SYLLABUS

EDSR 6308 Advanced Human Growth & Development

Clinical Mental Health Counseling

Spring 2026

Collaborate Tuesday 7:00 PM

Instructor: Dr. Samuel Garcia, LPC-Supervisor

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Office Location: 2623 Garner Field Rd., Visiting Professor Office, Uvalde, Texas 78801

On-Campus Office Hours: by appointment

Off-Campus: Virtual by appointment – Monday – Friday 9:00 am—5:00 pm Central Standard Time. The instructor is available via email (for personal correspondence), the Blackboard Discussion Board (for class questions and clarifications), and, in case of an emergency, by telephone.

<u>**COURSE PREREQUISITES**</u>:

None

<u>**Required Texts:**</u>
Cronin, A., & Mandich, M. B. (2016). Human Development and Performance Throughout the Lifespan, (2nd ed.).
ISBN-13: 978-1133951193

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

<u>**Course Prerequisites**</u>: Students must obtain permission from the instructor.

<u>**Course Purpose:**</u> Students will gain an understanding of human development and the behaviors associated with each stage of development. The focus of this course directs

attention to developmental issues in the earlier period of the lifespan, as they may be of concern to those entering the field of social sciences and education. This course is appropriate for persons interested in teaching in schools as well as those planning careers in counseling, developmental services, residential treatment, and similar specialty schools for children and youth.

Course Description:

A study of human development from adolescence through adult with learning theory application for different modes of pedagogical delivery.

This course is designed to meet CACREP Core Standards (2.F.3. HUMAN GROWTH AND DEVELOPMENT).

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas:

a. theories of individual and family development across the lifespan
b. theories of learning
c. theories of normal and abnormal personality development
d. theories and etiology of addictions and addictive behaviors
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
f. systemic and environmental factors that affect human development, functioning, and behavior
g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
h. a general framework for understanding differing abilities and strategies for differentiated interventions
i. ethical and culturally relevant

This course is designed to meet CACREP Core Standards (2.F.2. SOCIAL AND CULTURAL DIVERSITY).

By completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas:

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
c. multicultural counseling competencies
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
e. the effects of power and privilege for counselors and clients
f. help-seeking behaviors of diverse clients
g. the impact of spiritual beliefs on clients' and counselors' worldviews

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Primary Learning Objectives (PLOs):

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.
➢ Understand and implement theories of individual and family development across the lifespan (F-3-a)
➢ Apply theories of learning, theories of normal and abnormal personality development, and understand biopsychosocial factors that affect overall development and functioning across the lifespan (F-3-b, c, e)
➢ To demonstrate knowledge and proficiency as well as describe the etiology of addictions and addictive behavior (F-3-d)
➢ Understand systemic and environmental factors that affect human development, functioning, and behavior (F-3-f)
➢ Evaluate the role that lifespan events and life transitions play in the lives of individuals and their families at each level of development (micro/meso/macro) (F-3-f)
➢ To understand effects of crisis, disasters, and trauma on diverse individuals across the lifespan (F-3-g)
➢ Have a general framework for understanding differing abilities and strategies for differentiated interventions (F-3-h)
➢ To understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (F-3-i)
➢ To learn self-care strategies appropriate to the counselor role (F-1l)
➢ Critique current research in the field of human growth and development (8.a.1.)
➢ Understand approaches for conceptualizing the interrelationships among and between work, mental wellbeing, relationships, and other life roles and factors (F-4-b)

Counseling Program Marketable Skills:

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling will possess the following marketable skills:

1. The Master of Education Counseling student will demonstrate analytical and critical thinking skills.
2. The Master of Education Counseling student will demonstrate empathy and listening skills.
3. The Master of Education Counseling student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy: The marketable skills are included in the course syllabi for the Master of Education in Counseling. The faculty present and discuss these skills online or in-class with students. Each marketable skill includes consideration of the cultural influences on an individual's worldview perspective. This cultural focus is

reflected and emphasized in all courses. The analytical and critical thinking skills, as well as the deductive and inductive cognitive skills are considered foundational in all graduate counseling courses. Group Counseling (EDUC 7315) emphasizes the essential communication skills and therapeutic interventions of active listening, reflecting feeling and demonstrating authentic empathy.

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. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

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. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring and summer semesters. These tutors help in mathematics, English, History and PowerPoint presentations. Tutors' schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (https://www.grammarly.com/), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance application. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.
Please go to: http://www.sulross.edu/page/1568/student-services to speak to a support service representative or visit the Student center.

Student Services Specialist are:

      Del Rio – (830) 703-4816
      Eagle Pass – (830) 758-5037
      Uvalde- (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary to access an online class through SRSU-RGC's current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

System Requirements: The following minimum hardware and software requirements are necessary to access an online class through SRSG-RGC's current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space

Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	
Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have software needed to complete online coursework. If additional software is needed on a SRSU-RGC lab computer, please contact the administrator of the lab for assistance.
If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of Mozilla Firefox for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac
Mozilla Firefox	Download	Download
Safari	Download	Download
Google Chrome	Download	Download

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser related issue.
Second, it helps to rule out browser related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Additional Software and Plug-ins: Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads File Extension		PC	Mac
Adobe Acrobat Reader	.pdf	Download	Download

Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			
Word Viewer	.doc • .docx	Download	n/a
PowerPoint Viewer	.ppt • .pptx	Download	n/a
Excel Viewer	.xls • .xlsx	Download	n/a

Video Players	**Common File Extensions**	**PC**	**Mac**
Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a
VLC Media Player	.avi • .vlc • .wmv	Download	Download

Additional Software	**PC**	**Mac**
Microsoft Security Essentials	Download	n/a
Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computer MUST be equipped with fully functional speakers, microphone and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into "Blackboard.

    A. Select course number and name.
    B. Observe the Course men, which is categorized by submenus.
    C. The student will notice the "Menu" categorized by submenus. They are:

        1. ORIENTATION
        2. COMMUNICATION

3. RESOURCES
4. ASSIGNMENT
5. TOOLS

D. Select the "Blackboard Orientation" feature under the "Orientation" Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

E. Going to the Blackboard main page.
F. Access the "Student Resources" located at the red top left block of the Blackboard Log-in Page.
G. Orientation and "How to" videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 24 hrs. Monday-Sunday
Tim Parsons (432-837-8525): tim.parsons@sulross.edu
Estella Vega (432-837-8247): estellav@sulross.edu

Enhanced Video Streaming: As your instructor, I place a strong emphasis on individual class participation. There will be sixteen graded collaborative meetings, with a total value of 100 points. The interactive component of this course is essential; it will enhance your reasoning skills, which are vital to the counseling process. Your participation will help others improve their reasoning skills by drawing from your rich experiences. The diverse intercultural experiences of students contribute significantly 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 address any issues or answer any questions that often arise during online coursework. I will ask many open-ended questions to encourage responses. Students will be required to participate in every classroom session.
Collaborate Ultra is a web-based system that is used to connect people in real time. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select Course number and name.
3. View you Menu on the Left-hand side of the main course page.
4. Select "Zoom" under the "Assignment" Sub Menu.
5. Turn on the video bye depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent "Lost connection" issues are NOT acceptable, and the student will be required to go to the computer lab at the nearest SRSU-RGC university site for the remainder of the semester after two class periods of connectivity difficulties. Such disconnection problems disrupt class dynamics and will not be tolerated. Each student is encouraged to take their computer hardware to the IT department for compatibility assessment before classes begin, ensuring that connectivity standards are met. Students should also inform the IT representative about their home internet service provider and its specifications to determine if it is suitable for collaborative ultra-connectivity. Additionally, it is recommended that home network usage be limited to personal use to avoid slowing down the home network connection. For example, ensure that others, including yourself, disconnect Wi-Fi from cell phones and other devices that may slow the home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Del Rio - (830)703-4818
Eagle Pass - (830) 758-5010
Uvalde – (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student into a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.
For information about SRSU-RGC disability support services, please contact Student Service Specialist:

> (830) 279-3003

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.

Etiquette Expectations:

Graduate students are expected to take responsibility for his or her own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode for gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style, inappropriate terms, distance between parties, eye-contact, inappropriate body language (Example: finger pointing, etc.) and disabilities that may impede effective communication.

Attendance, Introduction and Participation:

Regular class attendance and participation are required aspects of this course.
- · A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other, since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:
  - o Full name.
  - o Place of Birth.
  - o Place raised

o Describe family or culture that best describes you.
o Your interest in your undergraduate degree.
o Rationale for entering into the counseling program.
o What you hope to accomplish with a Counseling training.
o How you conclude this to be important.

· Attendance has a value of 100 points.

· Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.

· Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students reflective writing entries.

· 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 participate in classroom discussions and activities actively and verbally.

· Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices, and background noise during class.

Late Work:

Assignments must be turned in before the beginning of the 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 the work is turned in on time. Late work = 0 points.

Grading/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require a professor's review and grading. In cases where grading is not instant, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback on any assignment will be provided no later than two days before the next class meeting. Students are welcome to contact me to schedule a time to meet virtually to address any questions. If I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24 hours.

Sub Sections	Point Scale		Grade
Class Collaborative Attendance and Participation	100-Attendance w/Interaction 80-Attendance w/Minimal Interaction 60-Attendane w/NO Interaction 0- No Attendance 1-	All attendance and participation grades will be added and divided by 14 for an average grade.	A= 90-100 B= 80 - 89 C= 70 - 79
Case Studies (13)	100 Potential Points Each	All case study grades will be added and divided by 13 for an average grade.	D= 60 – 69 F= <60

Quizzes (14 Quizzes)	100 Potential Points Each	All quiz grades will be added and divided by 14 for an average grade.	*********** The subtotal for the (5) subsections will be divided by 5 for a final grade.
Concepts and Theories Study Guide	100 Potential Points		
Final Exam	100 Potential Points	100-questions and each question have a 1-point value.	

PARTICIPATION/DISCUSSION:

As your instructor, I place heavy emphasis on Individual class participation. A major component of participation derives from the thirteen class session discussion points. The remaining emphasis is based on your timely submission of your assignments and the substance of the content submitted.

The interactive component of this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others in enhancing their reasoning skills by drawing from your rich 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. I will be signed on at the designated time to ascertain any content clarity inquiries or other general information to enhance the substance of your comprehension of the material
This is an Asynchronous class, meaning you do not have to attend my weekly class sessions. However, you will be required to review the class recording for the chapter and write a narrative piece in the Collaborate Class Session: Discussion Board for a participation grade.

You will need 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 quick download onto their personal computer. Students are always welcome to use the on-campus computer lab for the virtual interactive weekly meetings. Each class session has a 100-point potential.

Case Studies:
Students will access the seven (13) case studies valued at a maximum of 100 points each and review the assignment, and enter the corresponding reflection, task findings, and information, and submit. You can attach or drag a copy of your document to the attachment section.

Quizzes:

Weekly quizzes are designed to evaluate the knowledge level comprehension of each class's 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 (14) quizzes, and each quiz has a 100-point potential. If you do well in your quizzes, you will probably do well in the final exam. You will be allowed to use your quizzes to study for the final exam.

Concepts and Theories Guide:

The Texas Licensure Professional Counselor Board places major emphasis on personalities and theories. A significant number of questions in the NCE Exam derive from this area. Moreover, a major component of counseling is that each student submits a weekly paper, which includes the following sections, by uploading it to the designated assignment for a grade and at the end of the semester for a final grade. The sections are:

1. The Life of the Theorist
2. Human Nature Perspective
3. Concepts of Personality
4. Assessment of the theory
5. Criticisms of the theory

Each student will aggregate each theorist's elements of his or her theory and use it as a study guide for the NCE exam.

The **Comprehensive Exam Review for the Advanced Human Growth and Development Review Section** will include the following:

-Arnold Gesell's work
-Basic developmental vocabulary
-Developmental domains
-Ecology and context
-Gerald Patterson and delinquency
-Erickson's stages of Psychosocial development (crises)
-Freud's psychosexual stages of development
-Piagetian theory of development
-Development of individual differences
-Sensitive periods
-Critical periods
-Goals of lifespan theory

Final Exam:

The final exam is a 100-question True/False and multiple-choice exam designed to assess comprehensive knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities, and collaborative 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.

Date	Content
Jan 20	**Reading Assignment:** Ch 3 Classic Theories of Classic Theories of Human Development **Quiz 1:** Ch 3 **CS 1:** Ch 3 John **Collaborate:** Tuesdays at 7:00 P.M.
Jan 27	**Reading Assignment:** Ch. 4 Culture and Development **Quiz 2:** Ch 4 **CS 2:** Ch 4 Juan **Collaborate:** Tuesdays at 7:00 P.M.
Feb 03	**Reading Assignment:** Ch. 5. Life Span Communication **Quiz 3:** Ch 5 **CS 3**: Ch 5 Chau **Collaborate:** Tuesdays at 7:00 P.M.
Feb 10	**Reading Assignment:** Ch. 8 Prenatal Development **Quiz 4**: Ch 8 **CS 4**: Ch 8 Ally **Collaborate:** Tuesdays at 7:00 P.M.
Feb 17	**Reading Assignment:** Ch. 9 The Newborn **Quiz 5:** Ch 9 **CS 5:** Ch 9 Alys **Collaborate:** Tuesdays at 7:00 P.M.
Feb 24	**Reading Assignment:** Ch. 10 Infancy & Ch 11 Family & Disability

	Issues through infancy. **Quiz 6:** Ch 10 & 11 **CS 6:** Ch 10 Melissa **Collaborate:** Tuesdays at 7:00 P.M.
Mar 03	**Reading Assignment:** Ch. 12 Development in the Preschool Years **Quiz 7:** Ch 12 **CS 7:** Ch 12 Brandon **Collaborate:** Tuesdays at 7:00 P.M.
Mar 09 - 13	**Spring Break**
Mar 17	**Reading Assignment:** Ch. 13. Childhood and School **Quiz 8:** Ch 13 **CS 8:** Elias **Collaborate:** Tuesdays at 7:00 P.M.
Mar 24	**Reading Assignment:** Ch. 14. Adolescent Development **Quiz 9:** Ch 14 **CS 9:** Ch 14 Mark **Collaborate:** Tuesdays at 7:00 P.M.
Mar 31	**Reading Assignment:** Ch. 15. Family and Disablement Issues throughout Childhood **Quiz 10:** Ch 15 **CS 10:** Ch 15 Logan **Collaborate:** Tuesdays at 7:00 P.M.
Apr 07	**Reading Assignment:** Ch. 16. Adolescent Development **Quiz 11:** Ch 16

	CS 11: Ch 16 DeAndre **Collaborate:** Tuesdays at 7:00 P.M.
Apr 14	**Reading Assignment:** Ch. 17. Middle Adult **Quiz 12:** Ch 17 **CS 12:** Ch 17 Sandy **Collaborate:** Tuesdays at 7:00 P.M.
Apr 21	**Reading Assignment:** Ch. 18 Late Adult Ch 19 Family & Disablement & health Promotion. **Quiz 13:** Ch 18 & 19 **CS 13:** Ch 18 Linda **Collaborate:** Tuesdays at 7:00 P.M.
Apr 28	**Reading Assignment:** Ch. 22 Assessment of Human Performance Across the Life Span **Quiz 14:** Ch 22 **Collaborate:** Tuesdays at 7:00 P.M.
May 05	**Final Exam** **Concepts and Theories Study Guide Due**