

GCN: 603.OA Counseling and Human Development

Fall 2021

Mondays 7:00 PM – 9:00 PM 09/13/2021 to 12/13/2021

(10) Synchronous Classes: 9/13, 9/20, 10/4, 10/11, 10/25, 11/1, 11/15, 11/29, 12/6, 12/13

(4) Asynchronous Classes: 9/27, 10/18, 11/8, 12/20

COURSE CORE FACULTY: DR ANNA FLORES LOCKE
COURSE INSTRUCTOR: MICHELE HERNANDEZ, MA, LPC, NCC, ACS, ADJUNCT PROFESSOR
CONTACT INFORMATION: Email: michele.hernandez@nyack.edu (Best),
Phone: (917) 757-3047 (Text first)
APPOINTMENT INFORMATION: Office: Telephone or Google Meet
(I am flexible, please text me for appt and link)
Virtual Office Hours: Wednesdays 10am -12am

Online Synchronous Class Session:

The technology used to facilitate online classrooms is Google Meet (aka Google Hangout or Hangouts Meet), and this technology can be launched from your Google Calendar when in my.Nyack.edu. (Click on the Google App 9 square icon in the upper right-hand corner when in your Nyack Gmail account and select Calendar). Additionally, it can be launched by typing the link below into the URL in your Chrome address bar:

Google Meet joining info

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Video call link: <https://meet.google.com/svq-micp-mou>

Or dial: (US) +1 323-920-8715 PIN: 278 847 888#

REQUIRED TEXTS:

Erford, B. T. (2015). *An advanced lifespan odyssey for counseling professionals (1st ed.)*. Boston, MA, Cengage Learning.

ISBN-10: 1-285-08358-X

ISBN: 978-1-285-08358-2

OTHER RESOURCES:

1. Download an electronic copy of the “2014 ACA Code of Ethics” onto your tablet and/or laptop computer. <http://www.counseling.org>
2. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [ISBN: 978-1-4338-0561-5]

Texts can be purchased:

1) Via Barnes and Noble online Bookstore

2) https://bookstore.mbsdirect.net/vbm/vb_home.php?FVCUSNO=2868&url=nyackcollege.htm

CATALOG COURSE DESCRIPTION:

An overview of the major theories, issues, and data of developmental psychology covering early childhood through late adulthood. Course content is included in the CPCE “Human Growth and Development” content area. (3 credits)

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BENCHMARK POLICY:

The following explains the program's Benchmark policy per CACREP requirements. This course is part of the Benchmark A courses, meaning that students must earn a minimum average, cumulative grade of B (3.0) in these 3 courses: GCN 522, GCN 504, GCN 603 (Foundations; Psychopathology; Human Growth).

1. Benchmarks A and B will be measured using the final grades posted in the student's portal for the three courses in that Bench Mark. A minimum, average cumulative **GPA of 3.0** or better in the 3 courses must be achieved; otherwise, the student will need to follow the remediation plan indicated in #2 below. Each student should monitor the final grades in the six courses, as the cumulative GPA for each will not be calculated until all three courses in that benchmark are completed. However, if a student achieves below a B in one of the benchmark courses, that student should be on high alert: In order to achieve the cumulative GPA of 3.0 benchmark, that student will need to earn a B+ or better in one of the other two courses to offset the below-B grade.
2. The remediation plan when a student does not achieve benchmark A or B is as follows: Students will need to meet with their advisor, and they will be required to complete a make-up assignment to demonstrate that they can achieve a B or better in the benchmark course(s) that pulled the students' average, cumulative benchmark GPA below 3.0. That assignment will be due within 30 days from the end of the semester when the student completed the last course in that bench mark.
 Note: Students' official transcript grade will not be changed by the make-up assignment(s). Instead, successfully completing the make-up assignment(s) is required to demonstrate that the student has met the benchmark.

STUDENT LEARNING GOALS:

This course is housed within the Alliance Graduate School of Counseling and the Department of Mental Health Counseling. This course is overseen by Dr. Antoinette Gines-Rivera, Director, Alliance Graduate School of Counseling, Nyack College, Manhattan Campus.

Student Learning Goals:	Assignment* Measuring Goal Attainment:	Other Alignments	
1. Students will learn about human behavior, including theories of individual and family development across the lifespan.	Class attendance-participation, readings, class discussions, discussion posts, midterm and final exams	1	(2016 CACREP Standards: F.3.a)
2. Students will learn about theories of learning.	Class attendance-participation, readings, class discussions, discussion posts, midterm and final exams	5	(2016 CACREP Standard: F 3.b.)

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3. Students will learn theories of normal and personality development.	Class attendance-participation, readings, class discussions, discussion posts, midterm and final exams	1, 4	(2016 CACREP Standard: F 3.c.)
4. Students will demonstrate that they know Biological, neurological, and physiological factors that affect human behavior.	Class attendance-participation, readings, class discussions, discussion posts, final exam, life span paper	1, 4	(2016 CACREP Standard: F 3.e)
5. Students will demonstrate that they know systemic and environmental factors that affect human development, functioning, and behavior.	Class attendance-participation, readings, class discussions, life span paper	1, 5	(2016 CACREP CMHC Standard F.3.f)
6. Students will demonstrate that they understand a general framework for understanding differing abilities and strategies for differentiated intervention.	Class attendance-participation, readings, class discussions, discussion posts, life span paper	1, 4, 5	(2016 CACREP CMHC Standard F.3.h.)
7. Students will demonstrate Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Class attendance-participation, readings, class discussions, discussion posts	1, 4	(2016 CACREP Standard F.3.i.)

