerings, the College is committed to preparing our students to engage equitably with all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, geographical perspective, gender identity and expression, age, religion, sexual orientation, or other identities. (Adopted August 2020)

COURSE EXPECTATIONS

CLASSROOM CIVILITY

Add your expectations. For example.

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

PARTICIPATION

You should be logging onto Canvas at least three times a week to view assignments, presentations, contribute to discussions, post questions, read posting of others, etc. Activities and assignments will be posted in advance providing ample time for completion. Please plan your schedules accordingly.

LATE WORK

Add your expectations. For example. *A ten percent per day penalty will be applied to late work.*

RIGHT OF REVISION

Add a statement. For example. *The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.*



FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Tran is prohibited. All copies and recordings remain the property of UNO and Professor Tran. UNO and Professor Tran reserve the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

UNIVERSITY POLICIES

ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with [Accessibility Services Center](#) (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu.)

The ASC recognizes that amidst the rolling transition back to campus, some students may still need to exercise physical distancing. This is especially the case for students who have underlying health conditions or who may be taking care of others who are at-risk for COVID-19. Please contact the ASC if there are concerns about on-campus courses and programming related to COVID-19.

ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Academic and Student Affairs](#) for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

TITLE IX SEXUAL MISCONDUCT (UPDATED 04/19/2022)

UNO seeks to provide an environment that promotes equal opportunity free from discrimination and harassment. If you have experienced sexual misconduct (sexual assault, dating/domestic violence, stalking, sexual exploitation, or sexual harassment) we encourage you to make a report. It is important to know that your instructor is expected to contact the Title IX Coordinator should you disclose that you have been the victim of sexual misconduct. Upon receiving a report, the Title IX Office will reach out to you with resources and reporting options. Students have access to resources on campus that are confidential, and they are encouraged to utilize them to the extent they may be useful. Any student who believes they may be the victim of sexual misconduct is encouraged to contact one or more of the following resources:

UNO Title IX Coordinator - Sarah Weil: 402.554.2120

UNO Public Safety: 402-554-2648 (non-emergency) or 402.554.2911 (emergency)



In addition, students may utilize the following confidential resources:

Confidential - UNO Victim and Survivor Advocates: 402.554.2890

Confidential - Counseling and Psychological Services (CAPS): 402.554.2409 (for after-hours emergencies dial and press "2")

Confidential - Omaha Women's Center for Advancement: 402.345.6555

Confidential - Omaha Women's Center for Advancement Crisis Hotline: 402.345.7273

Please know that disclosure of unreported abuse or neglect of a minor (someone younger than 19) will result in a call to the Department of Health and Human Services as a part of Nebraska's mandatory reporting law (Statute 28-711). This includes previous abuse that has not been reported.

Additional information can be found at the following at the [UNO Title IX website](#).

PREGNANT AND PARENTING STUDENTS (UPDATED 04/14/2022)

*Students that are pregnant or parenting may request reasonable accommodations through university procedures. Requests for medically-related accommodations should be made through the [Accessibility Services Center \(ASC\)](#) by contacting them at **402.554.2872**, or by emailing at unoaccessibility@unomaha.edu. ASC can also assist with medical supervision, which allows students to regain lost attendance points, makeup assignments, and exams that were missed during excused absences. For all other accommodations, or questions about pregnancy and parenting, please contact the Title IX Coordinator at 402.554.2120 or by email to sweil@unomaha.edu*

Additional information about pregnancy and parenting can be found on the following links:

<https://www.unomaha.edu/office-of-equity-access-and-diversity/title-ix-information/pregnancy-parenting.php>

<http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students>

Pregnant and parenting students may turn to Medical and Academic Reproductive Support (MARS) Advocates:

Counseling and Psychological Services (CAPS): 402.554.2409

Cathy Pettid, Dean of Students: 402.554.3523

Jessi Hitchins, Gender and Sexuality Resource Center: 402.554.2384

Sarah Weil, Title IX Coordinator: 402.554.2120

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).



COURSE WEEKLY SCHEDULE

**IMPORTANT: The following is a tentative schedule. Due dates vary on each assignment, read carefully. Regularly double check with the live course as there may be changes throughout the term.*

Each module starts on Monday and ends on Sunday. All module sections must be completed before you can move on to the next module/week.

