



**Master of Education in School Counseling**  
**EDUC 612 Human Development Theory in School Counseling Syllabus**

**Units:** 3

**Term:** 20183

**Location:** Zoom meeting room

**INSTRUCTOR:**

**Section:** 27102

**Class Time:** 6:00-8:00 PM PST

**Office Hours:** Before & after Live Sessions, and arranged

**Email:** melanilb@usc.edu

**EDUC 612 Human Development Theory in School Counseling**—The application of theory of human growth and development across the life span as pertaining to school counseling.

The mission of the USC Rossier School of Education (pronounced “ross-EAR”) is to prepare leaders to achieve educational equity through practice, research, and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

**Essential Questions**

Essential questions are integrated into the course materials. The questions are embedded in the units and will be used for self-reflection and group assessments. The overarching question for this course is: How can the role of a school counselor facilitate well-being in human development?

- EQ1: How does your role as a school counselor relate to human development for well-being in a school setting?
- EQ2: How will you, in the role of school counselor, use theories of development to promote well-being?
- EQ3: How, as a school counselor, would you develop school counseling-related goals based on human development to promote well-being for students, for teachers, and programs?
- EQ4: How can you, as a school counselor, incorporate theories of human development in terms of well-being and justice in the lives of colleagues, community partners, and administrators?
- EQ5: How does your *perception of your experiences* (cultural background and cultural perspective) influence the way you view individuals, families, schools, and community systems in terms of human development and justice practices that promote well-being?

**Learning Outcomes**

The course goal and supporting goals are aligned with the master’s in school counseling programmatic goals and with the individual unit goals (see Units 1–12 information below).

By the end of this course, you will:

- Apply human development theory and the related research-based data-driven practices to achieving wellness and justice in individual, family, organizational, and societal systems

Supporting course learning goals

- **Discuss human development's application to educational and school counseling settings** for the purpose of providing academic guidance to students in K–12 settings.
- **Analyze human development concepts in terms of real world K-12 case studies.**
- **Identify level of development and developmental crises** in individual and organizational case studies.
- **Identify developmentally appropriate school counseling goals** at the individual and organizational levels for the purposes of informing student education plans and to guide creating programs or interventions that benefit the organization and surrounding community.
- **Analyze individual case studies using data** to drive school counseling goals that reflect organizational needs and capacity.
- **Understand developmental crises** in terms of the need to apply trauma-informed practices and principles of restorative justice to support student wellness.
- **Investigate possible partners in a community to leverage them as resources** in promoting wellness and justice for students.

### Required Texts

Broderick, P. C., & Blewitt, P. (2015). *The life span: Human development for helping professionals*. Boston, MA: Pearson.

APA Manual (6th ed.) second printing

### Recommended Texts

Boyes-Watson, C., & Pranis, K. (2015). *Circle forward: Building a restorative school community*. Saint Paul, MN: Living Justice Press.

Santrock, J. W. (2009). *Life-span development* (No. Sirsi i9780073370217). Boston, MA: McGraw-Hill.

## COURSE ASSIGNMENTS

### Out-of-Class Assignments

The out-of-class workload for this course is approximately 6 hours and 30 minutes per week. Out-of-class assignments include:

- Readings (approximately 3 hours weekly)
- Recorded lectures, videos, and quizzes (approximately 1 hour weekly)
- Written assignments (approximately 2.5 hours weekly)

### Assignments

Descriptions of assignments and deadlines and grading information are provided. There are 10 components that make up your course grade as follows:

### **Assignment Criteria and Grading**

Each assignment is designed to support learning and application of course materials in relevant ways to prepare you for the dynamic role of school counselor. Each assignment is designed to align with issues in human development, asynchronous activities, readings, and synchronous content. Furthermore, the course considers accountability to the learner and organization.

\*For due dates, please see the Unit Sequence table.

