**Master Syllabus**

**College of Education**

**Department of Leadership, Counseling and Educational Technology**

**MHS 6482 Lifespan Development**

3 Credits

CRN, Semester

Faculty Name and Rank

|  |  |  |
| --- | --- | --- |
| **Contact Information** | **Class Hours** | **Office Hours** |
| Office:  Phone:  Fax:  E-mail:  SKYPE: | Day, Time, Room | Days/Times  Or by appointment  via office  or SKYPE  or On-line as scheduled |

**Course Description: (From catalog plus any additional instructor amplification)**

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| 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 |
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**Objectives: (Summary if distinct from objectives for CACREP, FEAPs or NCATE)**

**Implementation Strategies**

**Primary Method of Instruction**

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| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| x | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| x | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity/Hybrid | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/ Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Required Materials/Activities:**

1. Santrock, J. (2011)  Life-Span Development (13th Edition). Boston: McGraw Hill.  ISBN: 978-07-3532097

2.LIVETEXT license.

3. Classroom handouts

4. Any assigned classroom readings or virtual documents (see Course Management System)

**Sample Calendar of Coursework Activities**

**(Note that schedule may be subject to change.)**

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| **Important Notes: Instructor Policies and Rules** |

1. **Class Attendance Policy** .

**SAMPLE:** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to two (2) absences without penalty. For each absence beyond two, your final grade will be lowered by 10%. To be considered present you must be in class from beginning to end on a given day. It is also expected that all students have a valid reason for missing class which does not include “the last day of class.” All readings must be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and appropriate risk taking (i.e., modeling) are welcomed and encouraged.

1. **Written Assignments**. **Sample** All papers must be written in American Psychological Association (APA) form and style unless otherwise indicated. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct.
2. **Evaluation.** Statements here cover whether a course is on a points accrual or percentage basis, if all assignments must be completed to achieve a passing grade, policy on late work. Discuss here if course is pass fail.

| **Description** | **Points** |
| --- | --- |
| Quizzes |  |
| Research Poster |  |
| Review of Literature |  |
| End of term assessment |  |
| Field Experience/child study |  |
| Professionalism and Participation |  |
| TOTAL |  |

|  |  |  |
| --- | --- | --- |
| **Minimum Percent** | **Minimum Points** | **Grade** |
| 90 |  | A |
| 80 |  | B |
| 70 |  | C |
|  |  |  |

**Policy regarding late or incomplete assignments**

1. **(Sample language about credit (full, partial or none) for late or incomplete work and number of days or week work can be late.** Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized.
2. Late assignments lose 10% per week or any part thereof that are late.
3. No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.

At the instructor’s discretion and based on exceptionally strong performance in one or more areas, students whose cumulative points are within 5 of cut off scores may be awarded + or – grades.

**Policies regarding technology usage and use of technology in class.**

**Sample Statement regarding the level of technology usage and any policies regarding use of cell phones, PDAs, laptops, and other personal electronic devices** Please Note: If you use a computer to take notes, please don’t be sending emails or be on the internet or any websites during class. I find this activity very disrespectful. If you are bored with what’s going on, please see me. Please shut down your cell phones unless you are employed at a critical care facility and are on-call, or have a pending emergency in your family. Everyone will appreciate this.

**The Fine Print: College/University Rules**

**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>

**College of Education LiveText Statement**

The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. This is a one-time only purchase. 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 Live Text 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.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors**. This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**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

**E-mail.**

Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU. To activate, and your account, go to <http://eagle.fgcu.edu/> or you can call the Help Desk at 590-7107. Also, you should know that you can check and send messages from any Internet connection by going to http://eagle.fgcu.edu/.

**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.

**The fine print: Standards and Assessments**

**College and University Competencies**

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| **Competency** | **Evaluation** |
| **FL-FGCU-COE-2011-DP.1** | Knowledge - Value expertise and research in the field. |
| **FL-FGCU-COE-2011-DP.2** | Social Justice & Ethic of Care - Believe that equity enhances the strength of a community because of the unique perspectives, individual differences and cultural norms inherent in its individual members. |
| **FL-FGCU-COE-2011-DP.6** | Diversity - Believe that all individuals can learn and have a right to the appropriate support needed to help them achieve. |
| FL-FGCU-COE-2011-KSP.1 | Knowledge - Demonstrate understanding and application of current theory, methods, and trends. |
| **FL-FGCU-COE-2011-KSP.2** | Social Justice & Ethic of Care - Are aware of democratic values and make equitable decisions for all individuals within a climate of openness, inclusion, and equity. |
| **FL-FGCU-COE-2011-KSP.6** | Diversity - Recognize and understand the cultural, linguistic, and experiential diversity of local and global communities and demonstrate the ability to support strengths, accommodate needs and maximize potential for all individuals. |
| FL-FGCU-COE-2011-DP.4 | Lifelong Learning - Value learning and critical thinking as necessary ingredients for success and leadership. |

