

**EDF 3110 Human Growth and Development**  
Spring 2018 Course Syllabus, Section 092E  
Meets: Tuesday 1:55-3:50pm (7-8) and Thursday 3:00-3:50 (8)

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**Instructor:** Jessica Tinstman, M.Ed./Ed.S.

**Office:** 361 Norman Hall

E-mail address: jtinstman@ufl.edu

**Office Hours:** Tuesday 3:50-4:30pm and Thursday 12:35-3:00pm

Please see E-learning canvas site for additional information

**Textbook**

Berk, L. E. (2017). *Development through the lifespan* (7th ed.). Boston: Allyn & Bacon.  
Available through UF All Access

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**Course Objectives and Goals**

**Welcome!** *Human Growth and Development* (EDF 3110) examines human growth and development across the lifespan, focusing on the biological, cognitive, and socio/emotional processes that shape development. This course will explore important issues in life-span developmental theory and research. Further, this course is designed to help students consider how the theory and research can be applied to enhance their personal and professional lives.

The goals of this course are to provide experiences that will enable students to

- Acquire a working knowledge of contemporary theories and principles of human development as well as the key concepts and terms employed by specialists in the field
- Understand the ways in which research on human development is produced, evaluated, and applied by scientists and practitioners
- Apply concepts from developmental psychology research and theory and build interpersonal understanding and skills by service at a local human service agency

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**Basis for Grades**

3 Exams (50 points each):	150 points (60%)
Attendance and Participation	25 points (10%)
Skill Building Activity #1	25 points (10%)
Skill Building Activity #2	25 points (10%)
Service Report	25 points (10%)
*Total Points	250 points

**Grading Scale**

Grade	Scale	Grade	Scale
A	94-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<59%

## Grading Policies

**Assignments and Papers:** To be fair to all students in this class, all assignments are due on time at the beginning of class on the date due. Late work will lose one-half letter grade for each day late (e.g., a B+ project that is one day late will become a C project). The assignment will continue to lose one-half letter grade for each subsequent day that the assignment is late.

**Exams:** No exams will be given early. **If you are planning to leave campus before exam week, you will have to take the final exam when you return to campus for the spring semester.** Make-up exams will only be given IF you notify me BEFORE the exam is given and provide appropriate supporting documentation for the absence. Otherwise, you will receive a zero for the missed exam. During tests, phones and other digital devices, textbooks, and notes must be neatly stowed out of sight, and caps and hats should not be worn.

## Information on UF Grading Policies for Assigning Grade and Grade Points

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/staff/grades.html> <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> and for information on current UF grading policies for assigning grade points, see the following: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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## Course Requirements

1. **Attendance and Class Participation Policy:** Active engagement in class is required, including the following:
  - (a) Come to class prepared. Students are expected to complete all assigned reading (i.e. textbook chapters) and activities prior to each class. You are responsible for all content whether you are present or not (e.g., schedule changes, readings, assignment instructions).
  - (b) **Attending class regularly. If for some reason you must miss class, it is your responsibility to obtain the missed class notes and other material. Students will be permitted 3 unexcused absences without grade penalty. For each absence after the third absence, 2 points will be deducted from your attendance grade.**
  - (c) Tardies or leaving early may be counted as absences. If you anticipate missing class due to a University event or any personal event (e.g., trips home, weddings), **you should plan for that absence to count as one of the three permitted absences.** Absences will be excused only in cases where **documentation** of illness or other circumstances warranting absence can be provided, such as serious family emergencies, special curricular requirements, judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities, and court-imposed legal obligations (e.g., jury duty or subpoena). You are responsible for all content whether you are present or not.

