



SYLLABUS

EDUC 6309 Human Growth & Development: Emphasis Ad Leader Learner

2022

SEMESTER: T –Th 6:00 pm

PROFESSOR: Dr. Samuel Garcia, LPC-S

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OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENTS:

IN-PERSON – Thursday 12:00 p.m. - 8:00 p.m.
VIRTUAL (Collaborate or Zoom) –Anytime

Office Location: 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

Master of Education Counseling Program:

[Counseling Program Web Page](#)

Chair for the Education Department/Counseling Program:

[Chair for the Education Department/Counseling Program](#)

Dean for Sul Ross State University Rio Grande College:

[MRGC Assistant Provost and Dean](#)

Vice President Sul Ross State University Rio Grande College:

[SRSU-RGC Vice President](#)

President Sul Ross State University

[SRSU President](#)

Required Texts:

Cronin, A., & Mandich, M. B. (2016). Human Development and Performance Throughout the Lifespan, (2ed).
ISBN-13: 978-1133951193

John M., Gottman, Ph.D. and Joan DeClaire, Raising an Emotionally Intelligent Child
ISBN-13: 978-0684801308

Course Prerequisites: Student must have earned a grade of B or higher in EDUC 5314 EDUC6338, EDUC 6340 and EDUC 6342 and have permission of the Instructor.

Course Purpose: Students will gain cutting-edge knowledge of models of mediation techniques and applications. The course content is centered on learning prominent models that address the facilitative, evaluative, transformative, hybrid and therapeutic practices before, during or after marriage dissolution.

Course Description:

This course is dedicated to students who seek advance understanding and application of strategic marriage, divorce and family mediation skills. The strategic knowledge is provided to refine student competency when working with a population experiencing marriage, divorce and family conflict.

Skills Competency Component: This course will require that each student complete a final case study that is designed to evaluate competency level of seven (7) core areas. A rubric designed to categorize four (4) levels of competency: Excellent, Advanced, Adequate and Inadequate will be used to assess core skills. The core skills are: A) assessment, B) model of practice, C) identifying and mediating emotional and communication barriers, D) Identifying points of contention, E) special applications and considerations with unique circumstances, F) identifying emotional and cognitive implications on children, G) preparation and mediation in court context.

Course Objectives:

1. To provide each student with the historical evolution of marriage, divorce and family mediation.
2. To deepen students' systemic knowledge base of assessment, theoretical framework application and critical review of relevance of contemporary approaches to mediation.
3. To gain an increase awareness of family structure and individual role characteristics and patterns of behavior, and the implications on each family member.
4. To understand the intricate and relevant patterns of communication and communication process management.
5. To understand human emotional schemes and behavior patterns that impact opportunities for amicable outcomes.
6. To introduce the various focal areas of contention that warrants mediation.
7. To gain insight into the methodology of working within the court context.

8. To provide students with supportive knowledge of the developing profession and the certification process.
9. To incorporate the professional codes of ethics expressed by the American Counseling and Texas Mediators associations.
10. To prepare the counseling student to undergo the Texas mediator certification requirements.

American with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring and workshops. Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative.

Student Services Specialist are:

Del Rio – Julie Alderete (830) 703-4816
Eagle Pass – Juan Tamez (830) 758-5037
Uvalde- Celso Garza (830) 279-3027

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Attendance and Participation:

Regular class attendance and participation are required aspects of this course.

- You may be absent for up to two classes without penalty; *three points* will then be deducted from your final grade for every subsequent absence, regardless of the reason.
- If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.
- Please read the assigned material before class and be prepared to discuss it. You are expected to actively participate in classroom discussions and activities.
- Also, please consider this a friendly reminder to turn off all cell phones, pagers, and other noisemaking devices during class.

Late Work:

Assignments must be turned in before the beginning of next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading:

	Qty.	Possible points	
Virtual Meetings	10	1000 (10 x 100 pts. ea./10=100)	A= 450 - 520 B= 400 - 449 C= 340 - 399 D= <340
Case Studies	7	700 (10 x 100 pts. ea.)	
Quizzes	9	900 (100 pts. ea.)	
Movie Reflection Paper	1	120 pts.	
Final Exam	1	100 pts.	

Blackboard Collaborate Ultra:

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical. It will enhance your reasoning skills, which is essential to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your wealth of experience(s).

The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework.

You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. The IT department has suggested that you use *Google Chrome* as your web browser to alleviate technical difficulties. I have placed a quick link to Adobe Flash Player for immediate download onto his or her personal computer.

Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings. Please make sure to have your equipment assessed by the IT Department. History will show that students might have a connection, network, microphone or video difficulties. A student's inability to connect, remain in the class or access his or her microphone or video is UNACCEPTABLE. Consistent problems will affect your letter grade significantly. Students will be required to make streaming accommodations if planning to travel out-of-town during one of our class meeting times. **I EXPECT EACH STUDENT TO ACTIVATE HIS OR HER VIDEO AND MICROPHONE FOR EACH CLASS.** However, mute your microphone when not speaking. Moreover, it is imperative that each student interacts and engage in conversation, regardless of your personality characteristics.

