

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

Summer 2025

**Course #:** COUN 7310-001, 7310-002

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

**Credit Hours:** 3 credit hours

**Instructor:** Danielle Pester Boyd, PhD, LPC (TX), RPT, NCC

**Email:** danielle.boyd@auburn.edu

**Office:** Education Building 3114

**Office hours:** By appointment

**REQUIRED TEXT**

Erford, B. (2025). *An advanced lifespan odyssey for counseling professionals* (2nd ed.). Cognella.

**COURSE DESCRIPTION:**

*Catalog Description:* Theories and current research in development of 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.

**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 2024 STANDARDS**

1. Theories of individual and family development across the lifespan (3.C.1.)
2. Theories of cultural identity development (3.C.2.)
3. Theories of learning (3.C.3.)
4. Theories of personality and psychological development (3.C.4.)
5. Theories and neurobiological etiology of addictions (3.C.5.)
6. Structures for affective relationships, bonds, couples, marriages, and families (3.C.6.)
7. Models of resilience, optimal development, and wellness in individuals and families across the lifespan (3.C.7.)
8. Models of psychosocial adjustment and adaptation to illness and disability (3.C.8.)
9. The role of sexual development and sexuality related to overall wellness (3.C.9.)
10. Biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.10.)
11. Systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.11.)
12. The influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan (3.C.12.)
13. Effects of crises, disasters, stress, grief, and trauma across the lifespan (3.C.13.)

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| CACREP Standard Achieved | Curriculum Experience |
| **CACREP 3.C.1.; CACREP 3.C.2.; CACREP 3.C.4.; CACREP 3.C.6.; CACREP 3.C.10.; CACREP 3.C.11.; SDE 290-3-3.50(2)(a)1; NASP 2.4.;**  | * 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 3.C.1.; CACREP 3.C.7.; CACREP 3.C.9.; CACREP 3.C.10.; CACREP 3.C.11.; CACREP 3.C.13.; 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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| **CACREP 3.C.2.; CACREP 3.C.6.; CACREP 3.C.8.; CACREP 3.C.10.; CACREP 3.C.11.;****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 3.C.1.; CACREP 3.C.2.; CACREP 3.C.12.; CACREP 3.C.7.; CACREP 3.C.9.; CACREP 3.C.13.; CACREP 3.C.11.;****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 3.C.2.; CACREP 3.C.3.; CACREP 3.C.5.; CACREP 3.C.10.;****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 3.A.8.; CACREP 3.A.10.;** | * Describe the ethical and legal issues pertaining to counseling across the lifespan
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| **CACREP 3.C.4.; CACREP 3.C.5.; CACREP 3.C.8.;** | * In response to case studies, state how developmental theories and research suggest directions for counseling practice
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| **CACREP 3.C.7.; CACREP 3.C.12.; CACREP 3.C.13.;****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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**COURSE ASSIGNMENTS**

**Participation (100 points; CACREP 3.C.13)**

Students are expected to participate in-person and in the virtual classroom as assigned. Participation in each of the 10 class periods (except Week 8) is worth 10 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 the make-up assignment 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.

**Lifespan Presentation*****(*100 points*;* CACREP 3.C.6.; CACREP 3.C.7.; CACREP 3.C.11; CACREP 3.C.12)**

**Logistics**: Students will divide into groups of 2-3 and develop a 40-45 minute presentation covering a presenting concern relevant to the assigned developmental period. Presentations should include visuals of the information via PowerPoint or a similar program presentation.

**Due Date**: Presentations will be given in class on the dates assigned in the Course Schedule for each topic.

**Content:** For this presentation, students will identify a specific presenting concern or topic (e.g., bullying, miscarriage, transition to retirement) for which an individual, couple, or family might present to counseling that has developmental significance for the targeted developmental period. 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 coverage of the topic must include:

1. Create a sample case study for the individual, couple, or family presenting to counseling. Case studies should include a snapshot of at least three of the following areas of human development: cognitive/neurological, physical/physiological, social, emotional, and identity/cultural.
2. Describe the identified presenting concern relevant to the targeted developmental period. Description of the developmental presenting concern should include a thorough review of relevant peer-reviewed journal articles from the last 5-10 years.
3. Provide developmentally-informed counseling recommendations and rationale for why they are developmentally appropriate. Recommendations should include counseling goals, developmental/assessment considerations, intervention strategies, and recommended resources. Relevant peer-reviewed journal articles from the last 5-10 years should be used to support your recommendations
4. Facilitate 1-2 discussion question(s) or an interactive activity for the class supporting classmates to make connections between the content of your presentation and relevant course materials.