ASSIGNMENT DESCRIPTIONS:

1. Class Participation (duration: full semester) and Attendance (5 points):

Major methods of learning in this class are discussion, group exercises, and practicing assessment and diagnostic skills, with **ten (10) two hour synchronous meetings on Mondays (7:00 – 9:00 p.m. EST)** and an additional **4 asynchronous days** for a total of 14 class sessions for this 3 credit course.

Before your scheduled **Monday** meeting, all video lectures, PowerPoints, assignments, and/or chapter readings must be reviewed and marked completed in E360. The time together will be used for discussion, presentations, small group exercises, etc. Therefore, everyone's attendance and participation is mandatory. You are permitted **one excused absence** (you will need to send an email to the Instructor before class for the reason of the absence at least two hours before class is scheduled to meet) during the course semester (there may be a loss of points at professor's discretion). However, the **second absence** will constitute a considerably lower grade and a **third absence** will constitute excessive absences and a **non-passing grade**. Please be on time; points will be deducted for attending the session late. Attending late disrupts the flow of the class, and you will

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miss a very important part of our class at the beginning of the session. If the computer you are using does not have a working internal or external microphone and camera, at all times, by the first synchronous session, you will need to drop this course. **Cameras on devices must be on at all times and microphones should be muted when you are not speaking.**

2. Discussion Questions (6 Discussion Posts 20 points)

During this course you will need to respond to **6** discussion questions. Each discussion post is designed to help the student apply the chapter content to a client. This client will be presented during the first class. Based on this client, you will answer discussion questions. Each post is involved and requires time and effort to be thorough. It is your post that displays significant importance, value, validity, solidity and independence of thought. It directly addresses the question and does not "go off in other topic directions." **The minimum required word count is 150-200 words and applies to all discussion question primary responses and your peer responses that are graded for participation.** Quotes and references to course materials are required as the discussion post is meant to demonstrate your application of the reading materials.

Students are also required to respond to two other students' posts for the full points. After you have posted your initial response, you will then be required to respond to two other classmates' responses as well. However, when I say respond to two other classmates, phrases such as, "That's true" or "I agree" will not be acceptable responses. You must defend your answers. Provide details and/or evidence of why you choose to respond the way you did. If you disagree, tell us why and how you developed this standpoint, feel free to incorporate information from the book, lecture and/or life experience to prove your point.

3. Online Quizzes (4 Quizzes = 10 points)

On Asynchronous Course Days there will be quizzes which cover the required Reading, PowerPoint, Discussions, etc. for class sessions along with the corresponding key terms covered in the assigned readings (see the glossary in the required text). There will be 4 quizzes in total (see syllabus), **The quiz will be posted under the Lessons Tab in e360 for the corresponding week. It will be due the day of the class session. The quiz allows for open book and notes. Once you begin the quiz, you will have 1 hour to complete it. You will not be able to close and reopen the quiz.** If a student misses the window to take a quiz, there will be NO time extensions or make-ups and you will earn a zero for that assigned quiz.

4. Life Span Paper (20 points):

In 8-10 pages, double-spaced, following 7th edition APA format, the student will write about their personal life span development from infancy to their current life stage. This paper can be written in first person and provide stories from childhood to demonstrate certain developmental tasks. Along with meeting developmental milestones, also share developmental tasks that were not achieved or thwarted due to life circumstances. The student will reflect on how privilege influenced their life span development. Using the insight gained from the privilege checklists, the student will detail areas where privilege or lack thereof, impacted their life span development.

5. Midterm (20 points) and Final Exam (25points):

Students will complete an 80-question midterm and final exam, multiple choice on e360. This is a timed (3 hour), open book test. It is meant to replicate the comprehensive exam that you will take at the end of the program to graduate. To prepare for this exam, take notes while reading each chapter – make

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notes of key theorists, terms, and focus on the facts related to the theories. No make-up or re-takes allowed.

GRADING COMPOSITION AND SCALE:

Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

● Participation		5%
● Quizzes		10%
● Discussion Posts		20%
● Life Span Paper		20%
● Midterm Exam		20%
● Final Exam		25%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	0-69%

Care should be taken to perform at one's best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

CARNEGIE UNIT ACCOUNTABILITY

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, "seat time" (instructional schedule set by the Registrar's Office), and outside work assigned. Standardized expectations are 15 hours of class and 30 hours of homework per credit **(45 hours of class time and 90 hours of homework for a 3-credit course)**. Accreditors and the US Department of Education have set these standards so as to assure that students receive a fair education.

