**COUN 7310-001**

COUNSELING APPLICATIONS OF LIFESPAN DEVELOPMENT

***SUMMER 2021***

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**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Latifat O. Cabirou, Ph.D.**

**Visiting Assistant Professor**

**2060 Haley Center**

**LOC0005@auburn.edu**

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Office Hours:

**by appointment**



**SYLLABUS**

1. **Course Number:** COUN 7310-001

**Course Title:** Counseling Application of Lifespan Development

**Credit Hours:** 3 Semester hours

Thursdays 11:00am-2:45pm, Haley Center 2182

**Prerequisites:** None

**Course Instructor:**  Latifat O. Cabirou, PhD

**Semester/Year:** Summer 2021

1. **Date Syllabus Prepared:**

May 2015; revised May 2016, revised May 2017, revised May 2021

1. **Required Text(s):**

Broderick, P., Blewitt P., (2020). *The Life Span: Human Development for Helping Professionals* (5th ed.) Upper Saddle River, NJ: Pearson

**Additional Required Readings:**

Magaña, S., Parish, S., Morales, M. A., Li, Henan, & Fujiura, G. (2016). Racial and ethnic health disparities among people with intellectual and developmental disabilities. *Intellectual & Developmental Disabilities, 54*, 161-172. doi: 10.1352/1934-9556-54.3.161

Woodman, A. C., Mawdsley, H. P., & Hauser-Cram, P. (2015). Parenting stress and child behavior problems within families of children with developmental disabilities: Transactional relations across 15 years. *Research in Developmental Disabilities, 36*, 264-276. doi: 10.1016/j.ridd.2014.10.011

\*Additional readings may be added over the course of the semester as need.

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn….financially and academically.

**What content am I getting?**

For this course, COUN 7310, you’re getting access for the semester to The Life Span by Broderick, and is required content for the course.

**How do I find it?**

Totally easy to find….look on the lefthand side of the course page in Canvas and you’ll find the content under the RedShelf link.  If you have any trouble, check out this link:  <https://solve.redshelf.com/hc/en-us/articles/360007684453-How-to-Access-Through-Canvas>

**What does it cost?**

For the first week of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course. The discounted price you’ll be billed is $30.50. The print price used to be $105.95.

* If you want to opt out and not be charged, all you have to do is follow the instructions (see <https://www.aubookstore.com/t-txt_allaccessoptout1.aspx>). You’ll lose access at the end of the first week of class, unless you’ve purchased it on your own.

**How do I pay?**

If you’re still opted in on May 26, then we’ll send the charge to your next ebill.  This will be labeled as the course on your ebill so you’ll know. You’ll get a reminder on May 21 to remind you about the deadline.

**What if I’m on scholarship?**

We can charge All Access content to any scholarship that we charge at the Bookstore.  Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please email MNH0016@auburn.edu and we can order print copies for you.  These are done as requested, and take three to five business days to arrive, and we will ship them to you. Most scholarships will not pay for All Access and a print copy of the book.

**What is the refund policy?**

After the opt out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the opt out deadline will be crucial for you to decide if you want to be charged or not.

**What if I need help?**

* RedShelf customer service is always an option at <http://solve.redshelf.com>
* For most digital content in All Access, Google Chrome works best as a browser and you’ll want to make sure it’s up to date.
* I’m always happy to help as well, especially if you have a question about All Access or something doesn’t look right.

**Russell Weldon****books@auburn.edu****or 844-1352**

* Also, <http://aub.ie/allaccess> has more info as well.
1. **Course Description:**

*Catalog Description:* Theories and current research in development the lifespan, with emphasis on applications to counseling.

*Expanded Description:* Introduction to basic terminology, theories, and concepts of interest in lifespan development with an emphasis on relevance to counseling practice. Provides an overview of major developmental theories with emphasis on their application to counseling across the lifespan from birth to death. Both prevention and intervention will be discussed as it relates to the specific developmental needs of individuals throughout the lifespan, with special consideration to the impact of multicultural and social justice influences on development.