### **Included in Paper 1 Grade: Case Study**

A one-page writeup about the case that you would like to use for the course paper. The assignment is designed to support finding a case that is useful to examine for the paper, parts 1–3. The case should show a threat to well-being that results in a developmental crisis. The case can be taken from a school setting in which you work or have observed and have enough data to describe a case. The course text can also be used as a resource in the event that your current work environment is not directly involved with K–12 education. The case should consider the socio-emotional well-being of the student who impacts the academic outcome trajectory.

### **Course Paper**

One paper that is written in three segments is required for this course, and the three sections represent the dimensions of one holistic, comprehensive case study focusing on restorative justice and societal action justice. This will include the development of the case study and related theories, to the various levels of system influence, to forming an intervention aimed to support the individual and address the issues at the various levels.

### **Paper Overview**

This paper provides a process-oriented experience opportunity to apply concepts learned in the course to a case. The case selected by you should describe an interruption to development (trauma that is individual, relational, or societal in nature that is strong enough that the student's ability to function in school is disrupted to some degree). *The first part* is a description of the case study. It will describe what is known, the presenting factors (antecedents) or symptoms, current class setting, academic setting, family dynamics, and social supports. *The second part* of the paper provides the opportunity to discuss how the social systems and individual, relational, and social context in the student's life are happening and supporting wellness and justice. *The third part*, and final segment, applies course information to inform how to proceed for the students to enhance wellness and justice, and create solutions-focused approaches that are able to be supported by the organization and team that have the potential power to ameliorate the threats to the student's education.

### **Paper 1, Part 1: Case Study**

- Focus: the individual and describing the case study.
- One page, double-spaced.
- Discuss a student case that has threats to well-being from the current school setting.
- Begin by describing the case and the developmental crisis in detail.  
(See examples of case studies in the text for reference.)

## **Paper 1, Part 2**

- Focus: theories and constructs, and individual and interaction of systems.
- Two double-spaced pages minimum, three pages maximum.
- Various levels of influence that may contribute to the case should be discussed and well supported.
- The position of the paper should be framed by theoretical models and provide details and examples to support the argument.
- Discuss in terms of human development theories and constructs that relate to the case study.
- Demonstrate understanding and application of the factors at various levels in the systems that interact to contribute to the developmental crisis and that inhibit well-being and justice.

## **Paper 1, Part 3**

- Focus: the individual, community, intervention, and change.
- Two double-spaced pages minimum, three pages maximum.
- Form solutions focused on participant action plan framed by restorative justice that contributes to well-being.
- Solutions should have a strengths-based focus at the individual level, family, school system, local level, and societal level.
- Recommendations should be made at each level with support and examples of recommendations for each level.

## **Final Case Study Presentation/Case Study Reflection Video**

The final presentation is a presentation of the central aspects of the case study. Develop a video reflection as PowerPoint presentation of the case study with no more than three slides, with no more than two images (i.e., pictures, tables, or other illustrations) on the presentation uploaded to the LMS.

The video reflection on the case study and course content should be no longer than 3-4 minutes, maximum file size that will upload to the LMS is 128 megabytes. This video should provide a brief description of the problem and the interventions at each level including the results of the intervention that are anticipated or intended. These will be presented to a small panel of peers during the final live session. This will be followed by a Q&A session and peer feedback. The final presentation will be submitted on the LMS before the final live session.

## **Online Community: Attendance and Participation**

School Counseling candidates enrolled in this course are required to complete each unit's readings and asynchronous lectures, discussion questions, and activities BEFORE each unit's corresponding live session.

### **Asynchronous Participation**

Participation is considered by consistency of level of preparedness as seen in the use of citations of course material in responses to asynchronous material, as evidenced by learning platform access and completion of prelecture content. A minimum of two thoughtful responses and/or questions to peer discussion threads in each unit are expected. **Absence Policy:** Incomplete asynchronous material is not acceptable as the content can be completed on-demand; you should master ALL content.