- (d) Participating respectfully during discussions and group activities and listening attentively during lectures and when fellow students are contributing to class discussion. **Active participation during class and in discussions is a required component** of this course and require adequate preparation outside of the classroom. Students who do not actively participate in class may lose participation points. Students who actively raise hands and contribute to class discussion may incur bonus points for participation. **The instructor reserves the right to grade each student's participation accordingly.**
- (e) **Disruptive behavior such as arriving late, leaving early, or talking with other students while the instructor is talking or not listening respectfully to comments of other students during class discussions will result in the loss of participation points and in being administratively dropped from the class.**
- (f) **Cell phones, pagers, and all other digital devices (i.e. laptops and tablets) should be turned off during class, and put away except in cases of emergency where prior approval from the instructor or DRC has been obtained. Researchers have found that handwritten notes have a more positive effect on learning than notes taken on laptops (May, 2014).\***

\*May, C. (2014, June 3). A learning secret: Don't take notes with a laptop. *Scientific American*, Retrieved from <https://www.ivcc.edu/uploadedFiles/faculty/spears/2014%20-%20Cindi%20May%20-%20Don%27t%20Take%20Notes%20with%20a%20Laptop.pdf>

- (g) Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
2. **Tests:** Students are required to complete 3 in-class tests. Each test may consist of multiple choice, short answer, and essay questions drawn from the textbook, class discussions, presentations, and class activities.
  3. **Skill Building Activities:** Students are required to complete two written skill building activities that are 3-5 pages in length and address the following topics:
    1. Choose one of the following developmental periods: early childhood, middle childhood, or adolescence. Then describe the advice you would provide to people in a helping role (for example, parents, teachers, or coaches) regarding how they might foster the social, emotional, physical, and cognitive development of the persons they are working to help. Support your recommendations by referring to theories and/or research discussed in your textbook, using the following format for your citations (Berk, 2014, p. 76)  
***Due March 29<sup>th</sup> by 11:59pm***
    2. Choose one of the following developmental periods: early, middle, or late adulthood. Then provide advice to people in that age group on strategies they can use to optimize their

social, emotional, physical, and cognitive development. Support the use of the strategies by referring to theories and/or research discussed in your textbook, using the following format for your citations (Berk, 2014, p. 425)

***Due April 24<sup>th</sup> by 11:59pm***

**\*Additional Rubric Information on Canvas**

4. **Volunteer Service Project:** To provide a context for applying theories and research in human development, students are required to complete a minimum of 10 hours of service in an Alachua County School focusing on human development.
  - (a) **Students who do not complete this requirement with a satisfactory evaluation from their service supervisor cannot pass the course. They will receive an INCOMPLETE for the semester and will need to participate in another service placement the following semester.** Upon successful completion they will then receive their originally awarded grade.
  - (b) There are several placement options you may choose from. The site must be a University approved site.
  - (c) You must choose a placement that **involves interactions** with children/ students (for example, tutoring or providing support to students). Placements that involve grading papers, filing, recording readings for the visually impaired, or other options not involving interacting with children or adults in a service-oriented role will not receive credit for the course).
  - (d) Required sign-up and orientation meetings will be held at the beginning of the semester. See schedule below.
  - (e) Students who are unable to complete the 10 hours within the semester will receive an incomplete (I) grade in EDF 3110 and will have to complete the requirement during the following semester.

**The following guidelines must be met to receive credit for this course:**

- Students must complete this requirement by tutoring in the Alachua County Schools or at Baby Gator or PK Yonge.
- **By February 13<sup>th</sup>**, to receive credit for this service requirement, you must give your course instructor the **Placement Agreement Form** (attached at the end of the syllabus) signed by your school supervisor at your placement. You must also give the letter of introduction and the Supervisor Evaluation Form that are attached to the end of this syllabus to your supervisor when requesting your supervisor's signature on the Placement Agreement Form.
- The 10 service hours **must** be spread across the semester, with no fewer than 5 visits to the setting spanning a 10-week interval.

