
PSYC 206 Developmental Psychology

Credit hours: 3 Prerequisites: PSYC 101 (C- or better) Instructor: **Dr. Cheryl Fortner-Wood**
Call # 10925 Meets: WF 12:30 -1:45 pm in Kinard 115 08/22 – 12/13, 2016

To Contact Instructor  FortnerC@Winthrop.edu  803-323-2641 Fax: 803-323-2371

Office Hours in 134 Kinard Hall - Wednesdays & Fridays 9:30-10:45 am and by appointment @ calendly.com/cfw

If you have questions about material, assignments or your performance in the course, please meet with me during office hours. If you prefer to talk on the phone or need to meet outside of office hours, do not hesitate to contact me to set up a time to talk or arrange an appointment. If you contact me via email and I do not respond to your message by the end of the next business day, please assume I did not see your message, resend it, and follow up with me in class. In the rare case that I am not able to hold office hours or keep an appointment, I will notify students via email as soon as possible. To be sure you are not inconvenienced; always check your Winthrop email before travelling a long distance to meet with me.

Course Goals and Description

We will explore current theories, methodology, and relevant findings in the study of human development from conception through late life. We will use an ecological perspective to examine the myriad of factors that play a role in the physical, motor, neural, perceptual, cognitive, language, social, emotional, and moral domains of life span development. These factors include, but are not limited to, genetics, caregiving style, temperament, relationships, early care and education, ethnicity, culture, gender, socio-economic status, and family/home environment.

Syllabus Change Policy

The instructor reserves the right to make modifications to this syllabus if doing so facilitates student learning. Students will be notified of any modifications in class and/or via Blackboard as early as possible. All students are responsible for the consequences of modifications once they are announced, regardless of class absences or failure to check/read email.

Required Reading

Kuther, T. L. (2017). *Lifespan Development: Lives in Context*. SAGE Publications. Students are expected to read chapter sections before the content is discussed in class. Students are encouraged, but not required, to utilize the online resources (<https://edge.sagepub.com/kuther>).

Student Code of Conduct

As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The Student Life policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online *Student Handbook* found at (<http://www.winthrop.edu/studentconduct/>). Academic dishonesty of any form (including but not limited to cheating, plagiarism, falsifying information) may result in a student receiving an F for this course.

Student Learning Outcomes

I borrowed and adapted the objectives below from the American Psychological Association (2013). *APA guidelines for the undergraduate psychology major 2.0*. Washington, DC: Author. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>. Please note how these objectives correspond to Winthrop's four University Level Competencies (<http://www.winthrop.edu/academic-affairs/secondary.aspx?id=15731>). All of the course learning activities require students to build effective communication skills (Competency 4).

Learning Outcomes for PSYC 206	Assessed Through	ULC
"Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings (p.15)" particularly as they relate to developmental phenomena across the lifespan.	Exams* SL Reflection Papers Research Paper	1, 3
"Demonstrate [developmental] psychology information literacy" (p. 15)	Exams*, SL Reflection Papers, Research Paper	1,3
"Describe applications of [developmental] psychology" (p. 15)	SL Reflection Papers* Research Paper, Exams	1, 3
"Build and enhance interpersonal relationships" (p.16)	Service Learning & Reflection*, Exams	2, 3, 4
Adopt values that build community at local, national, and global levels" (p. 16)	Service Learning & Reflection*, Exams	2, 3
"Apply ethical standards to evaluate psychological science and practice" (p. 16)	Service Learning & Reflection*, Research Paper, Exams	2
"Use scientific reasoning to interpret [developmental] phenomena; Engage in...integrative thinking and problem solving; Interpret basic psychological research" (p. 15)	Research Papers*, Exams SL Reflection Papers	1,3
"Incorporate sociocultural factors in scientific inquiry" (p. 15)	Research Papers*, Exams SL Reflection Papers	1,3
"Demonstrate effective writing for different purposes" (p.16)	SL Reflection Papers* Research Paper*, Exams	4

*Indicates the learning activity whose major focus is that learning outcome.

My Expectations of You

I expect students to behave in the following ways. Course grades will likely be negatively affected by failure to behave in accordance with these expectations.