### Synchronous Participation

Participation is evidenced by the consistency of level of preparedness, references to articles, and asynchronous learning experiences in the live session. Use of learning tools available on the LMS for live sessions including the chat box, participation in verbal discussions, in class polls, breakout discussions, and breakout session deliverables is expected and creates a dynamic learning environment. All communication is expected to be academic and balanced to promote rigorous discussion and respect. **Absence Policy:** If it is necessary to be absent from a live session because of illness or emergency or other university-sanctioned reasons, please inform your instructor ahead of time. You are responsible to master ALL information presented in your absence. Do not ask the instructor to repeat important information. Identify another candidate in the same section who will help you.

### Live Session Participation Expectations

By enrolling in this course, each candidate is agreeing to the following:

- To participate in each live session discussion, in the large-group settings and in breakout discussions and activities; everyone has something to contribute.
- To promote a positive and rigorous atmosphere of academic discourse by seeking to hear before seeking to be heard.
- To create a space within the group that welcomes disagreement and explanations. Provide clear communication using examples, ask questions, and speak for yourself and allow others to speak for themselves, and verbally cite and refer to prelecture content in the live sessions.
- To respect each candidate's uniqueness and differences (culture, nationality, values, opinion, style, perspective, and experiences).
- To help follow the agenda and to achieve each live session's (and asynchronous) goals in the allotted time. Add to what has been said and avoid monopolizing time.
- To participate and enrich the live session group by using the chat for the whole class rather than use of back chat channels.
- To demonstrate respect by avoiding distractions (surfing the web, e-mails, news, media, games, or other inappropriate use of media) during class.
- To be mindful of live session etiquette and reduce noise.
- To be Equity-minded knowledge of academic counseling in high-needs contexts, considering needs of individuals, families, community stakeholders, and academic and workforce pathways.
- Develop a research-validated perspective of well-being for human development, to engage as an agent of change that aligns with learner development, family, culture, and community.

### COURSE GRADING

The final course grade will be computed from the assignments listed in the table below. Late assignments will receive a 10% reduction in points per day past the due date.

Assignment	Total Points for Assignment Category	Weight (Percentage of Final Grade)	When Unit Assignment Is Due
One Paper, Three Parts	45 (15 points each)	45%	Unit 4

			Unit 6 Unit 11
Human Development Text Self-Tests	20 (5 points each self-test 1 and 2; 10 points for <i>A Slice of Life</i> Assessment 3)	20%	Unit 2 Unit 3 Unit 6
Oral/Video Reflection Presentation	15 (5 points for the presentation, 10 points for the video)	15%	Unit 12
Asynchronous Participation	10	10%	Throughout the course
Contributions in class discussions, breakout groups	10	10%	Throughout the course
Total	100	100%	

The final grade for this course will be awarded using the following point scale:

Letter Grade	Range	Letter Grade	Range
A (95 points or above)	95% or above	C+ (77–79 points)	77–79%
A– (90–94 points)	90–94%	C (74–76 points)	74–76%
B+ (87–89 points)	87–89%	C– (70–73 points)	70–73%
B (84–86 points)	84–86%	D (60–69 points)	60–69%
B– (80–83 points)	80–83%	F (59 points or lower)	59% or below

### Late Assignments

Late assignments are not accepted, except in the case of serious personal emergencies. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by e-mail **before** the deadline in order to be given consideration.

No assignments may be turned in after the last class meeting. Assignments turned in after the last class will not be graded.

## ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is [\(213\) 740-0776](tel:2137400776). The e-mail address is: [ability@usc.edu](mailto:ability@usc.edu). The website for DSP has additional information regarding accommodations and requests ([www.usc.edu/disability](http://www.usc.edu/disability)).