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 from the last 5-10 years***).

**Midterm Exam (100 points; CACREP 3.C.1-12)**

A multiple-choice examination will be completed on Canvas. The exam will cover course content from the first seven 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 or AI platforms 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 July 7 and will be due by 11:59pm on July 13.

**Final Writing Assignment (100 points; CACREP 3.C.11.; CACREP 3.C.12)**

This assignment must be a minimum of *5 double-spaced, 1-inch margins, 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 can utilize information from the course text and class lectures and must also cite *at least 5 peer-reviewed articles (from the past 5-10 years)* to support statements made in the writing assignment. In a paper reflective of graduate level writing, consider and answer the following questions:

1. Of the developmental concepts we have studied this semester, what developmental stage/phase stood out for you the most?
	* Briefly describe this phase and extrapolate on *two concepts* that really stood out for you within this stage.
	* Cite references to articulate the ways in which these concepts might apply to your future practice as a counselor.
2. Consider your personal experiences and development in light of the stage and concepts you identified. How has the course material been consistent or inconsistent with your personal experiences related to these concepts? If you have yet to experience the developmental stage you identified, describe how earlier experiences you have had may impact your future growth in the developmental stage you identified.
3. Consider the populations and issues specific to the developmental stage you chose and answer the following questions citing relevant references to support your arguments.
	* 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 must demonstrate when utilizing a social justice lens with individuals in this developmental stage?
	* What do you need to do to develop or hone these skills from this point forward?

See Appendix C for grading rubric.

This assignment is a CACREP 2024 Key Performance Indicator (CACREP 3.C. Demonstrates knowledge of theories and counseling practices related to lifespan development) and will be uploaded to your comprehensive portfolio in Tevera.

**Assignment Summary & Evaluation**

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| --- | --- | --- |
| **Course Assignment** | **Due Date** | **Points Available** |
| Participation | Weekly | 100 |
| Lifespan Presentation | Weekly | 100 |
| Midterm Exam  | 7/13  | 100 |
| Final Writing Assignment | 8/7 | 100 |
| **Total** 400 points |

**Grading Scale:**

 90-100% = A

80-89.9% = B

70-79.9% = C

60-69.9% = D

Below 60% = F

**CLASS POLICY STATEMENTS**

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in loss of attendance and participation points. Students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
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 one week after the absence. Appropriate documentation for all excused absences is required. Please see University Policies https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information on excused absences.
3. Course Assignments: Course assignments are due on the dates and times specified within the course schedule. If you are concerned about your ability to complete quality work as described in the schedule, contact me as soon as possible to discuss how to support your learning in our course and/or make arrangements for an extension. Extension requests must be made at least 24 hours prior to the assignment due date. When assignments are turned in late, without an excused absence or approved extension, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date.
4. 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.
5. 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

Students are encouraged to share intellectual views and freely discuss the principles and applications of the course materials. This course operates under the Auburn University’s student code of conduct. It is important for each person to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of other students and the professor. Diversity means the fair representation of all groups of individuals, the inclusion of diverse perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain a classroom atmosphere that is free from discrimination, harassment, exploitation, or intimidation; however, this is not possible without students also working toward this goal.

1. Learning Community: In this course, we will seek to establish a community of trust and mutual respect. Please be mindful and considerate of yourself, your peers, and your instructor. Though not all people in the class will share your views, the environment requires careful listening and responding to others in a manner in which you wish to be responded to. The course design is based on the assumption that each of you is a resource person and a learner. We have a responsibility to contribute to the learning of the group and our own individual experience.
2. 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. The APA Publication Manual Seventh Edition contains extensive guidelines on how to write an academic paper and how to cite references. The following website may also be helpful: <http://owl.english.purdue.edu/owl/resource/560/01/>
3. 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, 2024). 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.

