

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**SDS 6426
GUIDANCE AND COUNSELING OF GIFTED STUDENTS**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

Guidance and counseling needs of gifted and talented students will be explored. Effective teaching approaches, as well as guidance, mentoring, and counseling interventions to attend to the unique needs of gifted children will be examined. Strategies for use by counselors and teachers in counseling the gifted will be demonstrated.

Prerequisites: *Graduate status.*

REQUIRED READINGS & MATERIALS

Required Materials:

Computer headset with noise canceling microphone.

Required Text:

Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Minneapolis, MN: Free Spirit Publishing, Inc.

Neihart, M., Reis, S., Robinson, N., and Moon, S. (Eds.) (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press, Inc.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: K.1c, K.3b – c, K.4c, K.4e, K.4h, K.5e, K.7a, K.7f

CACREP: School: A.2, A.4, A.5, A.7, B.1, B.7, C.1d, C.2z, C.2d, C.3b – d

2010 FEAPs: 1, 5, 7, 8, 10, 11, and 12

CONCEPTUAL FRAMEWORK

As a reflective decision-maker, the student will demonstrate the ability to collect and analyzed data to make informed decisions regarding counseling gifted and talented students intervention planning and evaluation. Students will exhibit ethical behavior in ensuring equal and fair access to all gifted and talented students and their families. Students will provide evidence of being a capable professional through the implementation of direct and indirect counseling services.

COURSE OBJECTIVES

Upon completion of the course students will:

1. Understand the historical background, current issues, and emerging trends in gifted education
2. Understand the research base and traditional practice of the identification of the gifted.
3. Understand interventions and strategies that teachers and support personnel can bring to a collaborative planning effort on behalf of the gifted student.
4. Recognize the needs of the underachieving, disabled and dually labeled gifted student.
5. Understand issues such as stress, gender, psychosocial needs and career choices of the gifted.

6. Apply known skills such as counseling, consultation and collaboration to address the needs of the gifted students.

COURSE REQUIREMENTS

1. Participation and professional conduct in classroom and virtual discussions and activities.
2. Analysis of media portrayal of gifted and talented students.
3. Development of an intervention using bibliotherapy with gifted and talented students.
4. Completion of an interview, article critique, parent or teacher training workshop, or personal action plan of the student's choice.
5. Completion of a comprehensive final exam.

Assignment	FEAP Indicators	Points
Class participation (weekly discussion posts, class presentation)	12	30
Media and the Gifted and Talented Student	8	40
Bibliotherapy with Gifted and Talented Students	1, 5, 7, 10	40
Your Choice Assignment	11	40
Final Exam		50
TOTAL		200

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 200 – 186	B+ = 178 – 173	C+ = 158 – 153	D+ = 138 – 131	F = 119 – 0
A - = 184 – 179	B = 172 – 167	C = 152 – 147	D = 130 – 127	
	B- = 166 – 159	C- = 146 – 139	D- = 126 – 120	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the

director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

Blackboard, lecture, Power Point, use of Internet and research and libraries, whole class and small group discussions, skill demonstrations, student skills practice and feedback.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).

7. When scheduled, students are expected to make their initial posts on the discussion board by **10 pm on Wednesdays** and fulfill their discussion board responsibilities by **10 pm on Saturdays**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

REFERENCES

- Amatea, E., Daniels, H., Bringman, N., & Vandiver, F. M. (2004). Strengthening counselor-teacher-family connections: The family-school collaboration consultation project. *Professional School Counseling*, 8, 47 – 55.
- Assouline, S.G., Nicpon, M.F., & Huber, D.H. (2006). The impact of vulnerabilities and strengths on the academic experiences of twice-exceptional students: A message to school counselors. *Professional School Counseling*, 10 (1), 14 – 24.
- Gentry, M. (2006). No child left behind: Gifted children and school counselors. *Professional School Counseling*, 10 (1), 73 – 81.
- Greene, M. J. (2006). Helping build lives: Career and life development of gifted and talented students. *Professional School Counseling*, 10 (1), 34 – 42.
- Henfield, M.S., Owens, D., & Moore III, J.L. (2008). Influences on young gifted african americans' school success: Implications for elementary school counselors. *The Elementary School Journal*, 108(5), 392 – 406.
- Milsom, A., & Peterson, J.S. (2006). Introduction to special issue: Examining disability and giftedness in schools. *Professional School Counseling*, 10 (1), 1 – 2.
- Peterson, J.S. (2006). Addressing counseling needs of gifted students. *Professional School Counseling*, 10 (1), 43 – 51.
- Reis, S.M., & Colbert, R. (2004). Counseling needs of academically talented students with learning disabilities. *Professional School Counseling*, 8 (2), 156 – 167.
- Thomas, V., & Ray, K.E. (2006). Counseling exceptional individuals and their families: A systems perspective. *Professional School Counseling*, 10 (1), 58 – 65.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	SESSION	TOPICS	READINGS & ASSIGNMENTS
Meeting 1	1	Course introduction & overview	
	2	Basic issues in socio-emotional development of the gifted	DG – Chapter 1
	3	Unique needs The process of identification Perception of self and others	DG – 2 & 5 Neihart – 1- 4
Meeting 2	4	Developmental potential and emotional growth Theories of moral and emotional development Overexcitabilities	DG – Chapter 3 Neihart – 5-7
	5	Special issues of the gifted: Perfectionism, Underachievement, Mental Health, Delinquency, Risk and Resilience	Neihart – 8-12
	6	Gifted LD students Gifted children with ADHD	Neihart – 18 & 19
Meeting 3	7	Working with gifted students in school setting Being a gifted teacher	DG – Chapter 7 & 8 Assignment 1 due
	8	Special populations and issues in counseling interventions: Females, underachievers and selected consumers, and low income and minority students	DG – Chapter 6 Neihart – 13-17
Meeting 4	9	The role of the counselor A framework for counseling interventions	DG – Chapter 4
	10	Psycho-social interventions Academic planning interventions Career counseling	Neihart – 21-24
	11	Stress and stress management Strategies for time, study and behavior management	
Meeting 5	12	Classroom strategies for counseling gifted Bibliotherapy Role-playing	Assignment 2 due
	13	Group discussion Journal writing Mentors and role models	
	14	Working with families of the gifted Parenting strategies	Neihart 20
Meeting 6	15	Self evaluations/peer and instructor feedback Final Exam	Assignment 3 due

BIBLIOGRAPHY

Landrum, M.S., & Shaklee, B. (eds.) (2000). Pre-K – grade 12 gifted program standards. *National Association for Gifted Children*. Washington, D.C.: Authors.

Manchek, G.R., & Plucker, J.A. (2003). Individual intelligence testing and giftedness: A primer for parents. *Parenting for High Potential*, 10 – 15.

Silverman, L.K. (Ed). (1993). *Counseling the gifted and talented*. Denver: Love Publishing Co.