

GCN 603.LS: Counseling and Human Development

Fall 2022

Tuesday at 5:00 PM - 7:00PM EST Online

COURSE INSTRUCTOR	Dr. George J Ramos
CONTACT INFORMATION	Phone: 914-265-9991 Office: Online Email: George.Ramos@nyack.edu
APPOINTMENT INFORMATION	By Appointment Only
SYNCHRONOUS MEETINGS	Join by computer – Zoom : https://nyack.zoom.us/j/98222718597

Camera and microphone must be engaged

REQUIRED TEXTS:

Santrock, J. (2019). *Life-span development 17th Edition*. New York, NY: Mcgraw-Hill Education.

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. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. [ISBN: 978-1-4338-0561-5]

Texts can be purchased through Barnes and Noble online Bookstore

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)

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 bench mark are completed. However, if a student achieves below a B in one of the bench mark courses, that student should be on high alert: In order to achieve the cumulative GPA of 3.0 bench mark, that student will need to earn a B+ or better in one of the other two courses to offset the below-B grade.

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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 bench mark course(s) that pulled the students' average, cumulative bench mark 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	
		Core / Skill	Dept / Prg
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	1	(2016 CACREP Standards: F.3.a)
2. Students will learn about theories of learning.	Class attendance-participation, readings, class discussions, discussion posts	5	(2016 CACREP Standard: F 3.b.)
3. Students will learn theories of normal and personality development.	Class attendance-participation, readings, class discussions, discussion posts	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, reflection paper	1, 5	(2016 CACREP CMHC Standard F.3.f)
6. Students will demonstrate that	Class attendance-participation, readings,	1, 4, 5	(2016 CACREP

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they understand a general framework for understanding differing abilities and strategies for differentiated intervention.	class discussions, discussion posts		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, reflection paper	1, 4	(2016 CACREP Standard F.3.i.)

ASSIGNMENT DESCRIPTIONS:

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

Major methods of learning in this class are discussion, group exercises, and practicing assessment and diagnostic skills, with **seven (14) three hour synchronous meetings on Monday 6:00 – 9:00 p.m. EST**). 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 result in a loss of attendance points and a lower grade and a **third absence** will result in a **non-passing grade**. If the computer you are using does not have a working internal or external microphone, at all times, by the first synchronous session, you will need to drop this course.

2. 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.

3. Life Span Paper:

In 5-7 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.

4. Reflection Paper:

In 2-3 pages, double-spaced, following 7th edition APA format, the student will reflect on how privilege influenced their life span development. Using the insight gained from the privilege

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checklists, the student will detail areas where privilege or lack thereof, impacted their life span development.

5. Final Exam:

Students will complete a 160 question, multiple choice, final exam 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 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%
- Discussion Posts 30%
- Life Span Paper 25%
- Reflection Paper 15%

- 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

Online/Virtual Learning Policy & Expectations

Overview & Purpose

The objective of this document and the standards therein, come from an expectation to elevate students' professional identity and protect personal boundaries. As faculty members, we take our ethical standards regarding gatekeeping of the profession with its due respect. We also want to create an atmosphere where students feel safe to share, express, participate, and engage. Towards these goals, the mindset of shared responsibility in this endeavor is paramount and we seek to partner with students to ensure this atmosphere in our virtual classes. To this end, and with our online students in mind, we seriously account for student engagement and an environment for community building.

As an online student, you will be guided through your program of study by our AGSC MHC Online Coordinator, **Dr. A'tasha Christian**. She will be the faculty member to attend to your concerns and needs as it pertains to your academic journey. When encountering a problem, question or concern, your first line of communication will be with Dr. Christian as she will be available and committed to ameliorate your concerns. **Dr. Toni Gines-Rivera**, Dean of AGSC will intervene on matters with Dr. Christian only when needed.

As a result of the Covid19 Pandemic, AGSC MHC has shifted to an online platform, either fully online, live streaming, or hybrid, as we are now encountering new ways of attending school. This document specifies and delineates the expectations the department has implemented for online/virtual learning. This applies to all students in MHC attending a class online in any format as listed above. These AGSC student handbook policies apply to the following...

Technology Requirements

Please ensure ownership of and access to appropriate technology to allow you to log into the required online video conferencing platform. If you need assistance with this, please reach out to Nyack's IT department at: answers.nyack.edu.

Please test your equipment before the start of class. Ensure that everything is in working order.

Preparing for your Zoom Call

- Make sure to test your system by restarting your device before the first day of class to make sure everything is working.
- Log on at least 10 minutes early to ensure all is in working order
- Please log on at the scheduled time for the start of our Zoom call
- Video Cameras ON: **Mandatory**
- You will look best in a well-lit room. Offset/indirect lighting in front of and behind you works best.
- If you haven't used zoom over two weeks, please uninstall and then reinstall the software.