### **Incompletes**

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The university policy on incompletes is as follows (from the USC Catalogue):

*Conditions for Removing a Grade of Incomplete:* If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

*Time Limit for Removal of an Incomplete:* One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

## **DISTANCE LEARNING**

This course is offered both online and on campus; the activities, expectations, and requirements are identical between the two versions. The online course is conducted through a combination of real-time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments online, in the field, and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on at least one site that allows people to interact with one another (e.g., Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to

video-record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share their ideas, comments, and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's home page and in his or her calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly class-time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

### **In the Event of Technical Difficulties**

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the learning management system (LMS) once completed, load files onto a power drive, and keep a hard copy of papers and projects.

### **Standards of Appropriate Online Behavior**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material or spam to the class or to use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/http://www.usc.edu/student-affairs/SJACS/>

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## EMERGENCIES AND COURSE CONTINUITY

In case of emergency and when travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Although this course uses the 2SC LMS for online support, an emergency site for the course is also available through Blackboard ([blackboard.usc.edu](http://blackboard.usc.edu)). For additional information about maintaining classes in an emergency, please access <https://learningdesign.usc.edu/emergency-preparedness/>.

## STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

### Academic Conduct

Plagiarism—presenting someone else’s ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards (<https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct: <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (<http://equity.usc.edu>) or to the Department of Public Safety (<http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>). This is important for the safety of the whole USC community. Another member of the university community—such as a friend, classmate, adviser, or faculty member—can help initiate the report or can initiate the report on behalf of another person. The Center for Women and Men (<http://www.usc.edu/student-affairs/cwm/>) provides 24/7 confidential support, and the sexual assault resource center web page [sarc.usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your adviser or program staff to find out more. Students whose primary language is not English should check with the American Language Institute (<http://dornsife.usc.edu/ali>), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs (<http://www.usc.edu/disability>) provides certification for students with disabilities and helps arrange the relevant accommodations.

Accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

# MSC: HUMAN DEVELOPMENT THEORY IN SCHOOL COUNSELING

## Units and Goals

### Unit 1

Introduction: Human Development for School Counseling Course Foundation: Wellness and Justice

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Discuss the importance of human development for informed decision making for school counselors
    - Analyze the mediating factors of wellness and justice as foundational in academic settings
2. Required reading
  - Broderick & Blewitt (2015)
    - Chapter 1: Organizing Themes in Development, pp. 2–27
    - Chapter 2: Epigenesis and the Brain: The Fundamentals of Behavior and Development, pp. 40–69
  - Studer, J. R., & Allton, J. A. (1996). The professional school counselor: Supporting and understanding the role of the guidance program. *NASSP Bulletin*, 80(581), 53–60.
3. Prelecture reading guide: TBA
4. Essential Question 1
  - **EQ1: How does your role as a school counselor relate to human development for well-being in a school setting?**

### Unit 2

Human Development: Theories of Human Development; Infancy Through Early Childhood

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Compare and contrast theories of human development
    - Discuss typical stages of development in early childhood
    - Apply foundational theories of development to individual cases
2. Required reading
  - Broderick & Blewitt (2015)
    - Chapter 3: Cognitive Development in the Early Years, pp. 78–122
    - Chapter 4: Emotional Development in the Early Years, pp. 124–160
    - Chapter 5: The Emerging Self and Socialization of the Early Years, pp. 168–197
3. Prelecture reading guide: TBA

### Unit 3

Human Development: Middle School to Early Adolescence

1. Unit learning goals

- By the end of this unit, you will be able to:
  - Apply theories of human development to individual case studies to determine effective school counseling goals
  - Practice informed decision making for the school counselor to develop goals and interventions
- 2. Required reading
  - Broderick & Blewitt (2015)
    - Chapter 6: Realms of Cognition in Middle Childhood, pp. 202–229
    - Chapter 7: Self and Moral Development: Middle Childhood, pp. 244–278.
    - Chapter 8: Gender, Peer Relationships: Middle Childhood Through Early Adolescence, pp. 282–317.
- 3. Prelecture reading guide: TBA
- 4. Essential Question 2
  - **EQ2: How will you, in the role of school counselor, use theories of development to promote well-being?**