1. **COURSE EXPECTATIONS AND OBJECTIVES**

A fundamental core assumption of this course is that no two people develop in exactly the same way. We are all part of a larger system of socio-cultural influences that effect development. Knowing that human development is both an individual and collective processes *simultaneously.* The developmental stages discussed in the course are embedded and inseparable from biological and social context of the individual.This course is intended to engage human development across the lifespan from the perspective of helping relationships. This course will draw upon reputable biological and neuropsychological dynamics of aging and developmental stages as presented on clinical and school settings. This course will give attention to research on culture, ethnicity, effect of poverty and adverse childhood experiences on cognitive and emotional outcomes for our clients. We will also cover philosophical implications of the self as continued through time and experience. Giving attention to the complexities of aging, changing, and the mind-body relationship allow professional counselors to employ a nuanced view of clients in relationship to developmental benchmarks. Assignments will orient students to current research, interventions and applying the dynamics of a client’s given developmental period to how they conceptualize the therapeutic relationship. This course is designed for students to be successful by way of class participation, academic etiquette and thorough engagement of ideas that represents the rigor of master’s level professionals.

**Course Learning Objectives**

*Students will apply their understanding of human growth and development theories in culturally appropriate ways to improve client understanding, well-being, and enhance resiliency from a multicultural and social justice framework.*

Demonstrate an understanding of the various theories of individual and family development and transitions across the lifespan, including theories of personality development and learning.

Critically analyze the developmental theories in terms of their applicability or lack of applicability to multicultural populations.

Demonstrate an understanding of multicultural and pluralistic trends of individuals at all developmental levels, including characteristics and concerns between and within diverse groups nationally and internationally.

Articulate the intersections between human development and a social justice perspective.

Recognize the various characteristics of human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors the affect both normal and abnormal behavior.

Demonstrate knowledge gained from both lay and professional groups concerning strategies for facilitating optimum development over the lifespan for all members of a pluralistic society.

Critically evaluate ethical and legal issues that relate to lifespan development.

Express and demonstrate increased self-awareness of the developmental processes relevant to your own life and personal development.

CACREP HUMAN GROWTH AND DEVELOPMENT STANDARDS

* 1. Theories of individual and family development across the lifespan
	2. Theories of learning
	3. Theories of normal and abnormal personality development
	4. Theories and etiology of addictions and addictive behaviors
	5. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
	6. Systemic and environmental factors that affect human development, functioning, and behavior
	7. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
	8. A general framework for understanding differing abilities and strategies for differentiated interventions
	9. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

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| CACREP Standard Achieved | Curriculum Experience |
| **CREP 2.K.3.a.; CACREP 2.K.3.b.; CACREP CC 2.4; CACREP SC c.2.d.; SDE 290-3-3.50(2)(a)1; NASP 2.4.; APA Self Study B3.b.; D** | * Describe the principal components of theories of life-span development, age and period stage (child, adolescent, and adult) development, and family development.
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| **CACREP 2.K.3.a.; CACREP CC 2.4; SDE 290-3-3.50(2)(a)1 NASP 2.4.; APA Self Study B3.b.;D**  | * Describe normative and non-normative age-graded transitions of infancy, childhood, adolescence, early adulthood, middle, and late adulthood.
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| **CREP 2.K.3.c.; CACREP CC 2.4; CACREP SC c.2.d.; 2.4;SDE 290-3-3.50(2)(a)1;NASP 2.4; NASP 2.7.; APA Self Study B3.b & c; D; T** | * Delineate the etiology, prevention, assessment, treatment and of developmental disorders.
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| **CACREP 2.K.3.b.; CACREP 2.K.3.c.; CACREP 2.K.3.d.; CACREP 2.K.2.c.; SDE 290-3-3.50(2)(a)1; NASP 2.4; NASP 2.7.; D; T;** | * Describe how differences in culture (e.g., heritage, environment and lived experiences), race, social class, gender, sexual orientation, family structure, nationality, occupation, socioeconomic status, and religion/ spirituality impact the course of development across the lifespan.
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| **CACREP 2.K.3.c. SDE 290-3-3.50(2)(a)1.; APA Self Study B3.c.; D** | * Discuss the relative contributions and interactions of genetics and environment in human development and explain how those factors may be considered in counseling.
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| **CACREP 2.K.3.e.; D; T** | * Describe the ethical and legal issues pertaining to counseling across the lifespan
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| **CACREP 2.K.3.d.; CACREP CC 2.4.; D; T** | * In response to case studies, state how developmental theories and research suggest directions for counseling practice
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| **CACREP 2.K.3.a.; CACREP 2.K.2.c.; CACREP CC 2.4; CACREP SC c.2.d.; SDE 290-3-3.50(2)(a)1; NASP 2.7.; APA Self Study B3.c.; D; T** | * Identify current research on lifespan development related to counseling practice. Describe counseling interventions appropriate to childhood, adolescence, early adulthood, middle, and late adulthood stages of life
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1. **Course Schedule**