- **By April 10<sup>th</sup>**, you are required to submit a report (**5-page minimum**) to the course instructor describing and relating the service experience to human development theories, research, and concepts discussed in class. The report should include the following information: the agency and its mission, why you chose it, the age group with whom you worked, and a discussion of how the course content was reflected in your experience. Specific examples and theory application are required in the report. See attached rubric (in e-learning canvas site as well) for further information.
  - **Formatting:** All Papers must use APA style formatting which includes Times New Roman font, 12 point font size, 1 inch margins. If these formatting rules are not followed the paper will lose a minimum of 2 points.
  - Include reference page
  
- **By April 17<sup>th</sup>**, you must deliver the **Supervisor Evaluation Form** to your course instructor to verify that you have completed the 10 hours of service satisfactorily. The form must be enclosed in an official envelope printed with the name of the school or agency with the supervisor's signature written across the seal on the back of the envelope. **Submission of a form with a forged signature or incorrect information that does not agree with the supervisor's evaluation of the student and/or the envelope has been opened and resealed, constitutes an honor code violation.** Any student who submits such a form will be referred to the Student Honor Court for disciplinary action (see the section on academic dishonesty in this syllabus for more information on this topic).
  - the supervisor may mail in the evaluation directly to the instructor as well. ‘
  - With permission from Instructor, students can have supervisors scan the evaluation form and email the instructor directly. The email **MUST** come from the supervisor directly.

### **Other Possible placements:**

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#### **The Alachua County Public Schools**

**The Alachua County Public Schools Board places student tutors each semester in Alachua County Schools. You are encouraged to take advantage of this opportunity. However, if you prefer, you can select one of the two University-approved sites listed below: Baby Gator or PK Yonge. Keep in mind that hundreds of students will be seeking placements this semester. IF you decide to work at one of the approved sites do so as soon as possible to avoid the problem of not being able to find an approved placement. The service requirement can only be met in the University-approved sites described here. You are most likely to find a placement easily in the Alachua County Public Schools.**

- 1) To volunteer in an **Alachua County public school**, follow the steps below:
  - **STEP 1:** In order to volunteer, you will need to come to one of the locations and times listed below to select the volunteer opportunity that suits your interests, course requirements and schedule. You will need to plan on spending about 30 minutes looking through the tutoring opportunities and completing paperwork. Please take this process very seriously. You must choose a placement that will enable you to work with

students. You will not receive credit for your placement if you only grade papers or other clerical-type work.

Date	Location	Time
January 17, 2018	UF Norman Hall / Terrace Room	9:00a - 2:00p
January 18, 2018	UF Norman Hall / Terrace Room	9:00a - 2:00p
January 22, 2018	UF Norman Hall / Terrace Room	9:00a - 2:00p
January 23, 2018	Santa Fe College - R-01	9:00a - 2:00p

- **STEP 2:** After signing up for a school placement, and before volunteering in a school, **you must** attend one of the scheduled orientation sessions listed below.

Date	Location	Time
January 23, 2018	JJ Finley Elementary, 1912 NW 15 Ave.- Auditorium	4:00p - 5:00p
January 23, 2018	Santa Fe College, WA-104	5:30p - 6:30p

- **STEP 3:** You will begin your volunteer work the week of: **January 29<sup>th</sup> 2018.**
- You **must** sign up and attend the orientation on one of these specified dates and places if you plan to tutor in an Alachua County School. All volunteers must be screened through the sexual predator website and have a completed application on file before they can volunteer. Your placements must be based on a specific request from an Alachua County teacher as described in Step 1. Any deviation from those requests must be cleared through the Volunteer Office. Teachers expect volunteers to complete their work spread out over the 10-week period. Students who are unable to complete the 10 hours within that period will receive an incomplete in the course and will have to complete the requirement during the spring semester. **Students must complete this service experience with a satisfactory evaluation from the school supervisor to receive credit for this course.**
- **IMPORTANT MESSAGE! PLEASE READ!**
  - There is no parking at Norman Hall.
  - The Volunteer Program does not track hours via a software-tracking program.
  - You will be expected to volunteer for 10 weeks during the semester.
  - If you miss the sign-up dates, placements must be done in person by appointment at the Volunteer Office-**2802 NE 8th Avenue.**

Questions? Call the Alachua County School Volunteer Program at 352.955.7250 X252.