- 1) You will prepare for, attend, and participate in every class.
- 2) You will not text or use computer or communication devices for non-course related purposes during class time (see the College of Arts and Sciences policy specified at: <http://www.winthrop.edu/uploadedFiles/artscience/PolicyForHandHeldTech-April2014.pdf>). If you need to communicate with someone during class time, please step out of the classroom to do so. It is courteous to let your professor know beforehand that you may need to take a call during class.
- 3) You will be an active learner: reading chapters before we discuss the material in class, completing online activities that correspond to the chapters, raising questions, contributing to discussions both in and out of class, utilizing Blackboard, taking accurate and complete notes, and sharing relevant resources you have found with your classmates.

- 4) You will complete all assignments according to the directions, honorably, and on time.
 - 5) You will contact me as soon as possible if you have concerns about understanding material, accessing course materials, completing assignments, or your performance in this class.
 - 6) You will utilize me as a resource as early as possible in class, during office hours, by appointment, by e-mail, and/or via telephone.
 - 7) You will listen and interact effectively and sensitively with fellow classmates and with me even when someone expresses a viewpoint that is very different from your own.
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The Global Learning Initiative (GLI)

This course participates in the Global Learning Initiative. The global learning component of this course includes but may not be limited to cross-cultural comparisons of early education, friendship, and bereavement.

Students with Disabilities/Need of Accommodations for Access:

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

Academic Success Center

ASC is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.

The Office of Victims Assistance (OVA) has expanded their services to provide direct services to survivors of major crimes including, but not limited to sexual assault, intimate partner violence, domestic violence, dating violence, stalking, bullying, and bias crime as well as campus-wide educational programming to prevent these crimes from occurring. The office is staffed with a full-time Victim Services Coordinator and a full-time licensed counselor who provide on-going support to the survivor, male or female, from the time of initial reporting. The staff provides counseling services and assists with obtaining sexual assault forensic exams, STI testing/treatment, pregnancy prevention, housing options, legal prosecution, and access to other support services. Each case is handled individually, and the client is allowed to. In the case of an after-hours emergency, please call Campus Police at 803/323-3333 or the local rape crisis center, Safe Passage, at 803/329-2800. select which services he or she wishes to pursue.

Winthrop University's Office of Nationally Competitive Awards (ONCA) identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222. Please fill out an online information form at the bottom of the ONCA webpage www.winthrop.edu/onca and email onca@winthrop.edu for more information.

Electronic Resources Available to You: Blackboard & Turnitin

You can access class resources including class slides, handouts, and links to resources at <https://bb-winthrop.Blackboard.com/>. Some of these resources may be available for a limited time. It is your job to check the site at least twice a week to access new material. While there is no official grade associated with using the resources, I will monitor student use and trends in class performance. Students who have multiple unexcused absences may find they can no longer access Blackboard resources. Contact me immediately if you experience problems accessing PSYC 206 Blackboard resources. All written assignments must be submitted *through Blackboard* to Turnitin to be graded. **Ten points will be deducted each day this electronic submission is late.**

Evaluation of Student Learning

Grading scale		Learning Assessments/Assignments	Possible points = 600
93% for A	77% for C+	Three Exams (100 points each)	300
90% for A-	70% for C	Comprehensive Final Exam	100
87% for B+	67% for D+	Research Reflection Paper	100
80% for B	60% for D	Two (50 pt.) Service Learning Reflection Papers (1 Child SLR and 1 Adult SLR)	100
	<60%=F		

Final letter grades for the course are assigned using the above grading scale based on the percentage of total possible points (600) earned for assignments submitted. **Students who do not complete two regular exams, the final exam, the research paper, and at least one service learning reflection assignment will earn an F in the course regardless of points accumulated.**

Course Requirements include class attendance and participation, reading of required materials, and successful completion of learning assessments and assignments.

Learning Assessments

Your final grade will be based on three exams, a comprehensive final exam, your reflections on two five-hour service learning experiences, and one research review paper. I have carefully designed these activities to facilitate significant learning of course material. I believe every activity is a crucial part of your experience in the course. Therefore, students who fail to complete any one of the four activity categories will fail the course.