## Unit 4

Human Development: College and Career Readiness; Adolescence

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Discuss the relationship between development and cultural, socioeconomic, and emotional factors in learning
    - Analyze a case to form school counseling goals for interruptions to wellness that can create barriers to college and career readiness
    - Analyze a case from a systems-level perspective to identify and strengthen resources to prevent interruptions to college and career readiness and the mediating influence of justice
2. Required reading
  - Broderick & Blewitt (2015)
    - Chapter 9: Physical, Cognitive, Identity Development in Adolescence, pp. 324–357
    - Chapter 10: The Social World of Adolescence, pp. 368–397
  - Welsh, M. C., Peterson, E., & Jameson, M. M. (2017). History of childhood maltreatment and college academic outcomes: Indirect effects of hot execution function. *Frontiers in Psychology*, 8, 1091.
3. Prelecture reading guide: TBA
4. DUE: Paper 1 upload to LMS—Theory-based case: student in wellness and justice. Problem statement and three theories that frame the case that describe causal connections for the case study.

## Unit 5

Human Development: Academic Achievement; the Young Adult

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Articulate the relationship between academic achievement and challenges to wellness as related to human development:
      - Institutional oppression (e.g., poverty, racism)
      - Individual circumstances (e.g., mental illness, community violence, or domestic violence)
      - Programming schedules
    - Analyze an individual or school-level case to identify school counselor goals that address issues in wellness affecting academic achievement
2. Required reading
  - Broderick & Blewitt (2015)
    - Chapter 11: Physical and Cognitive Development in Young Adulthood, pp. 408–429
    - Chapter 12: Socio-emotional and Vocational Development in Young Adulthood, pp. 438–469
3. Prelecture reading guide TBA
4. DUE: Worksheet upload to LMS—Select a peer-reviewed research article that relates to the case study subject selected and the developmental challenge.

## **Unit 6**

### **Human Development: The Adult World: Culture, Context, and Family**

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Explain the roles of culture and context in human development
    - Articulate strategies to incorporate psychosocial literacy to promote wellness in human development
2. Required reading
  - Broderick & Blewitt (2015)
    - Chapter 13: Middle Adulthood, Cognitive Personality and Social Development, pp. 478–514
    - Chapter 14: Living Well, Stress, Coping, and Life Satisfaction in Adulthood, pp. 526–552
3. Prelecture reading guide TBA

## **Unit 7**

### **Human Development: School Counselors and Learning**

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Articulate development and school contexts' relationship to:

- Psychopolitical literacy
  - Psychopolitical validity
  - Discuss a case study integrating concepts in psychopolitical literacy and psychopolitical validity
- 2. Required reading
  - Broderick & Blewitt (2015)
    - Chapter 15: Gains and Losses in Late Adulthood, pp. 556–593
- 3. Prelecture reading guide TBA
- 4. Essential Question 3
  - **EQ3: How, as a school counselor, would you develop school counseling-related goals based on human development to promote well-being for students, for teachers, and programs?**

## Unit 8

### Human Development: Ethics and the School Counselor

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Discuss the role of ethics and education as a moral responsibility of well-being and justice
    - Analyze a case study showing interruptions to human development and look at the role of ethics from a school counseling perspective
2. Required reading
  - Reardon, S. F., & Owens, A. (2014). 60 years after Brown: Trends and consequences of school segregation. *Annual Review of Sociology*, 40, 199–218.
  - ASCA. (2016). *Ethical standards for school counselors*
  - Broderick & Blewitt (2015) Chapters 1–15 (Human Development—revisit topics as needed)
3. Prelecture reading guide TBA

## Unit 9

### Human Development: Social Inclusion and Wellness: Personal, Relational, and Collective Levels of Wellness and Justice

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Discuss the interaction of personal, relational, and collective levels pertaining to human development
    - Analyze a case study understanding the interactions between system levels and human development related to school context
2. Required reading