[www.edline.net/pages/ACPS/Departments\\_Programs/DepartmentsLZ/Volunteer\\_Business\\_Partnersh/College\\_Student\\_Opportunities](http://www.edline.net/pages/ACPS/Departments_Programs/DepartmentsLZ/Volunteer_Business_Partnersh/College_Student_Opportunities)

### Other Possible Placements

The Alachua County Public School Board places student tutors each semester in Alachua County Schools. You are encouraged to take advantage of this opportunity. However, if you prefer, you can select one of the two University-approved sites listed below: **Baby Gator or PK Yonge.** Keep in mind that hundreds of students will be seeking placements this semester.

**IF you decide to work at one of the two approved sites described below, please arrange to do as soon as possible to avoid the problem of not being able to find an approved placement. The service requirement can only be met in the University-approved sites described here. You are most likely to find a placement easily in the Alachua County Public Schools.**

**1. Baby Gator Child Development and Research Center**

To volunteer for a UF placement working at Baby Gator with preschool children for **2 hours** a week for the semester <https://babygator.ufl.edu/> choose one of the following locations: <https://babygator.ufl.edu/working/volunteer/>

1. Lake Alice Center, contact Katie White [katiwhite117@ufl.edu](mailto:katiwhite117@ufl.edu)
2. Newell Drive Health Science Center, contact Kady Morris, [kadymorris@ufl.edu](mailto:kadymorris@ufl.edu)
3. Diamond Village, Contact Jorge Ruiz [jorgeruiz@ufl.edu](mailto:jorgeruiz@ufl.edu)

**2. P. K. Yonge, Developmental Research School** -To volunteer at P. K. Yonge, Developmental Research School, 1080 SW 11<sup>th</sup> St., to work with students from kindergarten through high school, go to the following website for application:

<https://pkyonge.ufl.edu/information/volunteer-at-p-k/>

For P.K. Young: All college volunteers please contact Dr. Carrie Geiger at [cgeiger@pky.ufl.edu](mailto:cgeiger@pky.ufl.edu) or at 352.392.1554 x268. If volunteering at P.K. Yonge fulfills a class requirement, please submit the Volunteer Application and provide verification from your instructor. All college volunteer applications should be submitted to Dr. Geiger: [cgeiger@pky.ufl.edu](mailto:cgeiger@pky.ufl.edu). Additional contact: Contact Neila Hutson at 352-392-1554, x247

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**5. Students are required to complete a research participation requirement described below in order to receive credit for EDF 3110:**

**RESEARCH PARTICIPATION REQUIREMENT FOR EDF 3110 STUDENTS**

**Purpose**

At the University of Florida, as at other major universities, the accumulation of new knowledge in the field of educational psychology comes from research conducted by faculty and students. One of the academic objectives of this course is to acquaint students with the nature of research activity. This objective is accomplished, in part, by requiring students enrolled in this course either to participate in on-going research studies, (see Method A) or to make arrangements for another research-related activity (see Method B below). You must be 18 or older to participate in a research project so younger students must satisfy this requirement through Method B.

If you fail to meet the research participation requirement (through either Method A or B), you will receive an Incomplete (I) for the course. Your final grade in the course will not be affected, if you complete the research requirement by midterm of the following semester in which you are enrolled at the University of Florida. **However if you do not complete the requirement by that midpoint, the Incomplete will turn into an “E.”**

## Research-Related Activity

**Method A.** During each academic term, students can serve as research participants in a variety of available studies. Included are projects dealing with cognition, reading, memory, learning, etc. At the end of your research participation, you will receive a written description of the general nature of the research project and the anticipated implications of the findings from the study. All research projects have been reviewed by the University's Institutional Review Board to ensure that student participation is appropriate. As part of the review process, particular attention is given to the establishment of coding procedures to guarantee that all research data are kept confidential. An informed consent form will be provided at the beginning of the study, and you have the right to discontinue participation in any study at any time, without penalty. **You must be at least 18 to participate in any research experiment. If you are 17 or younger, you will fulfill the requirement through Method B.**

You will be able to choose the project you want to participate in by signing up on-line. Instructions will be sent to you on how to access the system via list server by the second week of the semester (as soon as add/drop ends). The website is located at <http://coe-ufl.sona-systems.com/>.