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|  | **Topics** | **Readings** | **Assignments Due** |
| Week 15/20/21 | Course OverviewIntroduction to Developmental TheoriesGenes and Biological Influences | Chapter 1 |  |
| Week 25/27/21 | Prenatal DevelopmentEarly Years: Physical and Cognitive Development | Chapter 2Chapter 3 |  |
| Week 36/3/21 | Infancy and Early Childhood: Emotional and Social Development | Chapter 4Chapter 5 | (2 Early Childhood Presentations) |
| Week 46/10/21 | Middle Childhood: CognitionReciprocal Parent-Child Influences | Chapter 6Woodman et al (2015) | (2 Middle Childhood Presentations) |
| Week 56/17/21 | Middle Childhood/Early Adolescence: Self & Moral Development + Gender & Peers | Chapter 7Chapter 8 | (Adolescence Presentation) |
| Week 66/24/21 | NO CLASS- UNIVERSITY STUDY FOR MINI-SEMESTER I FINALS |  | Take-home Midterm Open |
| Week 77/01/21 | Adolescence: Physical, Cognitive & Identity Development + Social World | Chapter 9Chapter 10 | (Adolescence Presentation)Take-home Midterm Due |
| Week 87/08/21 | Young Adulthood: Physical, Cognitive Social, and Vocational Development | Chapter 11Chapter 12 | (2 Young Adulthood Presentation) |
| Week 97/15/21 | Middle Adulthood: Cognitive, Personality, and Social DevelopmentHealth Disparities in Adulthood | Chapter 13Magaña et al (2016) | (Middle Adulthood Presentation) |
| Week 107/22/21 | Late Adulthood: Gains and LossesFinal Review of Course Material/Wrap-up | Chapter 15 | (Late Adulthood Presentation) |
| Week 117/29/21 | CATCH UP/ WRAP-UP |  | Final Writing Assignment Due |

1. **Course Requirements/Evaluation**

Your final grade will represent your success on assignments, and in-class participation.

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| **Course Assignment** | **Due Date** | **Points Available** |
| Case Study/Class Participation | Throughout the Semester | 5 points per class (50) |
| Lifespan Presentation | Throughout the semester | 100 |
| Midterm Examination | 7/01/21 | 100 |
| Final Writing Assignment | 7/29/21 | 100 |
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| **Total** |  | 350 |

Course Requirements:

* 1. *Case Study/Class Participation* (*5 points per class, 50 points total):* Most class periods will include in-class analysis and discussion of a case study relevant to the day’s topic of human development. Other parts of class will also include active participation/discussion. Because of the importance of in-class learning, participation in each of the 9 class periods is worth 5 points. It is recognized that some students will be more talkative than others, but evidence of engagement, willingness to participate, and respectful behavior must be demonstrated to receive full points for the day. In the event of an excused absence (see Attendance section), students will be given the opportunity to make up the missed points if a) the student notifies the instructor of the absence per university guidelines and b) submits written answers to the missed case study before the next class period following the missed class period (exceptions may be made in the case of a prolonged absence). Students absent for non-university approved reasons will receive 0 points for that day.
	2. *Lifespan Presentation (100 points):* Students will divide into groups of 2-3 and develop a 40-45 minute presentation (including PowerPoint or similar slides) relevant to the developmental period covered on the day of the presentation (see the Course Schedule for date options). For this presentation, students will identify a specific issue or topic (e.g., bullying, miscarriage, transition to retirement) that has developmental significance for the targeted developmental period. Students may choose to select a specific population (e.g., LGBT students for a presentation on bullying) on which to focus or they may talk about the issue more broadly for that developmental period of life. Typically, selection of a particular population is warranted if there is a large research/literature base on the selected issue/topic. The group must get the specific topic/issue approved by the instructor at least one week in advance of the presentation, but ideally as soon as possible. Presentation topics will be approved on a first-come basis – topics with substantial overlap with another group will not be approved.