- Broderick & Blewitt (2015) Chapters 1–15 (Human Development—revisit topics as needed)
  - <https://www.psychologynotesHQ.com/bronfenbrenner-ecological-theory/>
3. Recommended reading
    - Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. *In*: Damon, W., & Lerner, R. M. (Eds), *Handbook of Child Psychology*. Hoboken: NJ: Willey.
  4. Prelecture reading guide TBA

## Unit 10

### Human Development: Self-Advocacy, Self-Efficacy, Implicit Bias, and Imposter Syndrome

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Articulate the role of self-advocacy, self-efficacy, implicit bias, and imposter syndrome in K–12 contexts
    - Create goals that support student development of self-advocacy and self-efficacy
    - Create goals for a faculty development program that facilitates understanding of implicit bias, impostor syndrome, and how educators can intervene to support student development of the academic self
2. Required reading
  - National Research Council. (2011). *High school dropout, graduation, and completion rates: Better data, better measures, better decisions*. Washington, DC: National Academies Press.
  - Oyserman, D., Terry, K., & Bybee, D. (2002). A possible selves intervention to enhance school involvement. *Journal of Adolescence*, 25(3), 313–326.
  - Recall Broderick & Blewitt (2015) Chapter 9
  - Broderick & Blewitt (2015) Chapters 1–15 (Human Development—revisit topics as needed)
3. Prelecture reading guide TBA
4. Essential Question 4
  - **EQ4: How can you, as a school counselor, incorporate theories of human development in terms of well-being and justice in the lives of colleagues, community partners, and administrators?**

## Unit 11

### Human Development: Justice and Strengths-Based School Counseling

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Articulate the oppression in educational outcomes and restorative justice as an intervening process
    - Discuss a case and apply principles of justice using a solutions-focused approach
2. Required reading

- Freire, P., & Ramos, M. B. (2009). Chapter 2 from “Pedagogy of the Oppressed.” *Race/Ethnicity: Multidisciplinary Global Contexts*, 2(2), 163–174.
  - Singh, A., Urbano, A., Haston, M., & McMahan, E. (2010). School counselors’ strategies for social justice change: A grounded theory of what works in the real world. *Professional School Counseling*, 13(3), 135–145.
3. Recommended reading
    - Broderick & Blewitt (2015) Chapters 1–15 (Human Development—revisit topics as needed)
  4. Prelecture reading guide
    - Freire, P., & Ramos, M. B. (2009)—Note the view of the learner’s contribution, the perception the educator has about the learner, and the authors’ discussion about framing the learning and educator relationship.
    - Singh, A., Urbano, A., Haston, M., & McMahan, E. (2010)—Note the strategies suggested, the settings in which these strategies work, the issues that the strategies are suggested to address, the role(s) of the counselor in these strategies, the role of the student, other educators, and stakeholders/community.

## Unit 12

### Human Development: Collaboration and Community

1. Unit learning goals
  - By the end of this unit, you will be able to:
    - Create a list of potential community partnerships for the purpose of developing collaborative relationships to promote wellness and justice
    - Analyze a community-level case and identify school counselor goals and potential interventions to strengthen community and encourage collaboration
2. Required reading
  - Article: Individual choice 1
  - Article: Individual choice 2
  - Broderick & Blewitt (2015) Chapters 1–15 (Human Development—revisit topics as needed)
3. Pre-lecture reading guide: Select readings for yourself this week based on this self-assessment.
  - Identify content for which you feel confident
  - Identify an area that you need to refresh
4. Essential Question 5
  - **EQ5: How does your *perception of your experiences* (cultural background and cultural perspective) influence the way you view individuals, families, schools, and community systems in terms of human development and justice practices that promote well-being?**

