

Course Syllabus
RCS 6066—Fall 2008
Rehabilitation Issues in Human Growth and Development

Instructor: Mary Ellen Young, PhD, CRC

Classroom Location: Distance Education via eLearning at <http://lss.at.ufl.edu/>
(see eLearning instructions on your course home page)

Office hours: via email or by appointment

Office location: HPNP 4178

Contact information: meyoung@phhp.ufl.edu or 352-273-6745

Course Description: Understanding human growth and development across the life span and how injury and illness impact physical, emotional and mental development.

Required Textbook:

Broderick, P.C., & Blewitt, P. (2006). *The life span: Human development for helping professionals* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN: 0-1317-0684-5

Objectives:

During this semester, students will demonstrate the following:

1. Knowledge of the theoretical basis of human growth and development across the life span.
2. Application of human growth and development theory to their own lives and the lives of their family members.
3. Application of human development principles to individuals served by rehabilitation counselors.

Instructional methods:

This course will be taught by a combination of textbook readings and online (distance) learning. The online portion of the course will be managed through eLearning. Students will be assigned weekly readings from the textbook and will be expected to review lecture notes, complete discussion board postings and take regular quizzes using eLearning.

Topic Outline:

Weeks 1 & 2

August 25-Sept 5

Log on to eLearning at <http://lss.at.ufl.edu/>

Log in using your Gatorlink name and password

Make sure your computer and browser are compatible with eLearning.

Complete online tutorial on eLearning, if needed.

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| Week 3 Sept. 8-12 | Reading: Broderick & Blewitt, Chs. 1-2 Lecture and discussion: Models and metaphors |
| Week 4 Sept. 15-19 | Reading: Broderick & Blewitt, Chs. 3-4 Lecture and discussion: Development in early years |
| Week 5 Sept. 22-26 | Reading: Broderick & Blewitt, Chs. 5 Lecture and discussion: The emerging self & socialization QUIZ 1: Early years |
| Week 6 Sept. 29-Oct. 3 | Reading: Broderick & Blewitt, Chs. 6-7 Lecture and discussion: Development in middle childhood |
| Week 7 Oct. 6-10 | Reading: Broderick & Blewitt, Ch. 8 Lecture and discussion: Gender and peer relationships QUIZ 2: Middle childhood |
| Week 8 Oct. 13-17 | Reading: Broderick & Blewitt, Ch. 9 Lecture and discussion: Adolescence |
| Week 9 Oct. 20-24 | Reading: Broderick & Blewitt, Ch. 10 Lecture and discussion: Adolescent socialization QUIZ 3: Adolescence |
| Week 10 Oct. 27-31 | Reading: Broderick & Blewitt, Chs. 11-12 Lecture and discussion: Young adulthood |
| Week 11 Nov. 3-7 | Reading: Broderick & Blewitt, Ch. 13 Lecture and discussion: Middle adulthood QUIZ 4: Young and middle adulthood |
| Week 12 Nov. 10-14 | Reading: Broderick & Blewitt, Ch. 14 Lecture and discussion: Living well in adulthood |
| Week 13 Nov. 17-21 | Reading: Broderick & Blewitt, Ch. 15 Lecture and discussion: Late adulthood QUIZ 5: Late adulthood |
| Week 14 Nov. 24-28 | Thanksgiving week. No assignments due. Work on autobiographical paper. Email instructor with questions. |
| Week 15 Dec. 1-5 | Autobiographical application of human development theory: Paper due by Friday, noon, December 5 |
| Week 16 Dec. 8-10 | Course conclusion & evaluation |

Graded Assignments:

Quizzes: Students will take five (5) online quizzes through WebCT during the semester. Quizzes will be made available on Monday mornings of the week they are due and will remain available until noon Monday of the next week. Each quiz will consist of 10 multiple choice questions and will be considered open-book and open notes. Students are on the honor system to take the quizzes on their own without help from others. Quizzes will be graded on a 100-point scale. Each quiz will be worth 10% of your final grade.

Term paper: Autobiographical application of human development theory. Each student will write a 15 to 20-page term paper using APA style for cover page, running heads, margins, organization and references. This paper will reflect your knowledge of human development theory as it applies to your own life. Your paper will demonstrate your knowledge of the stages of early childhood, middle childhood, adolescence, young adulthood, middle adulthood and late adulthood as they apply to you and your family members. This paper is due by electronic submission via email attachment or hard copy in the instructor's mailbox. The paper will be graded on a 100-point scale for knowledge of human development theory, appropriate application of theory to real life situations, clarity of expression of ideas, creativity, organization, grammar, and APA style. The paper will be worth 30% of your final grade.

Online discussion: Application to rehabilitation counseling populations. Beginning each week on Monday morning the instructor will post questions for discussion requiring application of human development theory to rehabilitation counseling. Each student will be required to post at least three (3) substantive responses to the questions before noon the following Monday. Students are encouraged to post at different times during the week so as to be able to read and react to postings by other students. Substantive participation in online discussions is worth 20% of your final grade (0-1-2 points for each of 11 weeks). You will get two points for three substantive postings, one point for two substantive postings, and zero points for one or no postings.

Student evaluation:

Graded assignments:

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| Quizzes (5 at 10% each) | 50% |
| Term paper | 30% |
| <u>Online discussions</u> | <u>20%</u> |
| Total | 100% |

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| Grading scale: | A | 90-100% |
| | B+ | 86-89% |
| | B | 80-85% |
| | C+ | 76-79% |
| | C | 70-75% |
| | D | 60-69% |
| | E | less than 60% |

Course evaluation

Students will complete a written evaluation of the course at the end of the semester.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details:

www.dso.ufl.edu/judicial/procedures/academicguide.php).

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

The Honor Code

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. The tendering of information includes, but is not limited to, giving of your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

ACCOMMODATIONS: *The course instructor wants every student to have the opportunity for a positive learning experience. This includes my willingness to provide accommodations to students with disabilities. Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodations.*

COUNSELING: *Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. Students facing problems are encouraged to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://shcc.ufl.edu/smhs/>.*

CRISIS INTERVENTION is always available 24/7 from the Alachua County Crisis Center: 352-264-6789.

STUDENT HEALTH: *The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc*