

APPLICATION FOR NEW COURSE

1. Submitted by the College of Education Date: 1/8/2008

Department/Division proposing course: Special Education and Rehabilitation Counseling

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number RC 525

b. Title Human Growth, Disability, and Development Across the Lifespan

If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts: Growth & Development

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE () INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY () SEMINAR () STUDIO () OTHER - Please explain:

d. Please choose a grading system: [X] Letter (A, B, C, etc.) [] Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES [X] NO [] If YES, maximum number of credit hours: 3

g. Course description:

This course provides a comprehensive study of human growth development in the context of rehabilitation counseling. Students will review human developmental theories across the life span and their implications and applications with persons with disabilities.

h. Prerequisite(s), if any:

Admission to the Rehabilitation Counseling Program or consent of instructor.

i. Will this course be offered through Distance Learning? YES [] NO [X]

If YES, please identify one of the methods below that reflects how the majority of the course content will be delivered:

- Internet/Web-based [] Interactive video [] Extended campus [] Kentucky Educational Television (KET/teleweb) [] Other []

Please describe "Other":

3. Teaching method: [X] N/A or [] Community-Based Experience [] Service Learning Component [] Both

4. To be cross-listed as: N/A Prefix and Number Signature of chair of cross-listing department

5. Requested effective date (term/year): Fall / 2008

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6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
- If NO, please explain: _____

8. Why is this course needed?

This course is needed to meet new General Curriculum Requirements, Knowledge Domains, and Educational Outcomes that have been implemented by the Council on Rehabilitation Education (CORE), which is the accrediting body that accredits the Rehabilitation Counseling Program.

9. a. By whom will the course be taught? Malachy Bishop, Ph.D.
- b. Are facilities for teaching the course now available? YES NO
- If NO, what plans have been made for providing them?
- _____

10. What yearly enrollment may be reasonably anticipated?
15-20 students

11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
- If YES, please explain.

As a 500-level course, this course may be of interest to graduate and undergraduate students in majors other than Rehabilitation Counseling, who have an interest in disability, chronic illness, and rehabilitation.

12. Will the course serve as a University Studies Program course¹? YES NO
- If YES, under what Area? _____

¹AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.

13. Check the category most applicable to this course:

- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No

15. Is this course part of a proposed new program? YES NO

If YES, please name: _____

16. Will adding this course change the degree requirements for ANY program on campus? YES NO
- If YES², list below the programs that will require this course:

²In order to change the program(s), a program change form(s) must also be submitted.

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17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.

18. Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

19. Within the department, who should be contacted for further information about the proposed new course?


Name: Malachy Bishop, Ph.D. Phone: 7-4291 Email: mbishop@uky.edu

20. Signatures to report approvals:

12/4/2007
DATE of Approval by Department Faculty

Debra Harley, Ph.D. 
printed name Reported by Department Chair signature

2/12/2008
DATE of Approval by College Faculty

Deborah Slaton 
printed name Reported by College Dean signature

Approval UC 9/30/08
* DATE of Approval by Undergraduate Council

/
printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

/
printed name Reported by Graduate Council Chair signature

* DATE of Approval by Health Care Colleges Council (HCCC)

/
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*

Human Growth, Disability, and Development Across the Lifespan (3)

RC 525 (3 hours) Fall 2008

Instructor:

Malachy Bishop, Ph.D.
224 Taylor Education Building
University of Kentucky
Phone: (859) 257-4291
Email: mbishop@uky.edu

Required Texts

Sattler, DN, Kramer , GP, Shabatay, V, & Bernstein, DA. (2000). *Lifespan Development in Context: Voices and Perspectives*. Boston, MA: Houghton Mifflin Co.

Diessner, R. (2008). *Classic Edition Sources: Human Development* (3rd ed.). Boston: McGraw-Hill.

Additional readings relevant to the week's topic will be distributed in class.

Course Description

This course provides a comprehensive study of human growth development in the context of rehabilitation counseling. Students will review human developmental theories across the life span and their implications and applications with persons with disabilities. Issues to be addressed include physical, emotional, moral, and cognitive development and the interaction of development and disability; human sexuality and disability; spirituality and religious aspects; transition issues as they relate to family, school, employment, aging, and disability; social and learning needs of individuals across the life span, and ethical and legal issues impacting individuals and families related to adjustment and transition. Prereq: Admission to the Rehabilitation Counseling Program or consent of instructor.

Learning Objectives

The Graduate Program in Rehabilitation Counseling is accredited by the Council on Rehabilitation Education (CORE). Although the content of this course addresses elements of a number of CORE standards, including C.2 Social and cultural diversity issues, C.4 Employment and career development, C.7 Assessment, and C.9 Medical, functional, environmental and psychosocial aspects of disability, accreditation standards related to this course primarily include: Section. C.3 Human growth and development,

The learning objectives for this course include:

1. articulate a working knowledge of social, psychological, spiritual, and learning needs of individuals at all developmental levels; □ □

2. understand the concepts related to learning and personality development, gender and sexual identity, addictive behavior and psychopathology, and the application of these concepts in rehabilitation counseling practice;
3. assist the consumer in developing active transition strategies to successfully complete the rehabilitation process; and
4. develop approaches that will facilitate enhancement of the Individual with a disability's personal development, decision-making abilities, acceptance of responsibility, and quality of life.

Course Outline

Topics: The following Topical Units will be covered in this course:

Week 1

1. Introduction and Review of course;
2. Human Development Theories and their application in Rehabilitation Counseling and for persons with disabilities

Weeks 2 & 3

Theories and processes of Physical and Cognitive Development across the Lifespan

Week 4

1. Learning and social development across the lifespan
2. Developmental disabilities and chronic conditions in childhood

Weeks 5 & 6

1. Early childhood assessment, services, systems, and resources; The experience of families
2. School to work/post-secondary education transition for students with disabilities; Ethical and legal issues impacting individuals and families related to adjustment and transition

Week 7

1. Career development and experiences of persons with disabilities across the lifespan
2. Career and aging with a disability: Historical beliefs and attitudes toward disability and aging and their sociological impact

Week 8 Midterm Exam

Week 9

Theories of Moral, Social, and Behavioral development and their interaction with models of disability; application in Rehabilitation Counseling and for persons with disabilities

Theoretical Perspectives:

- a. Psychodynamic perspectives
- b. Cognitive-developmental

Week 10 & 11

1. Theoretical Perspectives continued

- c. Learning approaches
- d. Social-cognitive
- e. Sociocultural approaches

Week 12

Aging with a Disability or Chronic Illness: A Biopsychosocial Approach

Week 13

1. Current legislative, moral, and civil codes: the experiences of persons with disabilities
2. Self-Determination across the lifespan

Week 14

Human sexuality and disability across the lifespan

Week 15

Personal Values, Ethics, and Spiritually across the lifespan

Week 16 Final Exam

Course Requirements

There are five graded requirements for this course. The requirements and the percentage of the final grade that each requirement represents are as follows:

NOTE: Our accreditation association and the policy of the Graduate School require that there be different assignments and grading criteria for undergraduate and graduate students in 400 G and 500-level courses. In this course, undergraduate students will not be required to complete the term paper. The course requirements and their percentage of the total grade are presented below:

For Graduate Students:

Class Participation	10%
Weekly Assignments	25%
Term Paper	25%
Midterm Exam	20%
<u>Final Exam</u>	<u>20%</u>
TOTAL	100%

For Undergraduate Students:

Class Participation	10%
Weekly Assignments	30%
Midterm Exam	30%
<u>Final Exam</u>	<u>30%</u>
TOTAL	100%

A. Class Participation

Students are expected to participate in the course through contribution to class discussion and asking questions. Reasons for losing points in this requirement include unexcused absences and a consistent lack of participation during class.

B. Weekly Assignments

For 13 of the 16 weeks of this course, students will be asked to complete a brief assignment. The purpose of this assignment is to encourage you to think critically about units of study and specific content areas of the course. This assignment may involve a critical review of a set of readings, or answering specific questions about a concept we are covering in class. Completed assignments should be in Word format, double spaced, and generally 2-3 pages in length. Assignments may be submitted electronically (NOTE: as an e-mail attachment- not as the text of an e-mail.) Assignments will be distributed the week before they are due. Late assignments will not be accepted and will result in the loss of all points for the assignment per occurrence. Completed assignments will be graded based on completeness and evidence of critical thought, and correctness of the answers.

C. Term Paper:

Students will complete a paper on one of the course topics; the specific topic will be determined by the student and instructor in consultation. Students are required to meet with the instructor to discuss which topic they will be pursuing. Papers should be 10-12 pages long.

Paper Format:

The term papers must be typewritten, proofread, double-spaced, and are expected to show evidence of clear thought. Do not use binders or folders for papers. Put a staple in the upper left-hand corner. Make a copy for your records. Plan ahead so that your paper will be turned in ON TIME in quality fashion. Late papers will be subject to lowering the overall grade. *Specifically, for each day late the grade on the paper will be reduced by 5 points.* References as appropriate are required. You are to use the American Psychological Association style manual (5th edition) for the format of papers. Electronically submitted papers will be accepted.

Papers will be evaluated on the following criteria:

- Content & Comprehension- (demonstrated understanding and effective relating of substantive information; analysis/synthesis)- 40%
- Organization- (coherence, logical and ordered sequence and presentation of ideas)- 20%
- Scholarship- (knowledgeable use of relevant literature and appropriate resources)- 20%
- Writing style/Mechanics- (grammar, spelling, appropriate APA text and citation format)- 20%

Writing Center: Please consider using the resources available through the University of Kentucky Writing Center. The Writing Center is located in the W.T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368; www.uky.edu/AS/English/wc/). You can schedule an appointment on-line or by phone, or drop-in. The Writing Center assists University of Kentucky students, faculty, and staff with the process of writing and offers free individual and group consultations on prewriting, writing, and rewriting.

D. Midterm Examination

An in-class midterm exam will be given during the 8th week.

E. Final Exam

An in-class Final Exam will be given during Finals Week.

Final Grade

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will be translated into a letter grade (A, B, C, E) as

appropriate to the undergraduate or graduate student grading scales. Course grades are computed based on the following scale

90-100	= A
80-89	= B
70-79	= C
60-69	= D (Graduate students may not earn a grade of D)
Below 60	= E

Other Course-Related Information:

1. ATTENDANCE IS MANDATORY.

Students must be present for each class meeting. A student's physical presence in the classroom is a prerequisite for active learning to occur. If an absence is unavoidable, the student is *responsible for advising the instructor beforehand*. Acceptable reasons for excused absences are listed in Student Rights and Responsibilities (5.2.4.2). *Each unexcused absence will result in the loss of 1/2 a letter grade.*

2. Required Readings: All readings for this course have been carefully selected to provide you with important and current information on the topics covered. Guest lecturers may also assign readings prior to their presentation. Please complete all required readings before attending class in order to fully participate and understand the concepts/topics we are learning about.

3. All assignments are to be completed independently. Please give credit in your written work to all sources. All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Students Rights and Responsibilities* handbook. Students are responsible for obtaining a copy of the handbook and reviewing its contents. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook cited above.

4. No audible pagers or cellular telephones are allowed. Taking telephone calls during class time is disruptive and disrespectful and will not be allowed.

5. Accommodation: All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information, or visit the Disability Resource Center web page at: www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Office Hours

By Appointment

Readings and References for:

RC 510 Human Growth, Disability, and Development Across the Lifespan

- Berry, J.O., & Hardman, M.L. (1998). *Lifespan perspectives on the family and disability*. Boston: Allyn & Bacon.
- Cashwell, C.S., & Young, J.S. (2005). *Integrating spirituality and religion into counseling: A guide to competent practice*. Alexandria, VA: American Counseling Association Press.
- Gaventa, W.C., & Coulter, D.L. (2005). *End-of-life care: Bridging disability and aging with person-centered care*. Binghamton, NY: The Haworth Pastoral Press.
- Hillman, J.L., (2000). *Clinical perspectives on elderly sexuality*. New York : Kluwer Academic/Plenum Publishers.
- Lillie, T.H., & Werth, J.L. (2007). *End of life issues and persons with disabilities*. Austin, TX: ProEd.
- Priestly, M. (2001). *Disability and the lifecourse: Global perspectives*. New York: Cambridge University Press.
- Sands, D.J., & Wehmeyer, M.L. (1996). *Self-determination across the lifespan: Independence and choice for people with disabilities*. Baltimore, MD: Paul H. Brooks Publishing Co.
- Shakespeare, T. (2006). The social model of disability. in In L.J. Davis (Ed.) *The disability studies reader* (2nd ed., pp. 197-204). New York: Routledge.
- Snow, K. (2001). *Disability is natural*. Woodland Park, CO: Braveheart Press.
- Warschausky, S. (2006). Social development and adjustment of children with neurodevelopmental conditions. In K.J. Hagglund & A.W. Heinemann (Eds.), *Handbook of applied disability and rehabilitation research* (pp. 103-115). New York: Springer Publishing Company.
- Wehmeyer, M.L. (2004). Self-determination and the empowerment of people with disabilities. *American Rehabilitation*, 28, 22-29.
- Wehmeyer, M.L. (2005). Self-determination and individuals with severe disabilities: Reexamining meanings and misinterpretations. *Research and Practice in Severe Disabilities*, 30, 113-120.
- Wehmeyer, M.L., Abery, B., Mithaug, D.E., & Stancliffe, R.J. (2003). *Theory in self-determination: Foundations for educational practice*. Springfield, IL: Charles C. Thomas Publisher, LTD.
- Wendell, S. (2006). Toward a feminist theory of disability. In L.J. Davis (Ed.) *The disability studies reader* (2nd ed., pp. 243-256). New York: Routledge.

Application for New Course Special Education and Rehabilitation Counseling

Prefix and Number RC 525

Title: Human Growth, Disability and Development Across the Lifespan

Lecture 3 credit hours

Course description: This course provided a comprehensive study of human growth development in the context of rehabilitation counseling, Students will review human development theories across the life span and their implications and applications with persons with disabilities.

Prerequisites: Admission to the Rehabilitation Counseling Program or consent of instructor.

Rational : This course is needed to meet new General Curriculum Requirements , Knowledge Domains, and Educational Outcomes that have been implemented by the Council on Rehabilitation Education (CORE) , which is the accrediting body that accredits the Rehabilitation Counseling Program.