Professional Development

**Students must register by July 28, 2010 at 3:30pm**

Course Syllabus

Course Number: EDGT 5721 (Sec.01)  
Sponsor ID: 214718  
Course Title: Social and Emotional Needs of Gifted and Talented Learners  
Course Prerequisites: Degree; Edufest participant  
Continuing Education Credit(s): 3  
Total Cost for Credit: $240.00  
Instructor: Jo Henderson  
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  6324 Randolph Dr., Boise, ID 83709  

**NOTE:** Continuing Education courses are designed for professional development and do not normally count toward an academic degree.

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1. Educational Goals for the Course:
   
   - This course is designed to address the social and emotional needs of students who display gifted behaviors and to explore current research on affective growth and potential adjustment problems of gifted youth. This course is designed for teachers and counselors to help them understand the cognitive complexity and emotional intensity of high ability students. An overview of psychological theory, current research, and practical counseling techniques will provide educators with developmental knowledge and strategies to help them serve this special population. Possible topics to be addressed include: emotional aspects of giftedness; peer relations; gender issues; cultural factors; twice exceptional; asynchronous development; motivational issues; perfectionism; underachievement issues; working with family members; multipotentiality; resources and strategies available for meeting the affective needs of children and adolescents; and appropriate counseling skills for teachers.

2. Instructional Learning Objectives – Educators will:

   *(What will educators learn and put into practice as a result of completing this process?)*

   1) Describe the social and emotional issues that may arise from inappropriate curricular experiences.
   2) Explain how asynchronies can create difficulties for gifted individuals.
   3) Describe effective counseling strategies for addressing internal asynchronies in advanced learners.
   4) Identify how these concerns can be addressed in your school.
   5) Design appropriate intervention programs/strategies for addressing these psychological vulnerabilities in gifted individuals.

3. Course Requirements:

   The quality of written material produced by you should reflect the highest standards of scholarship. Your “comparison paper” (Project Two) should be typewritten, completed in APA style. The three projects should be submitted on or before the date listed.

   The following list describes each of the projects that will be completed:

   **Project One: Edufest Attendance Log**
   
   The educator must attend 45 hours of Edufest, including keynotes and special topics sessions and sessions that are designated as addressing the social and emotional needs of gifted students. The educator will submit a log of attendance summarizing and reflecting on what was learned in each session, on each day. A total of 20 entries are required for the log.

   **Project Two: Confronting Knowledge**
   
   The educator will complete the reading of the required text that is research-based and make comparisons to a text that has been recommended for this course, or one that is comparable to this topic, selected by the educator and approved by the instructor. The purpose of this project is to confront the research literature that is reviewed in the required text and compare this with the recommendations made in a supplemental text that has been designed by educators as a strategy for addressing the social and emotional needs of students in the classroom.
Professional Development

A three-page comparison paper will be submitted that outlines what the research-based text recommends as compared to what the instructional supplementary text suggests. The paper should address:

What recommendations have been made to address the social and emotional needs of gifted students? What challenges do students who have been identified as gifted face? How would a school begin to address these issues? How does the research-based text compare with the recommendations offered in the supplementary materials?

Project Three: Seminar/Lesson Plans/Action Plans-Confronting Personal Issues

From the knowledge gained in Project One and Two, the educator will choose and complete one of the following projects:

1) Seminar/Lesson/Action Plans: Create a series (at least four) of seminar topics or lesson plans to be used with their students to address some of the issues that are identified in the research-based text. Using the text as a guide, topics will be identified (i.e., perfectionism) and a lesson plan for addressing this issue and others with young people will be created using an agreed upon lesson plan format. The format should identify the title of the session or lesson, objectives of the session or lesson, the resources to be used, procedures of the lesson, and assessment devices to ensure understanding of the topics selected.

2) Mentorship: Design a mentorship/internship program for a gifted and talented student in your school district. Outline the plan and develop the procedures for implementing this mentorship/internship program at your school. Include a guidance/counseling plan that would be part of the mentorship program.

3) Inservice: Develop an inservice to inform parents and family members or teachers about the social and emotional needs and development of gifted students.

4) Self-Design Project: Visit with your instructor regarding the self-design of a project that fulfills the objectives of this course.

4. Dates, Times and Location of Proposed Course:

(1 Semester Credit Equals 15 Professor Contact Hours plus an additional 30 Hours Outside Work)

July 25 - 30, 2010; various times to equal minimum of 45 contact hours, plus an additional 90 hours of outside course work to equal the necessary 135 hours for a three-credit course. BSU, Boise, ID

5. Due Dates for Completion of Course Requirements: October 1, 2010

6. Learning Resources and Required Text:

REQUIRED TEXT:  

RECOMMENDED RESOURCES:  


Center for Professional Development

623 Holly Street - Nampa, Idaho 83686 ~ 208-467-8439 ~ 800-349-6938 ~ Fax 208-467-8426 ~ cscoordinator@nnu.edu ~ www.nnu.edu/continuingstudiesed

Additional resources:  www.eric.ed.gov http://www.hoagiesgifted.org/

7. Evaluation Procedure: Graded
Attendance and participation at the conference is mandatory prior to taking this course.

A. Project One: Edufest Attendance and Log 20 points
B. Project Two: Confronting Knowledge 40 points
C. Project Three: Special Project 40 points

92-100 points = A  84-91 points = B  76-83 points = C  68-75 points = D
67 and below points = F