If you miss two appointments to participate in research projects and do not cancel the appointments in advance, you must then complete the Option B project (the research paper). The researcher is required to wait for 15 minutes. If you come later than 15 minutes after the research appointment, this is considered a missed, unexcused appointment. However, if you arrive at the appointed time, but the researcher does not arrive within 15 minutes, you will be given credit for participation. To document this, students must go to the research administrator's office (Dr. Therriault, Norman 119) to alert him that the researcher failed to show.

After completion of participation in a study, participants can check completion status through the online system (Sona-system: <http://coe-ufl.sona-systems.com/>)

**Method B.** If you choose not to fulfill your research requirement through participation as a research participant, you must inform your instructor that you will complete Method B. That is, you must review one article published in the last year in the journal *Child Development* or *Developmental Psychology* and submit a 3-page written summary and critique of the research methods employed, using normal font and margins (i.e., 12-point font, 1 inch margins). The paper should include a description of the purpose, procedures/methods, and findings of the article as well as a critique of the findings. **The paper should be completed by March 1st . In the event of a documented illness or some other serious extenuating circumstance, the instructor of your course will consider extending this deadline.**

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## Policies on Academic Dishonesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of

behaviors that are in violation of this code and the possible sanctions. Please consider them carefully. By engaging in such conduct, a student violates the Honor Code and becomes subject to the Student Conduct Code (6C1-4.016).

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult your instructor in this class.

### **Accommodations for Students with Disabilities**

The University of Florida seeks to provide accommodations for all qualified students with disabilities. The university adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. Students requesting classroom accommodations should first register with the Disability Resource Center located in 001 Reid Hall, phone (352) 392-8565 ([www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)). Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Then request an appointment with me to arrange the appropriate accommodations. Students with disabilities should follow this procedure as early as possible in the semester. See the following webpage for a detailed checklist of procedures to follow in this process:

<http://www.dso.ufl.edu/drc/students/>

### Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

### **University Services**

#### Health and Wellness

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to you or the student. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team <http://www.umatter.ufl.edu/> can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

The following information is provided as an easy reference for students who wish to seek help in a variety of areas. Due to the size of the university and most classes, (and as we learn in this class) it is easy for students to feel isolated and unaware of the resources available. If you feel you need assistance or guidance in areas such as health and well-being, tutoring, test taking skills, or any other assistance, this information may be helpful. If you are unsure of where to seek assistance,

talk to me or contact the Office of Student Services, 202 Peabody, 352.392.1261,  
[www.dso.ufl.edu/contactus/](http://www.dso.ufl.edu/contactus/)

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>  
352.392.1575

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161,  
[http://gatorwell.ufsa.ufl.edu/health\\_topic/view/ivp](http://gatorwell.ufsa.ufl.edu/health_topic/view/ivp),  
[http://www.ufsa.ufl.edu/faculty\\_staff/fees\\_resources\\_policies/addressing\\_sexual\\_misconduct/policies/](http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/addressing_sexual_misconduct/policies/)

University Police Department, 392-1111 (or 9-1-1 for emergencies).  
<http://www.police.ufl.edu/>

Student Health Care Center, 392-1161,  
<http://shcc.ufl.edu/services/primary-care/>  
Alcohol and other drugs, Gator Wellness, 3190 Radio Road, 352.392.1575  
<http://www.counseling.ufl.edu/cwc/aodservices>

Alachua County Crisis Center, 218 Southeast 24th Street, 352.264.6789,  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

#### Academic Resources

Tutoring and Study Skills Service (Free), SW Broward Hall, ground level; 352.392.2010,  
[https://teachingcenter.ufl.edu/hours\\_location.html](https://teachingcenter.ufl.edu/hours_location.html)

Career Resource Center, Career assistance and counseling, First Floor, Reitz Union 352.392.1601,  
[www.crc.ufl.edu/](http://www.crc.ufl.edu/)

*E-learning technical support*, 352.392.4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>

*Library support*: Various ways to receive assistance with respect to using the libraries or finding resources: <http://cms.uflib.ufl.edu/ask>