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- Close all other programs on your device other than Zoom to avoid system slowing.
- If the room you are in is very hot your device may have trouble, try pointing a fan at the computer.
- Remain seated without slouching
- **Dress code:** Professional Business/ conservatively Casual/Dress

Class Attendance Standards

1. **ALL** virtual class sessions are to be attended in the same manner as attending an on-campus, in-person class; except that you will attend the campus session via an online platform. Students must follow the attendance policy per their syllabus. If a class session is missed, the student will be reported as absent. Two unexcused absences are allotted per course, per semester. One excused and one unexcused absence is permitted, however, the unexcused is as per the professor's discretion. Also, students must attend class during the time specified on the syllabus and arrive to class on time and ready for learning.
2. Minimize distractions. Be in an area where background noise is limited to avoid distractions when you turn on your microphone to participate in class.
3. Do not drive or take public transportation while attending class. This is a safety issue for you and will not support your concentration during class.
4. Breaks will be provided during class, so minimize taking breaks from your seat to do other activities while in class.
5. Please minimize eating while on camera

Real and Virtual Backgrounds

1. Use sound judgment, when deciding on a virtual background. Other students and the professor will see this background. Ensure that it is professional and not distracting or offensive (i.e., political statements, oppressive images, etc.)
2. When your real background is not professional, use a virtual one, such as the **Nyack logo** (the department assistant can provide this to you via email).
3. **NO children are to be on screen while the class is in session.** We understand that as a parent, circumstances may arise during class time that need your attention. In this instance, please send a chat to your professor with notification that you will be off camera to attend to a matter and will rejoin as soon as possible.

Participation Requirements

Per the syllabus, students are expected to participate and engage with the professor and fellow peers as part of your grade.

1. Remain on mute and unmute yourself to speak.

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2. Use the “raise hand” option to request a turn to speak.
3. Stay seated and intentionally present during class session.
5. **Overall, please maintain a respectful, kind & honorable demeanor towards your professor and fellow peers. Be aware of strong language & tones that may be offensive.**

Here are a few sites where students may purchase textbooks

MBS Direct (Official Nyack Online Book Store)

<https://securex.bncollege.com/webapp/wcs/stores/servlet/BNCBLogonForm?catalogId=10001&langId=-1&storeId=44552>

Better World Books <https://www.betterworldbooks.com/>

Alibris <https://www.alibris.com/>

Nyack B E G S <https://www.facebook.com/groups/nyackbegs>

RESOURCES

Please take advantage of these resources to learn more about online learning expectations:

Zoom Video Conference Etiquette

<https://www.asdk12.org/cms/lib/AK02207157/Centricity/Domain/4973/ZOOM-student-etiquette.pdf>

COURSE OUTLINE AND CALENDAR

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

Week 1	9/13	Overview
		<ul style="list-style-type: none"> • Read and review syllabus
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> • Discussion Post #1 (Due: 9/17)
Week 2	9/20	Overview
		<ul style="list-style-type: none"> • The Life Span Perspective
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> • Read Santrock, Ch. 1 • Discussion Post # 2 (Due: 9/24)
Week 3	9/27	Overview
		<ul style="list-style-type: none"> • Beginnings
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> • Read Santrock, Ch. 2 & 3 • Discussion Post # 3 (Due: 10/1)

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Week 4	10/4	Overview
		<ul style="list-style-type: none"> • Infancy
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> • Read Santrock, Ch. 4,5,6 • Discussion Post # 4 (Due: 10/8)
Week 5	10/11	Overview
		<ul style="list-style-type: none"> • Early Childhood
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> • Read Santrock, Ch. 7-8 • Discussion Post # 5 (Due: 10/15)
Week 6	10/18	Overview
		<ul style="list-style-type: none"> • Middle and Late Childhood
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> • Read Santrock, Ch. 9-10 • Discussion Post # 6 (Due: 10/22)
Week 7	10/25	Overview
		<ul style="list-style-type: none"> • Adolescence
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> • Read Santrock, Ch. 11-12 • Discussion Post # 7 (Due: 10/29)
Week 8	11/1	Overview
		<ul style="list-style-type: none"> • Early Adulthood
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> • Read Santrock, Ch.13-14 • Discussion Post # 8 (Due: 11/5)
Week 9	11/8	Overview
		<ul style="list-style-type: none"> • Exploring your life span development
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> • My Life Span Paper (Due: 11/12)
Week 10	11/15	Overview
		<ul style="list-style-type: none"> • Middle Adulthood
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> • Read Santrock, Ch.15-16 • Discussion Post # 9 (Due: 11/19)
Week 11	11/29	Overview

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		<ul style="list-style-type: none"> Late Adulthood
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> Read Santrock, Ch.17-19 Discussion Post # 10 (Due:12/3)
Week 12	12/6	Overview
		<ul style="list-style-type: none"> Endings
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> Read Santrock, Ch. 20 Discussion Post # 11 (Due: 12/10)
Week 13	12/13	Overview
		<ul style="list-style-type: none"> Life Span Development and Privilege
		Activities, Assignments and/or Exams
		<ul style="list-style-type: none"> Complete privilege checklists Reflection Paper (Due 12/17)
Week 14	12/20	Overview
		<ul style="list-style-type: none"> Final Exam (Due:12/20 @11:59PM)

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.
- **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.

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- **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 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.

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- **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.