Presentation coverage of the topic must include at least three of the following areas of human development: cognitive/neurological, physical/physiological, social, emotional, and identity/cultural. The presentation must also address implications for counseling in some way (e.g., symptoms to look for, assessment or intervention strategies, implications for practice, etc). Although students may (very briefly) review some information from the textbook in this presentation, it is expected that the presentation will go significantly beyond information available in course readings (should reference at least 8 peer reviewed journal articles). Presentation should also include facilitation of a brief (1-2 questions) discussion with classmates on the topic presented. A grading rubric is provided on Canvas that will provide additional guidance in meeting assignment requirements. Students should each upload their group presentation slides to the Canvas assignment no later than 1 hour before the class period of their presentation.

* 1. *Take-Home Midterm Examination (100 points):* A multiple choice and short-answer take-home midterm examination will be completed on Canvas. The exam will cover course content (lecture, discussion, assigned readings, student presentations) from the first five weeks of class. Students may use their course materials (e.g., book, notes, handouts), but are required to work independently—that is, students are not to consult with one another about answers or work together to complete the exam. Because students can use their course materials during the exam, they should expect the exam to be more challenging than would be true if the test were to be completed without the aid of course materials – students should thus anticipate that it could take them longer to complete this exam because much of the ‘studying’ will occur while the student completes the exam. The exam will be made available on Canvas on June 24 and will be due by the start of class on July 1.
	2. **Final Writing Assignment (from content weeks 6-10)**

This assignment must be a minimum of 5 pages, not including title and references pages, and must not exceed 7 pages. Use correct APA format in writing your paper including headings, margins. Students must utilize and cite references from your text, class lectures, and other *scholarly* articles to support your statements. In a paper reflective of graduate level writing, consider and answer the following questions:

* Of the developmental concepts we have studied in the second half of the semester, what are two concepts that have really stood out for you? Describe them and cite references to articulate ways these concepts apply to your practice.
* Consider your personal experiences and development in light of these concepts. Have the content in the book and lectures in class been consistent or inconsistent with your personal experiences related to these concepts?
* Consider the populations and issues specific to any developmental stage discussed in the second half of the semester. What are some cultural nuances counselors should consider when working within this developmental range?
* What do you think are the important characteristics or skills a counselor who uses a social justice lens demonstrates? What do you need to do to develop or hone these skills from this point forward?

**Writing Expectations**

Writing assignments need to be typed, double spaced, on 8.5 X 11 paper with 1-inch margins, printed in Times New Roman 12-point font. All citations need to be in APA Style. It is assumed that all students taking this course are familiar with the American Psychological Association

(APA) writing guide and APA style. If not, I will help you. The APA Publication Manual contains extensive guidelines on how to write an academic paper and how to cite references.

American Psychological Association (2010). Publication Manual of the American Psychological Association (Sixth Edition). Washington, DC: American Psychological Association.

The following websites may also be helpful:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa>

1. Class Policy Statements
	1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. If you miss a class session without prior or any notice, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade will be lowered **5** points for each absence.
	2. Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy e-Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.

Modifications to the above policy have been made to accommodate COVID related absences. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. If you are feeling ill or if you have been exposed to someone with the virus, you are asked to stay home to protect others. If you are not experiencing symptoms of illness, you are asked to participate in course meetings remotely. Some class meetings are already set for Zoom format, and in-person meetings will include a Zoom link for students who need to participate remotely for any reason. Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

* 1. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy e-Handbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
	2. Disability Accommodations: Students who need academic accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/IT).
	3. Course Contingency: If normal class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
	4. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

As a member of the Auburn University academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. **Face coverings are required for in-person meetings and in all campus buildings**. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the [university’s policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

Students should also observe appropriate **physical distancing** and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

1. **Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association. The course also includes advanced contents in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**COVID-19 Related Policies**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U](https://ahealthieru.auburn.edu/). We are all responsible for protecting ourselves and our community. Please read about student expectations for Spring semester, including completing the daily [GuideSafe™ Healthcheck](https://ahealthieru.auburn.edu/). You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. You may be asked at any time during in-class meetings to show your pass. The below policies have been modified to address issues related to COVID-19 in addition to standard course policies.