## Schedule of Topics

Week	Date	Topics	Chapters
1	Jan 9 <sup>th</sup>	Course Introduction/Syllabus	
	Jan 11 <sup>th</sup>	History, Theory, and Research Strategies	1
2	Jan 16 <sup>th</sup>	History, Theory, and Research Strategies	1
	Jan 18 <sup>th</sup>	Biological and Environmental Foundations	2
3	Jan 23 <sup>rd</sup>	Prenatal Development, Birth, and the Newborn	3
	Jan 25 <sup>th</sup>	Physical Development in Infancy and Toddlerhood	4
4	Jan 30 <sup>th</sup>	Physical Development in Infancy and Toddlerhood <b>Service work begins this week</b>	4
	Feb 1 <sup>st</sup>	Cognitive Development in Infancy and Toddlerhood	5
5	Feb 6 <sup>th</sup>	Cognitive Development in Infancy and Toddlerhood	5
	Feb 9 <sup>th</sup>	Emotional and Social Development in Infancy and Toddlerhood	6
6	Feb 13 <sup>th</sup>	Emotional and Social Development in Infancy and Toddlerhood Test Review 1 (Ch. 1-6) <b>SERVICE PLACEMENT FORM DUE</b>	6
	<b>Feb 15<sup>th</sup></b>	<b>TEST 1 (Chapters 1-6)</b>	
7	Feb 20 <sup>th</sup>	Physical and Cognitive Development in Early Childhood	7
	Feb 22 <sup>nd</sup>	Physical and Cognitive Development in Early Childhood	7
8	Feb 27 <sup>th</sup>	Emotional and Social Development in Early Childhood	8
	March 1 <sup>st</sup>	Physical and Cognitive Development in Middle Childhood <i>Method B Research Paper Due*</i>	9
		<b>Spring Break 3/5-3/9</b>	
9	March 13 <sup>th</sup>	Emotional and Social Development in Middle Childhood	10
	March 15 <sup>th</sup>	Physical and Cognitive Development in Adolescence	11
10	March 20 <sup>th</sup>	Physical and Cognitive Development in Adolescence	11
	March 22 <sup>nd</sup>	Emotional and Social Development in Adolescence Test 2 Review (Ch. 7-12)	12
11	<b>March 27<sup>th</sup></b>	<b>TEST 2 (Chapters 7-12)</b>	
	March 29 <sup>th</sup>	Physical and Cognitive Development in Early Adulthood <b>Skill Building Activity #1 Due</b>	13
12	April 3 <sup>rd</sup>	Emotional and Social Development in Early Adulthood	14
	April 5 <sup>th</sup>	Emotional and Social Development in Early Adulthood	14
13	April 10 <sup>th</sup>	Physical and Cognitive Development in Middle Adulthood <b>SERVICE REPORT DUE</b>	15

	April 12 <sup>th</sup>	Emotional and Social Development in Middle Adulthood	16
14	April 17 <sup>th</sup>	Physical and Cognitive Development in Late Adulthood <b>Supervisor Evaluation Due</b>	17
	April 19 <sup>th</sup>	Emotional and Social Development in Late Adulthood	18
15	April 24 <sup>th</sup>	Death, Dying, and Bereavement Test 3 Review (Ch. 13-19) <b>Skill Building Activity #2 Due</b>	19
	<b>May 2nd</b>	<b>Final Exam: 12:30-2:30pm</b>	

\*Required of all students under age 18 and other students who do not wish to participate in a research study. For further information, see pages 7 and 8 of this syllabus, Research Participation Requirement.

**Placement Agreement Form\***  
**EDF 3110 (Due Feb 13<sup>th</sup>)**

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**Volunteer Agreement:**

I agree to spend at least 10 hours spaced evenly throughout Fall Semester 2017 as a volunteer at \_\_\_\_\_ (print the name of the placement here).

