

College of Education and Human Development  
Department of Counseling, Health & Kinesiology  
EDCG 5335 Human Development  
Fall 2025

**Instructor:** Melisa Fleming, Ph.D., LPC-S, LMFT

**Class Time | Location:** Monday 5:30 – 6:45 PM | Classroom Hall 219

**Email:** [Mfleming@TAMUSA.EDU](mailto:Mfleming@TAMUSA.EDU) OR [Melisa.Fleming@TAMUSA.EDU](mailto:Melisa.Fleming@TAMUSA.EDU)

**Office Hours: Monday and Wednesday 2pm – 4pm and Tuesday 1pm- 3pm**

In person and virtually. If my door is open, you are welcome in.

**Virtually or by Phone:** Anytime arranged by student & instructor.

**Office Location:** Classroom Hall 214-J

### Required Textbook:

Papalia, D., & Martorell, G. (2024). *Experience human development* (15th ed.). McGraw Hill.

### Recommended Reading:

Siegel, D. J., & Bryson, T. P. (2011). *The Whole-Brain Child*. Random House Publishing Group.

Hajdu, G., & Hajdu, T. (2016). The impact of culture on well-being: Evidence from a natural experiment. *Journal of Happiness Studies*, 17, 1089–1110.

<https://doi.org/10.1007/s10902-015-9633-9>

Illeris, K. (2018). An overview of the history of learning theory. *European Journal of Education*, 53(1), 86-101. <https://doi.org/10.1111/ejed.12265>

Livesley, W. J., & Jang, K. L. (2005). Differentiating normal, abnormal, and disordered personality. *European Journal of Personality*, 19(4), 257–268. <https://doi.org/10.1002/per.559>

Martin, T. F. (2018). Family development theory 30 years later. *Journal of Family Theory & Review*, 10, 49-69. <https://doi.org/10.1111/jftr.12237>

Prince-Embury, S. (2013). Translating resilience theory for assessment and application with children, adolescents, and adults: Conceptual issues. In S. Prince-Embury and D. Saklofske (Eds), *Resilience in children, adolescents, and adults* (pp. 9-16). Springer.

[https://doi.org/10.1007/978-1-4614-4939-3\\_2](https://doi.org/10.1007/978-1-4614-4939-3_2)

**Course Description:** This course provides a comprehensive overview of cognitive, physical, and psychological development aspects across the lifespan. Various theories associated with the developmental process will be explored and discussed. Special emphasis will be devoted to linking theory with practice across multiple settings (school, agencies, home).

### Student Learning Outcomes

After successfully completing this course, you will be able to:

1. Students will learn the influence that biological factors have on the development of a fetus.
2. Students will learn the influence that diseases, nutrition, and physical injuries have on the development of an individual over his/her lifetime.
3. Students will learn to the influence of the environment on the individual as he/she develops over their lifetime to include the role of education and social interaction.

4. Students will learn to understand the effect that not only society in general has on the development of an individual over his/her lifetime, but they will also understand the unique effect each individual's culture also has on his/her development.
5. Students will be able to develop treatment programs for individuals taking into consideration the role that human development has on the approaches used.
6. Students will learn the different theoretical approaches to understanding human development including psychodynamic, behavioral, and cognitive approaches.
7. Students will learn the effect of human development on an individual's ability to work and will learn how work influences human development.

### **CACREP Standards:**

#### Section 2: Professional Counseling Identity F. Counseling Curriculum

3. Human Growth and Development
  - a. Theories of individual and family development across the lifespan
  - b. Theories of learning
  - c. Theories of normal and abnormal personality development
  - e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
  - f. Systemic and environmental factors that affect human development, functioning, and behavior
  - h. A general framework for understanding differing abilities and strategies for differentiated interventions
  - i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

### **TEA School Counseling Standards:**

#### **Domain I – Understanding Students**

#### **Competency 001 – Human Development**

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.

#### **Competency 003 – Factors Affecting Students**

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential

### **Key Performance Indicator:**

#### **CACREP CORE OR SPECIALITY AREA: HUMAN GROWTH & DEVELOPMENT**

The application of the Human Growth & Development Paper will be used to apply the theories taught in the class to a case study with specific counseling situations.