Course Delivery Methods: Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. This class is currently set in a Blended format (some in-person meetings and some meetings via Zoom). On the weeks that the class meet in person, an option of attending synchronously via Zoom will be available for students who prefer to meet remotely. Students who elect to join remotely must remain on the meeting with their videos on for the entire duration of the class. Such students must also be fully attentive and engaged in the class at all times.

In the event that the delivery method is altered due to changing COVID circumstances, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery and participation. Those details will be shared via email as soon as any necessary changes are determined. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet connection.

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| **Writing Assignments Rubric**This assignment must be a minimum of 5 pages (not including title and references pages) and no more than seven pages. Use correct APA format in writing your paper including headings, margins. Students must utilize and cite references from your text, class lectures, and other *scholarly* articles to support your statements. In a paper reflective of graduate level writing, consider and answer the following questions:Of the developmental concepts we have studied in the first half of the semester, what are two concepts that have really stood out for you? Describe them and cite references to articulate ways these concepts apply to your practice.Consider your personal experiences and development in light of these concepts. Has the content in the book and lectures in class been consistent or inconsistent with your personal experiences related to these concepts?Consider the populations and issues specific to any developmental stage discussed in the first half of the semester. What are some cultural nuances counselors should consider when working within this developmental range? What do you think are the important characteristics or skills a counselor who uses a social justice lens demonstrates? What do you need to do to develop or hone these skills from this point forward? |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Self-Selected Topics Discussion****Score:\_\_\_/30** | 30% | * 2 Major topics are stated clearly
* Demonstrates meaningful relevance to class content
* Discussion is complex, insightful and consistent throughout
* Includes multicultural considerations
 | * 2 Major topics are stated clearly
* Mostly demonstrates relevance to class content
* Discussion is complete and somewhat inconsistent throughout
* Includes multicultural considerations
 | * 2 Major topics are stated somewhat clearly
* Demonstrates loose relevance to class content
* Discussion is somewhat unclear and inconsistent
* Multicultural considerations need work
 | * Did not state 2 Major topics clearly
* Does not demonstrate relevance to class content
* Discussion is unclear and inconsistent
* Did not include multicultural considerations
 |
| **Reflection counseling skill development** **Score:\_\_\_/30** | 30% | * Demonstrated strong awareness of self in relation to developing skills
* Student connected self to course content
 | * Demonstrated awareness of self in relation to developing skills
* Student connected self to course content
 | * Lacking self awareness in relation to developing counseling skills
* Student connected self to course content
 | * Little awareness to developing counseling skills
* Student made little connections to course content
 |
| **Evidence and Analysis** **Score:\_\_\_/20** | 20% | * Most relevant evidence used to support argument
* Utilized 5 scholarly sources
* Evidence is used to support author’s insight into counseling practice
 | * Relevant evidence used to support argument
* Utilized 5 scholarly sources
* Sufficient evidence is used in support author’s insight into counseling practice
 | * Somewhat relevant evidence used to support argument
* Did not utilize 5 scholarly sources
* Some effort was made to use evidence in support of author’s insight into counseling practice
 | * Did not use relevant evidence used to support argument
* Did not utilize 5 scholarly sources
* No effort was made to explore subtleties and nuances in the material
 |
| **Structure and Organization****Score:\_\_\_/15** | 15% | * Ideas discussed are well organized
* Discussion follows clear and logical path
* Writing is clear and concise
 | * Ideas discussed early on develop over the course of the paper
* Argument follows a logical path although confusing at few points
* Writing is sufficiently clear and concise
 | * Ideas discussed often do not relate to overall argument
* authors discussion was confusing at times
* Writing is somewhat clear and concise
 | * Ideas discussed to not relate to thesis
* Authors discussion was confusing and disorganized
* Writing unclear
 |
| **APA Format****Score\_\_\_\_\_\_/5**  | 15% | * Double-spaced 1” margins
* 12 Times New Roman
* Correct running head Page number
* Correct Title Page

Length sufficient  | * Adheres to APA format but lacks 1-2 elements
 | * Adheres to APA format but lacks more than 2 elements
 | * Does not adhere to APA format
 |
| **Comments**  |