Name \_\_\_\_\_ (print name here)

Signature \_\_\_\_\_

Email address: \_\_\_\_\_

**Supervisor Agreement:**

I agree to supervise this placement and to inform the 3110 instructor immediately during the semester if the student volunteer's performance is not satisfactory. The student has provided me with the 3110 Evaluation Form that I will use to verify the student's completion of 10 hours of service and to rate the student's performance by **April 17<sup>th</sup> (see attached evaluation form).**

Supervisor \_\_\_\_\_ (print name here)

Signature \_\_\_\_\_

Phone: \_\_\_\_\_

**\*This signed form must be submitted to the course instructor by September 26th.**

School of Human Development and Organizational Studies in Education

**College of Education**

1215 Norman Hall  
PO Box 117046  
Gainesville, FL 32611

Phone: (352) 273-4334 (office)

Fax: (352) 846-2697

**E-mail:** jtinstman@ufl.edu

January 9<sup>th</sup>, 2018

Dear Colleague:

Thank you for your willingness to supervise the field experience of a student in my course in human development. The opportunity to work in a service role in a practical setting provides our students with an experience that enriches their understanding of the processes related to human development. To help us monitor the student's fulfillment of the commitment in your setting, please sign the Placement Agreement Form by **February 13th** and give the form to the student to return to me.

Prior to **April 17<sup>th</sup>**, please complete your **evaluation** of the student's performance on the **Supervisor Evaluation Form** and place it in an official envelope printed with the name of your school or agency. For security purposes, please seal the envelope and sign your name across the seal on the back of the envelope. During the semester, if the student is not reporting to your placement on a regular basis or is engaging in unsatisfactory or unprofessional behavior, or you have any questions or concerns while the student is working under your supervision, please contact me by phone or e-mail right away.

Once again, thank you very much for your important contribution to our program.

Sincerely,

Jessica Tinstman, M.Ed/Ed.S  
EDF3110 Instructor

**SUPERVISOR EVALUATION FORM--EDF 3110 (Due APRIL 17th)**

UF Student's Name: \_\_\_\_\_  
UF Instructor's Name: \_\_\_\_\_  
Supervisor's Name: \_\_\_\_\_  
Supervisor's Phone Number: \_\_\_\_\_  
School or Agency Name: \_\_\_\_\_

Mark S for Satisfactory, NI for Needs Improvement, and U for Unsatisfactory

- 1. Dressed and conducted self in professional manner. \_\_\_\_\_
- 2. Attended regularly, arrived on time. \_\_\_\_\_
- 3. Followed directions and guidelines/rules. \_\_\_\_\_
- 4. Showed interest, enthusiasm and energy. \_\_\_\_\_
- 5. Was organized and used time efficiently. \_\_\_\_\_
- 6. Accepted constructive criticism and supervision. \_\_\_\_\_
- 7. Accepted responsibility. \_\_\_\_\_
- 8. Communicated clearly and effectively. \_\_\_\_\_
- 9. Considered others' needs, abilities, and interests. \_\_\_\_\_
- 10. Interacted constructively with others. \_\_\_\_\_
- 11. Used digital devices (cell phones, notebooks, etc.) **only** for tasks assigned by you as a requirement of the volunteer work \_\_\_\_\_

To receive credit for this volunteer experience, students must **not** receive unsatisfactory ratings on these criteria.

The student must complete a total of 10 hours of service at the placement, and the hours **must** be spread across the semester, with no fewer than 5 visits to the setting spanning a 10-week interval. Please keep a tally of dates when the student was present at your site. If more than an hour was spent in a visit, please note the number of hours the student was there:

Visit #1 \_\_\_\_\_ Visit #4 \_\_\_\_\_ Visit #7 \_\_\_\_\_ Visit #10 \_\_\_\_\_  
Visit #2 \_\_\_\_\_ Visit #5 \_\_\_\_\_ Visit #8 \_\_\_\_\_  
Visit #3 \_\_\_\_\_ Visit #6 \_\_\_\_\_ Visit #9 \_\_\_\_\_

**On the back of this form, please comment on student's overall performance, including your suggestions for improvement.**

Please return this form to the student in an official envelope printed with the name of your school or agency for return to the course instructor. For security purposes, please seal the envelope and write your name across the seal.

Thank you very much!