In addition to class time, the estimated homework hours for this course, by category, are as follows:

Type of Work	Hours
Required Reading	25
Final Exam (Studying and Taking)	10
Research	30
Writing Assignments	30
Other Assignments	25
Total Homework Hours	125

COURSE OUTLINE AND CALENDAR

All dates and times are listed in Eastern Standard Time (EST).

Week 1	09/13	Overview
Monday		● Read and review syllabus
09/13		Activities, Assignments and/or Exams
Synchronous Class		● Introductory Post (Due 9/13/2021)

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		● Print out Syllabus & Review ACA Code of Ethics
Week 2	09/20	Overview
Monday 09/20 Synchronous Class		Fundamental Principles in Lifespan Development
		Activities, Assignments and/or Exams
		● Read Ch. 1 ● Discussion Post #1 (Initial Post Due 9/17/21, Response Due 9/19/21)
Week 3		Overview
Monday 9/27 AsynchronousClass		Theories of Human Development
		Activities, Assignments and/or Exams
		● Read Ch. 2 & 3 ● Quiz 1 : Chapters 1-3 (Due: 09/26/2021)
Week 4	10/04	Overview
Monday 10/04 Synchronous Class		Genetics, Heredity and Environment
		Activities, Assignments and/or Exams
		● Read Ch. 4 ● Discussion Post #2 (Initial Post Due 10/01/21, Response Due 10/04/21)
Week 5	10/11	Overview
Monday 10/11 Synchronous Class		Infancy and Toddlerhood
		Activities, Assignments and/or Exams
		● Read Ch.5-6 ● Discussion Post #3 (Initial Post Due 10/08/21, Response Due 10/10/21)
Week 6	10/18	Overview
Monday 10/18 AsynchronousClass		The Preschool Years and Early Childhood
		Activities, Assignments and/or Exams
		● Read Ch. 7-8 ● Quiz #2(Due: 10/17/2021)
Week 7	10/25	Overview
Monday 10/25 Synchronous Class		Middle Childhood
		Activities, Assignments and/or Exams
		● Read Ch 9-10 ● Discussion Post #4 (Initial Post Due 10/22/21, Response Due 10/24/21)
Week 8	11/01	Overview
Monday 11/01 Synchronous Class		The Adolescent Years
		Activities, Assignments and/or Exams
		● Read Ch.11-12 ● Quiz #3 (Due by 10/31/2021)
Week 9	11/08	Overview
Monday 11/08 AsynchronousClass		Young Adulthood
		Activities, Assignments and/or Exams
		● Read Chs. 13-14 ● Mid Term (Due 11/08/2021 by 10:00pm)

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Week 10	11/15	Overview
Monday 11/15 Synchronous Class	Exploring your life span development	
	Activities, Assignments and/or Exams	
	<ul style="list-style-type: none"> ● My Life Span Paper (Due: 11/14/2021 by 11:59pm) ● Quiz #4 	
11/21 - 11/28		Thanksgiving Recess
Week 11	11/29	Overview
Monday 11/29 Synchronous Class	● Middle Adulthood	
	Activities, Assignments and/or Exams	
	<ul style="list-style-type: none"> ● Read Ch.15-16 ● Discussion Post #5 (Initial Post Due 11/26/21, Response Due 11/28/21) 	
Week 12	12/06	Overview
Monday 12/06 Synchronous Class	● Late Adulthood	
	Activities, Assignments and/or Exams	
	<ul style="list-style-type: none"> ● Read Ch. 17-18 ● Discussion Post # 6 (Initial Post Due 12/03/21, Response Due 12/07/21) 	
Week 13	12/13	Overview
Monday 12/13 Synchronous Class	Clinical Applications of Human Development	
	Activities, Assignments and/or Exams	
	<ul style="list-style-type: none"> • Review Assigned Readings found in Lesson 13 and/or in Resources Section • Prepare response for the discussion to be held in class • Additional Assignment TBD 	
Week 14	12/20	Overview
Monday 12/20 Asynchronous Class		<ul style="list-style-type: none"> ● Final Exam (Due: 12/20/2021 by 10:00pm)

COURSE POLICIES

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course companion is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.

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- **Attendance/Absence:** Attendance is marked in the Faculty Portal each class period. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. Because this course is accelerated, there will only be ONE ABSENCE allowed for this course. A student must contact the professor via email or voice mail before the end of a missed class. All assignments are due on the date designated. If the professor is absent, work equivalent to the “seat time” missed will be posted in the E360 course companion in order to mark attendance and to fulfill federal/state regulations.
- **Late Assignments/Extensions:** Employers will not accept late work. Therefore, in preparation for your future successful career, every effort must be made to submit work on time. A deduction of a letter grade (e.g., A to A-, B+ to B) will be made in the gradebook for each business day the assignment is late, regardless of work quality. Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar’s Office no later than the last day of the class (before final exams week begins—see *Extensions for Late Work policy in the college catalog*).
- **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
- **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as described in the *plagiarism policy in the college catalog and student handbook*.
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.
- **Style Guide for written work:** All written work should follow APA style guidelines.
- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center’s locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center’s services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>
- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or

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program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. *See the full Grievance Procedure Policy posted in the college catalog.*

- **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at www.nyack.edu/safetyandsecurity. Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.
- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length. Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.