**CACREP Standards Matrix**

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| **CACREP-2009.Core 2.G.3.a** | theories of individual and family development and transitions across the life span; | Quizzes and Final Exam - Rubric: Candidates will demonstrate knowledge by achieving an average grade of B or better on 10 quizzes and a final exam. Candidates demonstrate knowledge of theories of individual and family development and transitions across the life span at a level to achieve an average grade of A on the quizzes and final exam.  Human Development Observation paper. |
| Core 3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. | b. theories of learning and personality development, including current understandings about neurobiological behavior; | Quizzes and Final Exam - Rubric: Candidates will demonstrate knowledge by achieving an average grade of B or better on 10 quizzes and a final exam. Candidates demonstrate knowledge of theories of individual and family development and transitions across the life span at a level to achieve an average grade of A on the quizzes and final exam.  Human Development Observation paper. |
| Core 3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. | c. effects of crises, disasters, and other trauma-causing events on persons of all ages; | Quizzes and Final Exam - Rubric: Candidate demonstrates knowledge of the effects of crises, disasters, and other trauma-causing events on persons of all ages and achieve an average grade of A on the quizzes and final exam. |
| Core 3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. | d. theories and models of individual, cultural, couple, family, and community resilience; | Quizzes and Final Exam - Rubric: Candidates will demonstrate knowledge by achieving an average grade of B or better on 10 quizzes and a final exam. Candidate demonstrates knowledge of theories and models of individual, cultural, couple, family, and community resilience and achieve an average grade of A on the quizzes and final exam.  Human Development Observation paper. |
| Core 3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. | e. developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; | Quizzes and Final Exam - Rubric: Candidates will demonstrate knowledge by achieving an average grade of B or better on 10 quizzes and a final exam. Candidate demonstrates knowledge of theories and models of individual, cultural, couple, family, and community resilience and achieve an average grade of A on the quizzes and final exam.  Human Development Review of the Literature |
| Core 3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. | f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; | Quizzes and Final Exam - Rubric: Candidate demonstrates knowledge of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior at the level to achieve an average grade of A on the quizzes and final exam.  Human Development Observation paper.  Review of the Literature |
| Core 3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. | g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and | Quizzes and Final Exam - Rubric: Candidate demonstrates knowledge of theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment at the level to achieve an average grade of A on the quizzes and final exam. |
| Core 3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. | h. theories for facilitating optimal development and wellness over the life span. | Quizzes and Final Exam - Rubric: Candidate demonstrates knowledge of theories for facilitating optimal development and wellness over the life span to achieve an average grade of A on the quizzes and final exam.  Human Development Observation paper. |
| School Counseling  A. Foundations - Knowledge | 6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. | Candidates will achieve an average grade of B or better on 10 quizzes and a final exam. Candidate demonstrates theories of learning and personality development, including current understandings about neurobiological behavior at a level of achieve for an average grade of A on the quizzes and final exam. |
| CMHC A. Foundations - Knowledge | Understands the impact of crises, disasters, and other trauma-causing events on people. | Candidates will achieve an average grade of B or better on 10 quizzes and a final exam. Candidate demonstrates the impact of crises, disasters, and other trauma-causing events on people at a level of achieve for an average grade of A on the quizzes and final exam. |
| CMHC Counseling prevention and Intervention - Knowledge | 4. Knows the disease concept and etiology of addiction and co-occurring disorders. | MHS 6450 Issues in Addictions and Abuse Subject Knowledge Rubric: Candidates will demonstrate adequate subject knowledge by achieving a cumulative 85% correct on answers on the quizzes and the final exams. Candidate demonstrates knowledge of theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment at a level to earn an A 93% and above. |
| **CORE CACREP-2009.2.G.8.a** | the importance of research in advancing the counseling profession; | Review of the Literature PAPER |
| **Core CACREP-2009.2.G.8.e** | the use of research to inform evidence-based practice; and | Review of the Literature PAPER |
| **CMHC CACREP-2009.6.J.1** | Applies relevant research findings to inform the practice of clinical mental health counseling. | Review of the Literature PAPER |
| School Counseling G.2 substance abuse | Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. |  |
| School Counseling C.3 | Knowsstrategies for helping students identify strengths and cope with environmental and developmental problems. |  |
| School Counseling C.6 | Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. |  |
| School Counseling E.2 | Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. |  |
| School Counseling G.1 | Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. |  |

**Other CACREP Competencies covered**

**The FGCU Counseling Programs are accredited by the *Council for Accreditation of Counseling & Related Educational Programs*.**

**Date of Master Syllabus Review 2 20 2013**

**Form Date 2 18 2013**