Jessica Tinstman, M.Ed/Ed.S  
EDF3110 Instructor

**Service Report**  
**Requirements that must be met to receive a passing grade in EDF 3110**

- \_\_\_\_\_ 10 hours completed evenly across semester (no fewer than 5 visits)
- \_\_\_\_\_ Supervisor Evaluation Form (received by Feb 13<sup>th</sup> )
- \_\_\_\_\_ Service Report submitted by April 10th.

Purpose of the Project: The goal is for you to apply one or more concepts or theories from the course to (a) help you better understand the individual or individuals that you are working with or to (b) guide you in enhancing the development of an individual or individuals in your placement. Because each of you has a unique assignment for the report, your description of the application of course content will be different from that of other students. The paper must be at least **5** pages in length. When you submit your paper, please attach this rubric to the front of your paper and evaluate your performance by placing an X on each blank to indicate that you have completed each component required for completion of the report.

**To protect the privacy rights of students, teachers, and sites, please use fictitious names in writing your report.**

**Grading Rubric for Service Report**

- \_\_\_\_\_ Agency Mission/Why site was chosen (1 point)
- \_\_\_\_\_ Describe your role at the placement (including age group you worked with) (2 pts.)
- \_\_\_\_\_ Application to Course Content (20 pts.)
  - \_\_\_\_\_ Was the concept(s) or theory accurately described? (5 pts.)
  - \_\_\_\_\_ Were sufficient examples from the service placement included and had sufficient detail (5 pts)
  - \_\_\_\_\_ Was the concept(s) or theory accurately applied? (5 pts.)
  - \_\_\_\_\_ Was the application of the concept described in sufficient detail? (5 pts.)
- \_\_\_\_\_ Organization of report/grammar/spelling. If using Citation report must use APA format citation. (2 pts.)
- \_\_\_\_\_ Total Points (25 pts.)

Shirts/blouses/dresses must cover the midriff, back, and sides of the body at all times; should be fastened with no visible cleavage or undergarments.

Shorts/skirts/jumpers/skorts/dresses shall be worn no shorter than “mid thigh.”

Mid thigh is determined by extending the arms to the sides of the body and finding the tip of the longest finger (using normal posture).

#### Shoes

Shoes worn by students must be safe and appropriate. You may not wear bedroom slippers or shoes with wheels. A manufacturer’s logo/image is acceptable. You must wear shoes that are closed toe and closed heel and/or athletic shoes; you may not wear platforms, sandals, flip flops, crocs or jellies.

#### Outer Garments

You may wear coats, jackets, sweatshirts, sweaters, or other appropriate outer garments when necessary due to weather conditions or for other legitimate reasons. The outer garments must be of the appropriate size for you and shall not be overly baggy or violate any other provisions of the dress code.

#### Prohibitions

You may not wear

- A. Clothing that is not properly fastened;
- B. Clothing, hairstyles, piercings, jewelry, or accessories that are dangerous to the health or safety to yourself or others or are distracting or disruptive to the orderly learning environment;
- C. Athletic shorts, cut-off pants, leggings, short-shorts, or running shorts;
- D. Clothing that exposes body parts in an indecent and vulgar manner;
- E. Clothing that is unlined sheer or unlined lace;
- F. Clothing that is form fitting, leotard or spandex, unless proper outer garments are worn over top of it;
- G. Sleepwear or outer garments traditionally designed as undergarments such as boxer shorts, or bras;
- H. Outer garments or accessories (such as backpacks, jewelry, and purses) which have slogans, signs, images, or symbols that:
  - 1. promote drugs, alcohol, tobacco, gang identification, weapons, or lewd sexual behavior or denigrate or
  - 2. promote discrimination for or against an individual or group on the basis of age, color, disability, national origin, sexual orientation, race, religion or gender.
- I. Hats, bandannas, sweat bands, headgear, or other head coverings inside the school building, except when approved by the principal/designee;
- K. Jewelry or accessories that may be used as weapons, such as chains, spiked jewelry or arm bands;
- L. Combs, curlers, or hair picks; or
- M. Sunglasses inside the school building.