IT Technologist for each campus are:

Del Rio - Craten Knope (830)703-4818
Eagle Pass - Juan Garza (830) 758-5010
Uvalde – George Hernandez (830) 279-3045

Case Studies:

Students will access the seven (7) case studies valued at a maximum 100 points each and review the assignment and enter the corresponding reflection, tasks findings and information and submit. You can attach or drag a copy of your document onto the attachment section.

Quizzes:

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the substance of the assigned reading. There is a total of

ten (9) quizzes, and each quiz has a 100-point potential. If you do well in your quizzes, it is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

Movie Reflection Paper:

The movie reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning and logical application skills, which are very important to a counselor. Like your video reflection assignment, this task is meant to improve your counseling skills by grasping certain content while assessing and solidifying your intrinsic assessment and logical application level processes. The paper has a potential grade value of 120-points. STUDENTS MUST reach at least the minimum ten (10) points for each of the four Rubric segments. I have provided students with a brief video that explains reflective learning and how to write a reflective paper, which can be found in the “ORIENTATION” Section in the Blackboard Menu. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use the APA format to write this paper. The writing lab can assist you in understanding the mechanics involved in writing an APA reflective paper. The depth of reflection must include reflection on, and personalization of, the theories, concepts, and strategies presented in the course materials to date.

Viewpoints and interpretations must be supported. Examples, when applicable, are extremely relevant and influential to strength the held philosophy or perspective. Responses must include reference to assessment, theoretical, philosophical therapeutic, mediation or coping components. Make sure writing is clear and rich in meaning. A student’s thoughts must be expressed in an organized and logical manner with accurate spelling, grammar, or syntax writing. Responses must show evidence of synthesis of ideas presented and insights gained throughout the entire course. The student must categorize inferences clearly and efficiently of his or her held insights.

Criteria	Advanced (30 pts.)	Novice (20 pts.)	Student (10 pts.)	Unacceptable (0 pts.)
Depth of Reflection ___ points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a consistent reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components ___ points	The response includes all components and meets or exceeds all requirements indicated in the instructions. Examples are strategically provided to support a mediation plan.	The response includes sufficient assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed. Examples are provided.	The response includes minimal assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed.	The response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.

Structure ____ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is clear, but vague. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice ____ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Final Exam:

The final exam is a 50-question True/False and multiple-choice exam that is designed to assess comprehensive knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities and collaborate content and has a 100-point potential. The exam will be posted on Blackboard on the designated date, and each student will have two hours to complete the exam.

PROPOSED COURSE OUTLINE

Date	Content
Jun 02	<p>Introduction: Syllabus and Assignments</p> <p>Reading Assignment: Chapter 1 & Ch. 2 Human Performance: The Life Course Perspective</p> <p>Quiz 1: Ch 1 & Ch 2</p> <p>Collaborate: Tuesday and Thursday 6:00 pm</p>
Jun 07	<p>Reading Assignment: Ch. 3 Classic Theories of Human Development</p> <p>Quiz 2: Ch 3</p>

	<p>Collaborate: Tuesday and Thursday 6:00 pm</p>
Jun 09	<p>Reading Assignment: Ch. 4. Culture and Development</p> <p>Quiz 3: Ch 4</p> <p>CS 1:</p> <p>Collaborate: Tuesday and Thursday 6:00 pm</p>
Jun 14	<p>Reading Assignment: Ch. 5. Life Span Communication</p> <p>Quiz 4: Ch 5</p> <p>CS 2:</p> <p>Collaborate: Tuesday and Thursday 6:00 pm</p>
Jun 16	<p>Reading Assignment: Ch. 6. Mental Functions and Learning across the lifespan</p> <p>Quiz 5: Ch 6</p> <p>CS 3:</p> <p>Collaborate: Tuesday and Thursday 6:00 pm</p>
Jun 21	<p>Reading Assignment: Ch. 8. Prenatal Development & Ch. 9 The Newborn</p> <p>Quiz 6: Ch 8 & 9</p> <p>CS 4:</p> <p>Collaborate: Tuesday and Thursday 6:00 pm</p>
Jun 23	<p>Reading Assignment: Ch. 10 Infancy & Ch. 11 Family & Disability Issues through Infancy</p> <p>Quiz 7: Ch 10 & 11</p> <p>CS 5:</p> <p>Collaborate: Tuesday and Thursday 6:00 pm</p>

<p>Jun 28</p>	<p>Reading Assignment: Ch. 12 Development in the Preschool Years & Ch. 13. Childhood & School</p> <p>Quiz 8: Ch 12 & 13</p> <p>CS 6:</p> <p>Collaborate: Tuesday and Thursday 6:00 pm</p>
<p>Jun 30</p>	<p>Reading Assignment: Ch. 14. Adolescent Development & Ch. 16 Early Adulthood</p> <p>Quiz 9: Ch 14 & 16</p> <p>CS 7:</p> <p>Collaborate: Tuesday and Thursday 6:00 pm</p>
<p>Jul 05</p>	<p>Movie Reflection Paper Due</p> <p>Final Exam Due</p>