Module	Topic	Assignments
Getting Started Opens before 8/21	Read and review all "Getting Started" Module sections in Canvas	<ol style="list-style-type: none"> 1. Academic Integrity Form and Student Information Sheet Due: 8/27 by 11:59 PM 2. Online Post 1 (Flip) Due: 8/23 by 11:59 PM
1 8/21 to 8/27 Week 1	<p>The Development Through Life Perspective</p> <p>Read/Review all Module 1 sections in Canvas</p> <p>Read Preface (Newman and Newman, 2018)</p> <p>Read Chapter 1 (Newman and Newman, 2018)</p> <p>Read/Review other assigned learning materials in Canvas</p>	<ol style="list-style-type: none"> 1. Quiz 1 on Chapter 1 Due: 8/24 by 11:59 PM 2. Online Post 2 Initial post due: Friday by 11:59 PM Two responses due: Saturday by 11:59 PM One "response to a response" due by Thursday by 11:59 PM Due: 8/27 by 11:59 PM
2 8/28 to 9/3 Week 2	<p>Major Theories for Understanding Human Development</p> <p>Read/Review all Module 2 sections in Canvas</p> <p>Read Chapter 2</p> <p>Read/Review other assigned learning materials in Canvas</p>	<ol style="list-style-type: none"> 1. Quiz 2 on Chapter 2 Due: 8/31 by 11:59 PM 2. Online Post 3 Initial post due: Friday by 11:59 PM Two responses due: Saturday by 11:59 PM One "response to a response" due by Sunday by 11:59 PM Due: 9/3 by 11:59 PM
3 9/4 to 9/10	Theories Part 2 Psychosocial Theory Erik H. Erikson	<ol style="list-style-type: none"> 1. Quiz 3 on Chapter 3 Due: 9/7 by 11:59 PM



Module	Topic	Assignments
Week 3	<p>Read/Review all Module 3 sections in Canvas</p> <p>Read Chapter 3</p> <p>Read/Review other assigned learning materials in Canvas</p>	<p>2. Online Post 4</p> <p>Initial post due: Friday by 11:59 PM</p> <p>Two responses due: Saturday by 11:59 PM</p> <p>One “response to a response” due by Sunday by 11:59 PM</p> <p>Due: 9/10 by 11:59 PM</p>
4 9/11 to 9/17 Week 4	<p>The Period of Pregnancy and Prenatal Development</p> <p>Read/Review all Module 4 sections in Canvas</p> <p>Read Chapter 4</p> <p>Read/Review other assigned learning materials in Canvas</p>	<p>1. Quiz 4 on Chapter 4</p> <p>Due: 9/14 by 11:59 PM</p> <p>2. Life Map</p> <p>Due: 9/17 by 11:59 PM</p>
5 9/18 to 9/24 Week 5	<p>Infancy (First 24 Months)</p> <p>Read/Review all Module 5 sections in Canvas</p> <p>Read Chapter 5</p> <p>Read/Review other assigned learning materials in Canvas</p>	<p>1. Quiz 5 on Chapter 5</p> <p>Due: 9/21 by 11:59 PM</p> <p>2. Online Post 5 (YuJa)</p> <p>Initial post due: Friday by 11:59 PM</p> <p>Two responses due: Sunday by 11:59 PM</p> <p>Due: 9/24 by 11:59 PM</p> <p>3. Work on Group Research Project</p>
6 9/25 to 10/1 Week 6	<p>Toddlerhood (Ages 2 to 4 Years)</p> <p>Read/Review all Module 6 sections in Canvas</p> <p>Read Chapter 6</p> <p>Read/Review other assigned learning materials in Canvas</p>	<p>1. Quiz 6 on Chapter 6</p> <p>Due: 9/28 by 11:59 PM</p> <p>2. Online Post 6</p> <p>Initial post due: Friday by 11:59 PM</p> <p>Two responses due: Saturday by 11:59 PM</p> <p>One “response to a response” due by Sunday by 11:59 PM</p> <p>Due: 10/1 by 11:59 PM</p> <p>3. Work on Group Research Project</p>
7	<p>Early School Age (4 to 6 Years)</p>	<p>1. Quiz 7 on Chapter 7</p> <p>Due: 10/5 by 11:59 PM</p>