You are always welcome to **submit assignments early**. If you bring your written assignments to my office hours at least one week before they are due, I can provide feedback that will help you get the most out of the learning activity.

Examinations (400) points): Exams will assess comprehension, memory, and the ability to apply course material. Exams can include all material discussed in class and course readings. There will be three (3) tests and a comprehensive final exam, each worth 100 points. Exams will include multiple choice and short essay questions. **THERE WILL BE NO MAKE-UP EXAMS.** If a student misses an exam, the grade for the comprehensive final will replace their missed exam and therefore count twice. I recommend you take all exams. If you do not take the first (or second) exam and an unexcused absence keeps you from a later exam, you will not be allowed to make up a missing exam grade. Exam dates are unlikely to change and are listed below. If you anticipate missing an exam for a university-sanctioned reason, please come to see me at least one week before the scheduled exam date to arrange to take the exam early.

The **Comprehensive Final Exam** will assess your comprehension and memory of developmental psychology based on your application of readings and class discussions. All material from class, readings, and activities is fair game for the exam.

Service Learning and Reflection (SLR 100 points). Each of us will participate in **service learning** for this class. The service must be conducted this semester at non-profit agencies (e.g. with 501c3 status) and only for the purposes of this assignment. Ms. Ellin McDonough, our Director of the Center for Career and Civic Engagement, and the CCE staff have worked to provide you with opportunities to serve children, adolescents, and adults at local non-profit agencies (**see this list for CCE recommendations of sites:**

<http://www.winthrop.edu/uploadedFiles/cce/VolunteerDirectory.pdf>). Each student is required to serve at least 5 hours in a facility this semester that focuses on the needs of children (0-12 years) and at least 5 hours in a facility this semester that focuses on the needs of adolescents and/or adults. This will allow all of us to learn from and apply material to real-life situations and use our skills to help others. This is a win-win situation for all of us because we get to learn and we get to help. I value this experience so much that I complete over 5 hours of service each. To get the most from service learning, you will need to think critically about your experience in two Reflection Papers where you apply course content and consider your engagement. Regardless of when you complete your hours this semester, the first paper **MUST** be about your experience in a setting serving children and the second paper **MUST** be about your experience serving adolescents or adults. The SLR directions and log are in BlackBoard.

Research Review and Reflection (100 points) will allow you the opportunity to critically examine recent empirical literature on the developmental psychology topic of your choice. Because one of the ethical principles in this field is to conduct socially-relevant research, I want you to choose a research topic with practical implications (some examples are early literacy interventions, Common Core, preventing Alzheimer's, health disparities, and the link between childhood maltreatment and chronic diseases of aging).

This assignment requires you to prepare and submit five one-page annotated bibliographies of peer-reviewed journal articles published by relevant professional societies in the past four years (5 articles, 5 ABs) and a 6-8 page reflection paper.

Assignments will automatically receive a grade of "0" if hard copies of the journal articles are not submitted with the ABs. All materials must be hole-punched and locked in a three-ring binder. Please see me if you need a binder or you need help printing your materials.

Your articles must be experiments, correlational designs, case studies, or meta-analyses but they cannot be literature reviews or other secondary sources. The articles must have been published in professional peer-reviewed journals in the past four years. Show me your sources to be sure they are acceptable. Papers submitted with one or more sources that do not meet all of the criteria will not be graded.

The entire assignment needs to be thoughtful, well-written, follow all directions, and adhere to the latest APA style (6th edition). **Follow the outline below** for the assignment. **Use the bold headings** in the body of your paper to show the reader the organization of your paper. 10 points of the potential 100 are awarded for successful completion of the first annotation which is due early in the semester.

