

**Syllabus for Course References**

**MHS 6481 Human Development for School Counselors**

CRN 81891

FALL 2011

**Course Titles:   Human Development Credit Hours: 3**

CLASS TIME:  Tuesdays 5:00-7:45                  LOCATION:  AB 7- 336

Instructor:  Abbe Finn, Ph.D., LPC          Office: Academic Building III Rm 289

**Office Phone: 590-7772                                Email: afinn@fgcu.edu**

**Office Hours:  AB3 –289                          Tuesdays 2:00-4:00**

**If you cannot come during the above office hours please arrange an appointment.  I will also be available for questions or concerns after class.**

Required Text:

Santrock, J. (2011)  Life-Span Development (13th Edition). Boston: McGraw Hill.

ISBN: 978-07-353209-7

## Course Descriptions

Human Development for School Counselors: An examination of theories of human development from conception to the end of life, applying theoretical paradigms to actual children and families through observations, interviews and case studies, and exploring the issues of typical/atypical development, parenthood, and adaptive family life-styles within varying ecological contexts.  
  
 Focus on preconception to end of life issues. The focus is on exploration of the domains of human development: concepts and methodology, theories, and research on social, cognitive, and language development. It is our premise that people are at the center of both the educational and counseling process and an understanding of human life span development is essential to maximizing growth and lifelong learning.

## Objectives:

**CACREP Standards Met (School and Mental Health Counselors)**

| OBJECTIVE | CACREP  STANDARD |
| --- | --- |
| 1. Ethical standards of the ACA and related entities, ethical and legal issues, and their applications to various professional activities (e.g., appraisal, group work); | II-K 1.h |
| 2. Counselors roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, process of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are | II-K 2.d |
| 3.  theories of individual and family development and transitions across the life-span; | II-K 3.a |
| 4. theories of learning and personality development; | II-K 3.b |
| 5. human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior; | II-K 3.c |
| 6.  strategies for facilitating development over the life span; | II-K 3.d |
| 7.  ethical & legal considerations. | II-K 3.e |
| 8. Interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development; | II-K 4.d |
| 9. role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family, age, gender, sexual orientation, religious and spiritual beliefs, occupation and mental and physical status, and MHC equity issues. | MHC A.6 |
| 10.  gen. principles & practices for the promotion of optimal human development and mental health | MHC C.2 |

**Florida Educator Accomplished Practices (FEAP) Met by MHS 6481 (School Counselors Only)**

|  |  |
| --- | --- |
| **OBJECTIVES** | **FEAP** |
| 1.  Knows how race, ethnicity, gender, socio-economic status, language, and special need variables affect all PK-12 students’ development, learning, and/or behavior change*.* | Diversity 5.1 |
| 2.  Knows established human development/learning theories and concepts (including first and second language acquisition). | Human Development Learning 7.1 |
| 3. Knows and understands the school counselor’ssubject matter thoroughly. | Knowledge of Subject Matter 8.1 |

## COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES

**LiveText:**

The College of Education has adopted the use of LiveText software to provide for the improvement of student performance and program quality. As a degree-seeking student you are responsible for purchasing a membership to LiveText during your first course in the FGCU’s College of Education. If you do not have a membership to LiveText, you will need to purchase it immediately**. This is a one-time only purchase.**

All students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in LiveText that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**A.  Course Requirements & Assessments and Points**

1.                                             1. Complete all reading assignments before class.

2. Attend class and participate in class discussions  **(5 Points)**

1. Write an original paper in which a review of literature is completed on a topic of interest of the student that is related to life span development.  APA Style is required.  There should be 8 to 10 references from books or juried professional journals.  The majority of these journals should be from the past 10 years.  The paper should be from 13 to 15 pages in length. The professor will approve the topic.