Module	Topic	Assignments
10/2 to 10/8 Week 7	Read/Review all Module 7 sections in Canvas Read Chapter 7 Read/Review other assigned learning materials in Canvas	2. Work on Group Research Project Due 10/15
8 10/9 to 10/15 Week 8	Middle Childhood (6 to 12 Years) Read/Review all Module 8 sections In Canvas Read Chapter 8 Read/Review other assigned learning materials in Canvas	1. Quiz 8 on Chapter 8 Due: 10/12 by 11:59 PM 2. Group Research Project Due: 10/15 by 11:59 PM 3. Intra-group Rating Form for Group Research Project Due: 10/15 by 11:59 PM
9 10/16 to 10/22 Week 9	Early Adolescence (12 to 18 Years) Later Adolescence (18 to 24 Years) Read/Review all Module 9 sections In Canvas Read Chapter 9 and 10 Read/Review other assigned learning materials in Canvas	1. Quiz 9 on Chapter 9 Due: 10/18 by 11:59 PM 2. Quiz 10 on Chapter 10 Due: 10/19 by 11:59 PM 3. Online Post 7 (Flip) Initial post due: Friday by 11:59 PM Two responses due: Sunday by 11:59 PM Due: 10/22 by 11:59 PM 4. Peer review of Another Group's Research Presentation Due: 10/22 by 11:59 PM
10 10/23 to 10/29 Week 10	Early Adulthood (24 to 34 Years) Read/Review all Module 10 sections in Canvas Read Chapter 11 Read/Review other assigned learning materials in Canvas	1. Quiz 11 on Chapter 11 Due: 10/26 by 11:59 PM 2. Outline for Final Autobiography/Biography Due: 10/29 by 11:59 PM 3. Online Post 8 Initial post due: Friday by 11:59 PM Two responses due: Saturday by 11:59 PM



Module	Topic	Assignments
		One “response to a response” due by Sunday by 11:59 PM Due: 10/29 by 11:59 PM
11 10/30 to 11/5 Week 11	Middle Adulthood (34 to 60 Years) Read/Review all Module 11 sections in Canvas Read Chapter 12 Read/Review other assigned learning materials in Canvas	1. Quiz 12 on Chapter 12 Due: 11/2 by 11:59 PM 2. Online Post 9 (Flip) Initial post due: Friday by 11:59 PM Two responses due: Sunday by 11:59 PM Due: 11/5 by 11:59 PM
12 11/6 to 11/12 Week 12	Later Adulthood (60 to 75 Years) Read/Review all Module 12 sections in Canvas Read Chapter 13 Read/Review other assigned learning materials in Canvas	1. Quiz 13 on Chapter 13 Due: 11/9 by 11:59 PM 2. Online Post 10 Initial post due: Friday by 11:59 PM Two responses due: Saturday by 11:59 PM One “response to a response” due by Sunday by 11:59 PM Due: 11/12 by 11:59 PM 3. Work on Final Autobiography/Biography
13 11/13 to 11/19 Week 13	Elderhood (75 Until Death) Read/Review all Module 13 sections in Canvas Read Chapter 14 Read/Review other assigned learning materials in Canvas	1. Quiz 14 on Chapter 14 Due: 11/16 by 11:59 PM 2. Work on Final Autobiography/Biography
14 11/20 to 11/26 Week 14	Understanding Death, Dying, and Bereavement Read/Review all Module 14 sections in Canvas Read Chapter 15	1. Quiz 15 on Chapter 15 Due: 11/22 by 11:59 PM 2. Final Autobiography/Biography Due: 11/26 by 11:59 PM



Module	Topic	Assignments
	Read/Review other assigned learning materials in Canvas	
15 11/27 to 12/3 Week 15	Wrapping Up the Term Read/Review all Module 15 sections in Canvas Read/Review other assigned learning materials in Canvas	1. Course Evaluations 2. Final Online Video Post (Flip) Due: 12/3 by 11:59 PM



University of Nebraska Omaha

CEHHS DEPARTMENT OF COUNSELING

ACADEMIC INTEGRITY FORM

Course Title and Number: COUN 8110 | Human Development and Psychosocial Intervention Strategies

Title of Assignment: All written assignments for the term

Instructor: Thang S. Tran

Student: _____

Certification of Authorship

I certify that I am the author of this written assignment and any assistance I received in its preparation is fully acknowledged and disclosed in this written assignment. In addition, any sources from which I used ideas or words, either quoted directly or paraphrased, have been cited in the paper. I also certify that this paper was prepared by me specifically for use in this course and was not used in another course and will not be used in any future courses I take at the University of Nebraska at Omaha.

Signature

Date