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| **Rubric for Group Presentation**Students will divide into groups of 2-3 and develop a 40-45 minute presentation (including PowerPoint or similar slides) relevant to the developmental period covered on the day of the presentation (see the Course Schedule for date options). For this presentation, students will identify a specific issue or topic (e.g., bullying, miscarriage, transition to retirement) that has developmental significance for the targeted developmental period. Students may choose to select a specific population (e.g., LGBT students for a presentation on bullying) on which to focus or they may talk about the issue more broadly for that developmental period of life. Typically, selection of a particular population is warranted if there is a large research/literature base on the selected issue/topic. The group must get the specific topic/issue approved by the instructor at least one week in advance of the presentation, but ideally as soon as possible. Presentation topics will be approved on a first-come basis – topics with substantial overlap with another group will not be approved.Presentation coverage of the topic must include at least three of the following areas of human development: cognitive/neurological, physical/physiological, social, emotional, and identity/cultural. The presentation must also address implications for counseling in some way (e.g., symptoms to look for, assessment or intervention strategies, implications for practice, etc). Although students may (very briefly) review some information from the textbook in this presentation, it is expected that the presentation will go significantly beyond information available in course readings (should reference at least 8 peer reviewed journal articles). Presentation should also include facilitation of a brief (1-2 questions) discussion with classmates on the topic presented. A grading rubric is provided on Canvas that will provide additional guidance in meeting assignment requirements. Students should each upload their group presentation slides to the Canvas assignment no later than 1 hour before the class period of their presentation.  |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Coverage of special topic****Score\_\_\_\_/20** | 20% | * Group articulated a relevant special topic area
* Group provided relevant and thorough understanding of the specified topic and connected it to a specific population when appropriate
 | * Group articulated a mostly relevant demographic information
* Group provided mostly relevant and thorough understanding of the specified topic and connected it to a specific population when appropriate
 | * Group articulated a somewhat relevant demographic information
* Group provided information lacking in relevance and thoroughness
 | * Group articulated a relevant topic with an unclear socio-cultural context
* Group provided information that was insufficient and/or irrelevant.
 |
| **Coverage of human development area (**cognitive/neurological, physical/physiological, social, emotional, and identity/cultural)**Score:\_\_\_/30** | 30% | * At least 3 major topics are stated clearly
* Demonstrates meaningful relevance to class content
* Discussion is complex, insightful and consistent throughout
* Includes multicultural considerations
 | * 3 Major topics are stated clearly
* Mostly demonstrates relevance to class content
* Discussion is complete and somewhat inconsistent throughout
* Includes multicultural considerations
 | * 2 Major topics are stated somewhat clearly
* Demonstrates loose relevance to class content
* Discussion is somewhat unclear and inconsistent
* Multicultural considerations need work
 | * Did not state 2 Major topics clearly
* Does not demonstrate relevance to class content
* Discussion is unclear and inconsistent
* Did not include multicultural considerations
 |
| **Implications for Counseling** **Score\_\_\_\_/30** | 30% | * Group used at least 8 peer-reviewed articles
* Group demonstrated a thorough understanding of selected research
* Group effectively communicated implications for counseling
 | * Group used at least 8 peer-reviewed articles
* Group demonstrated an acceptable understanding of selected research
* Group mostly effective at communicating implications for counseling
 | * Group used less than 8 peer-reviewed articles
* Group demonstrated a lacking understanding of selected research
* Group ineffective at communicating implications for counseling
 | * Group used less than 8 peer reviewed articles
* Group demonstrated little to no understanding of selected research
* Group ineffective at communicating implications for counseling
 |
| **Group Reflection & Discussion****Score\_\_\_\_/20** | 20% | * Group successfully connect project experience to counselor skill development
* Group facilitated an effective class discussion relevant to topic and course content
 | * Group mostly connected project experience to counselor skill development
* Group facilitated an acceptable class discussion relevant to topic and course content
 | * Group lacking in connection of project experience to counselor skill development
* Group facilitated a less than effective class discussion relevant to topic and course content
 | * Group provided no connection of project experience to counselor skill development
* Group facilitated an ineffective class discussion relevant to topic and course content
 |