**School Counselors** should select topics relevant to education and learning but with a life span perspective

* **(FEAPS:** 5.1 Knows how race, ethnicity, gender, socio-economic status, language, and special need variables affect all PK-12 student**s’** **development, learning, and/or behavior change***.*
* **7.1**  Knows established human development/learning theories and concepts (including first and second language acquisition). The purpose of this exercise is to increase students’ knowledge on a topic of interest to them **(25 Points). (CACREP II-K 3.c).**

4. Present the findings from this term paper to the class in a poster session.  Prepare a tri-fold poster and a handout describing your findings.  You will be scored on professionalism, organization, fluency, scholarly sophistication, interest, creativity, use of visual aids, coverage of the topic in the poster and the handout. **(10 Points).***.*

* FEAP 7.1 Knows established human development/learning theories and concepts (including first and second language acquisition). The purpose of this exercise is to increase students’ knowledge on a topic of interest to them**. (CACREP II-K 3.c).**

1. Observe a child (6 hours minimum) and write a three to five-page paper comparing what you have observed with what the literature and textbook leads you to expect.  **School Counselors**, Reflect on what you have observed and connect with possible impact on school performance and learning. You may interview six older children for one hour each or observe a younger child for a minimum of six hours. **(10 Points).**

* **(FEAPS: 7.1** Knows established human development/learning theories and concepts (including first and second language acquisition). The purpose of this exercise is to increase students’ knowledge on a topic of interest to them . **(CACREP II-K 3.c).**

1. Total points from 10 quizzes at 3 points each. **(30 Points).**

* **(FEAPS:** 5.1 Knows how race, ethnicity, gender, socio-economic status, language, and special need variables affect all PK-12 student**s’** **development, learning, and/or behavior change.**
* **7.1** Knows established human development/learning theories and concepts (including first and second language acquisition). The purpose of this exercise is to increase students’ knowledge on a topic of interest to them.
* 8.1 Knows and understands **the** **school counselor’s** subject matter thoroughly.
* **CACREP Standards:** II-K 1.h; II-K 2.d;  II-K 3.a; II-K 3.b; II-K 3.c; II-K 3.d; II-K 3.e; II-K 4.d. **7.1** MHC A.6; MHC C.2)

1. Pass the end of term assessment. **(20 Points).**

* **(FEAPS:** 5.1 Knows how race, ethnicity, gender, socio-economic status, language, and special need variables affect all PK-12 student**s’** **development, learning, and/or behavior change.**
* **7.1** Knows established human development/learning theories and concepts (including first and second language acquisition). The purpose of this exercise is to increase students’ knowledge on a topic of interest to them.
* 8.1 Knows and understands **the** **school counselor’s** subject matter thoroughly.
* **CACREP Standards:** II-K 1.h; II-K 2.d;  II-K 3.a; II-K 3.b; II-K 3.c; II-K 3.d; II-K 3.e; II-K 4.d.  MHC A.6; MHC C.2;)

1. **Total points to be above a C.**
2. **Field Experience and Clinical Practice**

All candidates will observe a child for six hours and write a paper comparing what they observed with what the class discussion and the readings from the text would have led them to expect.  You may interview the subject and ask questions. Make certain that any questions that you ask are not too intrusive.  If interviewing a child, be certain that you have permission of the responsible adult before initiating the interview. Candidates enrolled in MHS 6481 (School Counseling Graduate Students) may observe children in the classroom and reflect on what they observe, compare the student’s behavior and level of learning with age peers, and comment on how the child’s observed behavior will likely impact learning. When writing the paper make certain to protect the identity of the child being observed.

###### **C.  Assessment Procedure**

Written assessments, oral presentations, and written research assessments  (assessment procedures) will be used to determine candidate achievement of the course objectives listed under VI.  All required assignments will be given a specific point values. Grades will be computed using the following scale:

**Letter grades will be determined by using the following scale:**

A = 93-100                  (Exemplary effort)

B = 85-92                    (Good solid work)

C = 77-84                    (Not Acceptable)

D = 69-76                    (Very Poor work Unacceptable)

                                                F = below 69               (Unacceptable)

Final grades will be given based on candidate performance in class, on examinations, and written and oral class assignments

1. **Instructional Strategies:**

Candidates will having the following learning experiences:

* + 1. Lecture
    2. Class discussion
    3. Demonstrations
    4. Role-plays
    5. Research
    6. Class presentations