Research Reflection Assignment Outline

- 1) **Title page** (5 points; 1 page) use APA style; title of your assignment, page number, running head. Use your CWID instead of your name)
- 2) **Abstract** page (5 points; 1 paragraph on its own page; brief summary of the collection of articles you read for this assignment. Be sure to highlight points from the summary, critique, and implications.)
- 3) **Five Annotated Bibliographies** (8 points each and one page each). You will submit a draft of your first annotation early in the semester (see schedule) and it will be graded at this time (0-9 points). Use the feedback on this annotation to perfect it and the remaining four ABs. To earn full credit on the paper, submit the first AB on time and include it (with my handwritten feedback) in the three-ring binder with the rest of the research paper assignment. Each annotation must be no-longer than one page. Anything beyond the first page will not be graded. Annotations can be single-spaced and should include these elements in this order.
 - a) Full original reference of the article in APA format
 - b) Summary of introduction/background section (do not summarize the entire article)
 - c) List Research questions
 - d) Methods: Describe SAMPLE -- List MEASURES – Summarize PROCEDURES
 - e) Results & discussion/conclusions
 - f) Explanations of at least two potential strengths of the research methods
 - g) Explanations of at least two potential weaknesses the research methods
- 4) **Body of paper** (6-8 pages page reflection; 40 points total).

Summary of research (16 points, 3-4 pages) Use your 5+ sources to describe the research on your topic. Do not discuss articles individually. Rather, discuss them as a set - what the researchers are studying, their methods, and their findings. I recommend you use the following bold headings to organize this section.

 - a) Collective Purpose of the Studies/Research**
 - b) Summary of Methodology** (discuss Samples, Measures, and Procedures)
 - c) General Findings** (a summary of takeaway points from the results and discussions)

Critique (16 points, 3-4 pages) Discuss what the researchers did well and could improve in their questions and methods. Again, do not discuss the studies individually, but critique the collection/body of research you reviewed. Write about the strengths of the research and write about the weaknesses of the research. Provide specific evidence to support the general strengths and weaknesses. I recommend you use the following headings for this section.

 - a) Strengths** of the research in terms of ethics, methods, samples, measures, procedures, interpretations and relevance of the research questions or findings. An example would be: "These studies had ample sample sizes ranging from 120 (Fortner-Wood and Armistead, 2013) to 1,364 (SECCYD, 2013) which increases my confidence that participant responses are reflective of the larger population."
 - b) Weaknesses** of the research in terms of ethics, samples, measures, procedures, interpretations of the research findings. An example would be: "Unfortunately, four of the studies relied on convenience sampling which reduces generalizability of the findings because..."

Practical Implications (8 points and one page) for politicians, parents, educators, practitioners, professionals, other possible constituents of the research (e.g., "In-service training for child care providers should include summaries of these findings regarding obesity in early childhood. Specifically..."

Bonus Credit. We will have bonus credit opportunities throughout the semester. Psychology is a science. The text resources and class discussions are based on empirical evidence. You can earn credit in this course for participating in research and other activities that facilitate your learning regarding developmental psychology. You can earn three points each for participating in up to two studies or completing two alternate assignments (articles and questions to answer) through the Psychology Department research participant pool (https://winthrop.qualtrics.com/SE/?SID=SV_bDjF5iQSob6ZZul). As we will mention during our class discussion of ethical principles, participation in research is voluntary and the alternate assignment for credit helps us ensure you have a choice.

Some Notes on Grading

- **Feedback on Student Performance.** Barring unforeseen circumstances, I will return graded exams within one week and reflection papers within two weeks. Research papers will be returned within 2-4 weeks. Each student's work deserves my thoughtful consideration and I will take as long as I need to be sure each assignment is thoroughly and fairly evaluated.
- Students should keep track of their grades, arrange to pick up graded assignments if they are absent the day assignments are returned in class, and retain graded assignments at least until final course grades are visible online. I shred all assignments still in my custody one year after the course has ended.
- Deadlines in the field of developmental psychology are very strict. Without proof of very serious extenuating circumstances, **grades on assignments will be reduced 20 points for each 24-hour period the hard copy is late.** Papers are due at the start of class on the day specified in the schedule on page 8 of this syllabus. After a 15-minute grace period, 20 points will be lost for each 24-hour period the RR or SLR paper is late. The decision of whether or not an extenuating circumstance was sufficiently prohibitive to excuse the tardiness of the assignment rests with the instructor.
- **The research reflection and SLRs must be submitted to Turnitin via Blackboard by class time the day it is due. Ten points will be subtracted from the grade for each day a submission to Blackboard/Turnitin is late.** Be sure to keep a copy of your submission receipt in case there is a question about the time of your submission.
- If you are having printing problems, e-mail me your document at fortnerc@winthrop.edu and upload your document into Blackboard. Then bring your supporting materials to class. I will work with you to get your materials printed.
- **If you are having trouble accessing Blackboard or email, call me at 803-323-2641. If I do not answer the phone, leave a clear message with your name and phone number and I will respond as soon as possible.**

Dr. Fortner-Wood's PSYC 206 Tentative Course Schedule Fall 2016

In addition to the exams and out-of-class writing assignments, you are required to read course material before we use it in class. In-class activities and discussions will require you to be prepared. Also, you will be responsible for each chapter's content on exams, even if we do not discuss it in class. Our schedule for readings and other assignments is below.

Days and Dates		Schedule of Kuther (2017) Readings & Assignment Deadlines
Wednesday	8/24	Introduction to the course
Friday	8/26	Chapter 1: Understanding Human Development: Approaches and Theories Discuss the Research Reflection Paper
Wednesday	8/31	
Friday	9/2	Chapter 2: Biological and Environmental Foundations (FOTM)
Wednesday	9/7	
Friday	9/9	Chapter 3: The Prenatal Period, Birth, and the Newborn
Wednesday	9/14	
Friday	9/16	Chapter 4: Physical Development in Infancy and Toddlerhood First Annotated Bibliography Due in Class and in BlackBoard
Wednesday	9/21	Chapter 5: Cognitive Development in Infancy and Toddlerhood
Friday	9/23	Chapter 6: Socioemotional Development in Infancy and Toddlerhood
Wednesday	9/28	Exam One: Chapters 1 - 6
Friday	9/30	Chapter 7: Physical and Cognitive Development in Early Childhood
Wednesday	10/5	Faculty submit interim grades 9/30-10/6
Friday	10/7	Chapter 8: Socioemotional Development in Early Childhood
Wednesday	10/12	Chapter 9: Physical and Cognitive Development in Middle Childhood
Friday	10/14	FALL BREAK
Wednesday	10/19	Chapter 10: Socioemotional Development in Middle Childhood
Friday	10/21	Chapter 11: Physical and Cognitive Development in Adolescence SLR 1- Childhood - Due in class and in BlackBoard **Last day to withdraw from course**
Wednesday	10/26	Exam Two: Chapters 7-10
Friday	10/28	Chapter 12: Socioemotional Development in Adolescence
Wednesday	11/2	Chapter 13: Physical and Cognitive Development in Early Adulthood
Friday	11/4	Research Reflection Due in class and in BlackBoard
Wednesday	11/9	Chapter 14: Socioemotional Development in Early Adulthood
Friday	11/11	Chapter 15: Physical and Cognitive Development in Middle Adulthood
Wednesday	11/16	Chapter 16: Socioemotional Development in Middle Adulthood
Friday	11/18	Chapter 17: Physical and Cognitive Development in Late Adulthood
11/23-11/27 - THANKSGIVING BREAK - No class		
Wednesday	11/30	Exam Three: Chapters 11-16
Friday	12/2	Chapter 18: Socioemotional Dev. in Late Adulthood & the End of Life SLR 2 - Adolescence/Adulthood Due in Class and in BlackBoard Study Session TBA
Wednesday	12/7	8:00 am Comprehensive Final Exam

Directions for the PSYC 206 Service Learning Reflection Paper

Service Learning Assignment Background and Purpose

This semester, you will complete a minimum of 5 hours of volunteer service working with children 0-12 years of age and a minimum of 5 hours of volunteer service working with individuals 12 years and older.. Your 10 hours must be completed this semester and in addition to any service responsibilities you have in other classes, as a member of an organization, or that you arranged before the semester began. Serving individuals in these two age groups will allow you to apply and augment your learning of course material, help members of our community, and strengthen your vita. When we all do our part, service learning is a win-win situation for us as individuals, the folks we serve, the University, and community. I feel so strongly about the benefits of these experiences, I serve every week.