### Unit Sequence: Topics and Assignments

<i>Date</i>	<b>Unit Topics</b>	<b>Readings (complete references in unit reading outline) below</b>	<b>Assignments (all assignments are due at the start of the Live Session)</b>
<i>Week 1</i> Aug. 20=3	Unit 1   Introduction: Educational and School Counseling Course Foundation—Wellness and Justice	Broderick & Blewitt (2015) Ch 1 & 2  Studer & Allton, (1996)	<i>In-class activity:</i> Reading scientific articles for understanding
<i>Week 2</i> Aug. 30	Unit 2   Human Development Theories Introduction—History and Current Perspectives; Infancy and Toddlerhood	Broderick & Blewitt (2015) Ch 3, 4 & 5	Async: Self-test Chapters 1–5
<i>Week 3</i> Sept. 6	Individual Meetings/Mandatory Office Hours/Student Study Groups for the Progressive Case Study		
<i>Week 4</i> Sept. 13	Unit 3   Human Development— Resources, Opportunities, Burdens; Elementary	Broderick & Blewitt (2015) Ch 6, 7 & 8	Progressive Case Study Phase 1
<i>Week 5</i> Sept. 20	Unit 4   Bias and Privilege as Threat to Well Being	Broderick & Blewitt (2015) Ch 9 & 10  Welsh, Peterson, & Jameson, (2017)	Paper 1, Part 1 <b>Due 9/20</b> Async: Self-test 2 Chapters 6–10
<i>Week 6</i> Sept. 27	Individual Meetings/Mandatory Office Hours/Student Study Groups for the Progressive Case Study		
<i>Week 7</i> Oct. 4	Unit 5   Human Development— Academic Achievement; Adolescence/Young Adult High School	Broderick & Blewitt (2015) Ch 11 & 12	Progressive Case Study Phase 2
<i>Week 8</i> Oct. 11	Unit 6   Human Development— Culture, Context, and Psychosocial Development; Mid and Late Adulthood	Broderick & Blewitt (2015) Ch 13 & 14	Async: <i>A slice of life</i> assessment of human development theories and constructs
<i>Week 9</i> Oct. 18	Unit 7   Human Development— Psychopolitical Literacy and Psychopolitical Validity	Broderick & Blewitt (2015) Ch 15	

<i>Week 10</i> Oct. 25	Unit 8   Human Development— Ethics and School Counseling	Reardon & Owens (2014)  ASCA. (2016)  Broderick & Blewitt (2015) Ch 1-15 choice	Paper 1, Part 2 <b>Due</b> <b>10/25</b>
<i>Week 11</i> Nov. 1	Unit 9   Human Development— Social Inclusion and Wellness	Broderick & Blewitt (2015) Ch 1-15 choice  Bronfenbrenner <i>link</i>	
<i>Week 12</i> Nov. 8	Unit 10   Human Development— Self-Advocacy, Self-Efficacy, Implicit Bias and Imposter Syndrome	Oyserman, Terry, & Bybee (2002)  Broderick & Blewitt (2015) Chapter 9 <i>Revisit</i>  Broderick & Blewitt (2015) Ch 1-15 <i>choice</i>	Progressive Case Study Phase 3
<i>Week 13</i> Nov. 15	Individual Meetings/Mandatory Office Hours/Student Study Groups for the Final Paper and Presentation		
<i>Week 14</i> Nov. 22	No Class – Thanksgiving Recess		
<i>Week 15</i> Nov. 29	Unit 11   Human Development— Justice in Educational Practices and Brief, Solution-Focused School Counseling	Freire & Ramos, (2009)  Singh, Urbano, Haston, & McMahan, (2010).  Broderick & Blewitt (2015) Ch 1-15 <i>choice</i>	Paper 1, Part 3 <b>Due</b> 11/29
<i>Week 16</i> Dec. 6	Unit 12   Human Development— Collaboration and Community	Broderick & Blewitt (2015) Ch 1-15 <i>choice</i>	Oral presentation Case study video reflection <b>Due</b> 12/6