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## COURSE OUTLINE Assignments and Assessments Life Span / Human Development 2009

|  |  |  |
| --- | --- | --- |
| Date | **Topic(s)** | **Chapter Readings And Assignments Due** |
| 8-23 | Introduction and overview of the course;  **Review Syllabus :**  **1: Introduction and Chapter One**  **2: Biological Beginnings** | 1& 2 |
| 8-30 | **3: Prenatal Development and Birth** | 3 |
| 9-6 | **4: Physical Development in Infancy**  **5: Cognitive Development in Infancy** | 4 & 5 |
| 9-13 | **6: Socioemotional Development in Infancy**  **7: Physical and Cognitive Development in Early Childhood** | 6 & 7 |
| 9-20 | **8: Socioemotional Development in Early Childhood**  **9: Physical and Cognitive Development in Middle and Late Childhood** | 8 & 9 |
| 9-27 | 10. Socioemotional Development in Middle and Late Childhood | 10 |
| 10-4 | **11. Physical and Cognitive Development in Adolescence** | 11 & 12 **Observation Paper Due** |
| 10-11 | Fall Break or Hurricane Make-up Days if needed |  |
| 10-18 | **12. Socioemotional Development in Adolescence** | 12 |
| 10-25 | 13. **Physical and Cognitive Development in Early Adulthood**  **14. Socioemotional Development in Early Adulthood** | **13 & 14** |
| 11-1 | Online meeting  15. **Physical and Cognitive Development in Middle  Adulthood**  **16. Socioemotional Development in Middle Adulthood** | **15 & 16**  FSCA Annual Meeting |
| 11-08 | 17. **Physical Development in Late  Adulthood**  **18. Cognitive Development in Late  Adulthood** | 17 & 18  **Review of Literature Paper Due** |
| 11-15 | **19. Socioemotional Development in Late Adulthood**  **20. Death and Grieving** | 19 & 20 |
| 11-22 | Poster Presentations | **Presentations** |
| 11-29 | Final Exam | **Final Due** |
| 12-6. | Reading Day No classes |  |

**CLASS POLICIES**

Attendance Policy:

Attendance and participation in class are expected.   Excessive absences an failure to contribute to group discussions will adversely affect the final grade for the course. Candidates are responsible for all material covered when absent.

Class Participation:

As a part of this classroom community of learners, please be prepared to participate and share your thoughts, feelings and questions related to the assigned readings. All interactions are expected to be conducted with a respect for diversity and with professionalism.

Incomplete (I) Grade:

“A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of I. A grade of I is not computed in a student’s GPA.

“An incomplete grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of F in the course.

“To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the instructor. Should a professor decide to assign the grade, both the student and the professor must complete and retain a copy of an Incomplete Grade Agreement Form. The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned or graduation, whichever comes first; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of I will be changed to an F if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade.”

Academic Honesty

Students who are found to have demonstrated academically dishonest behavior will receive 0 points failing the assignment and may receive an F for their final grade. If it is a group assignment, all members of the group; will receive an F unless they can demonstrate that they had no participation in, or awareness of the dishonest behavior. See University policy below.

Format for Written Assignments

All Assignments must be printed from a word processor in APA format. Your name must appear and all multi-page documents must be stapled. Papers are due on the date published in the syllabus unless changed by the professor. There will be reduction of points for late papers. All papers are due at the beginning of class on the assigned date. Please submit to the course drop box (Turn-it-in.com) and present a written copy on the due date.

**University Statements:**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239‐590‐7956 or TTY 239‐590‐7930

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**Resources for Faculty General Education**

Information on General Education program requirements is available online at http://www.fgcu.edu/General\_Education/index.html

**Service‐Learning**

Information on integrating service‐learning into the course and course syllabus is available online at http://www.fgcu.edu/Connect/

**Distance‐Learning**

Information on distance learning courses is available online at http://itech.fgcu.edu/distance/

**Online Tutorials**

Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/ *Approved 3‐27‐09 by Faculty Senate; Approved 4‐30‐09 by Provost and Vice President for Academic Affairs Page | 3*

CANDIDATE INFORMATION

Course name and number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student I.D #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gender \_\_\_\_\_\_\_\_\_\_\_\_\_ Race: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e-mail Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of hours this semester: \_\_\_\_\_

Number of hours working this semester: \_\_\_\_\_\_\_\_\_\_

Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fax#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Emergency Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_

Goal Degree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What type of work do you do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goal for taking this course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_