It is your responsibility to contact the staff of the site you have chosen from the list of recommendations provided by WU's Center for Career and Civic Engagement (CCE). Remember that you are asking these sites to do you a favor by letting you complete your assignment requirements there. Scheduling your service rests solely on your shoulders. The staff members at the sites are under no obligation to return your call or email. You must contact them early and may have to call, email, and even stop by the site often to get your hours arranged.

You do not have to serve at a site on the list, but you must have your site approved by me BEFORE serving if you choose a location not on the CCE list. You must request my approval via email. In your email request, describe what service you will provide, list the ages of the individuals you will serve, and include proof that the site is a non-profit agency.

Service Learning Reflection (SLR) Paper

While service facilitates active learning, writing about your experience and reflecting on your writing adds a layer of critical thinking you will not experience otherwise. For this assignment, you will write a three-page double-spaced paper about each of your two service experiences and reflect on what you write. Use one inch margins and 12-point font. To be graded, your paper must include the following 4 components.

- 1) Describe your experience (choose 3 from a-e)**
- 2) What next? (answer all 4 prompts)**
- 3) Check and reflect (complete a and b)**
- 4) Complete and attach your service log (see attached)**

If you have questions about this assignment or course, please contact Dr. Cheryl Fortner-Wood at fortnerc@winthrop.edu or 803/323-2641.

Follow this Outline to Write your SLR
Be sure to provide details (but not names) in response to each question.

- 1. Describe your experience** (Write about at least three of the topics below).
 - a. How did this experience affect you? For example, how did it cause you to recognize and respect human diversity or understand that developmental explanations may vary across populations and contexts?
 - b. What are examples of personal biases you and/or others brought to the situation that influenced how you interacted?
 - c. Did you encounter any ethical dilemmas? If so, cite the APA or SRCD ethical principle(s) and how you handled that situation.
 - d. What knowledge did you gain that you did not get from reading and classroom experiences?
 - e. Truth is stranger than fiction. Write about the most unusual experience you had as a part of this opportunity.

- 2. What next? Thoroughly answer these questions.**
 - a. List at least two needs this site has and describe at least one practical way to address that need.
 - b. Will you continue to volunteer at this site or one like it? Why or why not?
 - c. What did you learn from this experience that you can use to make yourself a more competitive job or grad school applicant?
 - d. Ask your service learning supervisor what educational qualifications and experience were required for them to gain this position.

- 3. Check and reflect.**
 - a. After you have typed your responses to the first two sections of this assignment, print a copy and read it over. Go back to your paper and correct typos, add explanations where appropriate, and condense paragraphs when it makes sense.
 - b. Next, apply course material. Either using something like MS Word's comment function or and by hand writing on a printed copy of your three-page paper, add short paragraphs of course material near points you discussed in answering questions 1 a through 2 b. Examples of applications include the names and definitions of developmental concepts or the gist of research findings above. Do this beside or below your typed text where appropriate. You can draw arrows from your text to the application. Be the text or handwriting is legible and make sure you apply at least six different bits of course content from your readings and/or our class discussions. I recommend that you try to apply Bronfenbrenner's ideas at least once but Bronfenbrenner should not be the only course content you apply.

- 4. Attach your signed Service Log to the last page of your assignment.** You must sign, complete every section of, and submit the service log for your assignment to be graded.

Student's Name _____

PSYC 206 Service Learning Time Log

Your assignment will be considered late if this form is not completed in its entirety and submitted by the deadline for the service learning reflection paper. Use more than one log form or back of form if necessary.

Date **Time In** **Time Out** **#Hours** **Service Agency** **Staff or Supervisor Signature**

Date	Time In	Time Out	#Hours	Service Agency	Staff or Supervisor Signature

Service Duties:

Age range of individuals served? _____

By signing, I certify that I have served all of the above listed hours.

Student's Signature: _____

Date: _____

If you have questions about this assignment or course, please contact Dr. Cheryl Fortner-Wood at fortnerc@winthrop.edu or 803/323-2641.