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  - c. Theories of normal and abnormal personality development
  - e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
  - f. Systemic and environmental factors that affect human development, functioning, and behavior
  - h. A general framework for understanding differing abilities and strategies for differentiated interventions

## Human Growth and Development Paper

In this paper, the student will:

1. Apply theories of human growth and development to a situation that will deal with a counseling relationship
2. Demonstrate how they would educate the participants in the counseling relationship dealing with human growth and development
3. Discuss how to develop intervention strategies based on human growth and development
4. Discuss how to measure a successful outcome

This paper will be at least four full pages of text (not including cover page and reference page).

Students will choose a topic from instructor's list of acceptable counseling situations. Three professional journal reference articles will be the minimum. The paper must be in APA style.

Student papers will include the following:

1. Cover page
2. Reference page – APA style
3. Three professional counseling journal articles related to the topic. These three articles are to be turned in with the paper.

## Grading Rubric: Human Growth and Development Paper

Criteria	RATINGS			
	4 Points	3 Point	2 Points	0-1
<b>Identification/explanation of counseling problem identified</b>	Identifies a specific human developmental issue and its impact on counseling cases	Demonstrates average understanding of the problem	Demonstrates minimal understanding of the case/theory	Fails to demonstrate an understanding of the case/theory
<b>Applicable human growth &amp; development theories</b>	Includes all appropriate developmental theories applicable to issue/case Above average detail/analysis	Outlines appropriate theories/has good understanding and elaborates on most applicable theories	Applies partial theories to the case or applies incorrect theories, fragmented application	Fails to apply appropriate theories to the case
<b>Development of a treatment strategy</b>	Fully develops an effective treatment plan over numerous domains of human development	Outlines an average treatment plan for developmental issue	Develops incomplete/partial treatment plan	Fails to develop appropriate treatment plan
<b>Counseling journal references</b>	Extensive research (3+) on issue /development/case, current	Utilizes 3 references relevant to developmental issue/case	Utilizes 2 or less references or not journal references	No references
<b>Writing style</b>	Excellent narrative, appropriate use of APA, good organization and flow	Demonstrates good quality of writing and appropriate use of APA format	Writing has many grammatical, spelling errors and/or problems with APA style	Fails to demonstrate quality of writing and proper use of APA style
<b>Total/Notes</b>				

EVALUATION PROCESS:

The professor will complete the following rubric to assess (final submission) and presentation of the Human Growth and Development Paper.

Points	Overall Rating	Rating Scale	Description
19-20	Mastery	4	Able to perform at a high level without supervision on a consistent basis
16-18	Proficient	3	Able to perform without supervision on a consistent basis
14-15	Developing	2	Able to perform with supervision on a consistent basis
11-13	Beginning	1	Able to perform with supervision on an inconsistent basis
0-10	Inadequate	0	Unable to perform with supervision

**KEY PERFORMANCE INDICATOR SCORE:** \_\_\_\_\_

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

## **IMPORTANT POLICIES AND PROCEDURES**

Graduate Class Policies: A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dssupport@tamusa.edu](mailto:dssupport@tamusa.edu).

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance). All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

**Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').** For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here:

<https://www.tamusa.edu/uploadfile/folders/sdbowen23/pdf/pdf-635073426137928167-10.100.20.116.pdf>

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.

- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct 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 Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victims advocates) are required to report information about such discrimination and harassment to the university. 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 ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### *Students' Responsibilities*



1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Message for pregnant and parenting students: Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. 1681 et seq., protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX.

#### Statement on Use of Artificial Intelligence

This course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and using artificial intelligence tools like ChatGPT.

Class Attendance: A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

Excessive absences (more than 2) will result in a grade letter deduction from your final grade for each absence. Please email before class if you will be out. Two tardies (entering 10 minutes or later after class begins or leaving 10 minutes or earlier before class ends) will count as one absence.

Incompletes: The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a “C” or better 2. The circumstance for which the “I” is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an “I”, should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

Dropping a Course: Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

### **Grading Policy**

90-100 total points = A

80-89 total points = B

70-79 total points = C

60-69 total points = D

### **Course Requirements**

CACREP Standards	Requirement/Assignment	Due Date	Points
CMH 2:F.3a, 3b, 3c, 3e, 3f, 3h, 3i; TEA 001; TEA 003	Test 1	10/01	20
CMH 2:F.3a, 3b, 3e, 3f, 3h, 3i; TEA 001; TEA 003	Test 2	11/05	20
CMH 2:F.3a, 3b, 3e, 3f, 3h, 3i; TEA 001; TEA 003	Final Exam	12/10	30
CMH 2:F.3a, 3b, 3e, 3f, 3h	Human Growth and Development Paper	11/19	20
CMH 2:F.3a, 3b, 3e, 3f, 3h, 3i;	Modules	Ongoing	10

### **Tests**

Students are responsible for all information in text, PowerPoints, lectures, and class discussions. Since class is hybrid, students are to read/review content outside of class. Tests will be multiple choice and short answer.



## Modules

Students are responsible for completing reading materials and modules outside of class time. You will be asked to complete a module prior to class that asks a question related to the assigned material that will count towards your participation grade.

## Human Growth and Development Paper

Students will write a paper that deals with a topic in the field of human development. This paper will be according to APA style and will consist of a cover page and will be at least 4 full pages of text (this does not include the cover page) and will be based upon at least three (3) professional counseling journal articles related to the issues covered. The student will select a situation or topic in which an individual is seeing a counselor to deal with an issue that relates to the field of human development. The student will demonstrate how the issue can be examined from a standpoint dealing with human development, how the client(s) can be educated using theories of human development, and/or how the client(s) can be helped to deal with or resolve this issue. This is an opportunity for the student to research a topic relevant to their field that they feel strongly about. This assignment will be evaluated using the previously shown rubric within TEVERA.

## Schedule of Course Activities

Date	CACREP	Topic	Due
08/27	2.F.3a, b, e, f ; TEA 001; TEA 003	Introduction to Course	
09/03	2.F.3a, b, e, f ; TEA 001; TEA 003	The Study of Human Development; Theory and Research	Read Ch. 1-2 Module 1: Ch. 1-2
09/10	2.F.3a, b, c, e, f; TEA 001; TEA 003	Beginnings: Forming a New Life; Birth and Physical Development	Read Ch. 3-4 Module 2
09/17	2.F.3a, b, e, f ; TEA 001; TEA 003	Beginnings: Cognitive Development; Psychosocial Development	Read Ch. 5-6 Module 3
09/24	2.F.3a, b, e, f; TEA 001; TEA 003	Early Childhood: Physical and Cognitive Development; Psychosocial Development	Read Ch. 7-8 Module 4
10/01		<b>TEST 1</b>	
10/08	2.F.3a, b, e, f, h; TEA 001; TEA 003	The Whole-Brain Child	Listen: <a href="https://youtu.be/Gkfv6oU4nEA?si=EVP4EwBZGetDbUsk">https://youtu.be/Gkfv6oU4nEA?si=EVP4EwBZGetDbUsk</a>
10/15	2.F.3a, b, e, f, h; TEA 001; TEA 003	Middle Childhood: Physical and Cognitive Development; Psychosocial Development	Read Ch. 9-10 Module 5
10/22	2.F.3a, b, c, e, f, h; TEA 001; TEA 003	Adolescence: Physical and Cognitive Development; Psychosocial Development	Read Ch. 11-12 Module 6
10/29	2.F.3a, b, e, e, h.; TEA 001; TEA 003	Emerging and Young Adulthood: Physical and Cognitive Development; Psychosocial Development	Read Ch. 13-14 Module 7
11/05		<b>TEST 2</b>	

11/12	2:F.3a, b, c, e, f ; TEA 001; TEA 003	Middle Adulthood: Physical and Cognitive Development; Psychosocial Development	Read Ch. 15-16 Module 8
11/19	2:F.3a, b, e, f, i; TEA 001; TEA 003	Late Adulthood: Physical and Cognitive Development; Psychosocial Development; Dealing with Death	Read Ch. 17-19 Module 9 <b>PAPER DUE</b>
11/26		<b>NO CLASS – STUDY DAY</b>	
12/03	2:F.3a, b, e, f, i; TEA 001; TEA 003	Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Read articles listed under Recommended Reading Module 10
12/10		<b>FINAL EXAM</b>	