1. Policy Related to the Use of AI for Classroom Assignments: The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.
2. Policy Related to the Use of Zoom for Class Meetings: Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
	* If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
	* Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
	* Please limit all distractions such as your phone or attending to other work on your computer.  It is often very apparent that a student is distracted and that impacts the class environment for everyone.
	* Students can turn off their cameras briefly if needed (e.g., break).   These pauses should be *short*.  Having students on camera provides a higher level of engagement for all participants.
	* If you have questions during class, you can raise your hand (in real time or via Zoom).
	* Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content.   If I don’t respond to a comment or discussion in Chat, please let me know.

Although you may be participating from your domicile, our Zoom meetings are professional interactions.

* + You should dress and behave as you would in a normal F2F classroom.
	+ Please minimize distractions in the background as much as possible.
	+ Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.

Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:

* + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
		- Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
		- Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded.  *In areas such as supervision this may not be possible*.
	+ You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
	+ As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
	+ If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.
1. Diversity Statement: A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

1. Accommodations Statement: Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

**COURSE SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date**  | **Material** | **Readings/Activities** | **CACREP Standard** |
| 1 | 5/22 | Introduction to the CoursePresentation Topic Sign-upFundamental Principles in Lifespan Development  | **Readings:** *Erford Chapter 1* | CACREP 3.C.1.; CACREP 3.C.10. |
| 2 | 5/29 | Theories of Human Development | **Readings:** *Erford Chapters 2 & 3* | CACREP 3.C.1.; CACREP 3.C.10. |
| 3 | 6/5 | Prenatal DevelopmentVIRTUAL ASYNCHRONOUS CLASS  | **Readings:** *Erford Chapter 4* | CACREP 3.C.1.; CACREP 3.C.2.; CACREP 3.C.3.; CACREP 3.C.6.; CACREP 3.C.10. |
| 4 | 6/12 | Infancy and Toddler Years | **Readings:** *Erford Chapter 5 & 6***Presentation:***Infancy and Toddler Years* | CACREP 3.C.1.; CACREP 3.C.2.; CACREP 3.C.11.; CACREP 3.C.9.; CACREP 3.C.10. |
| 5 | 6/19 | Preschool Years | **Readings:** *Erford Chapter 7 & 8***Presentation:***Preschool Years* | CACREP 3.C.1.; CACREP 3.C.2.; CACREP 3.C.11.; CACREP 3.C.9.; CACREP 3.C.10. |
| 6 | 6/26 | Middle Childhood | **Readings:** *Erford Chapter 9 & 10***Presentation:***Middle Childhood* | CACREP 3.C.4.; CACREP 3.C.6.; CACREP 3.C.7.; CACREP 3.C.11. |
| 7 | 7/3 | AdolescenceVIRTUAL ASYNCHRONOUS CLASS | **Readings:** *Erford Chapter 11 & 12*  | CACREP 3.C.7.; CACREP 3.C.8.; CACREP 3.C.9.;CACREP 3.C.10.CACREP 3.C.11.; CACREP 3.C.12. |
| 8 | **ONLINE MIDTERM EXAM****DUE SUNDAY 7/13/25 11:59pm**NO CLASS |
| 9 | 7/17 | Young Adulthood | **Readings:** *Erford Chapter 13 & 14***Presentations:***Adolescence**Young Adulthood* | CACREP 3.C.6.; CACREP 3.C.7.; CACREP 3.C.11.; CACREP 3.C.12. |
| 10 | 7/24 | Middle Adulthood | **Readings:** *Erford Chapter 15 & 16***Presentation:***Middle Adulthood* | CACREP 3.C.8.; CACREP 3.C.10.; CACREP 3.C.11.; CACREP 3.C.12. |
| 11 | 7/31 | Late Adulthood | **Readings:** *Erford Chapters 17 & 18***Presentation:***Late Adulthood* | CACREP 3.C.13; CACREP 3.C.11. |
| Finals Week | **FINAL WRITING ASSIGNMENT** **DUE THURSDAY 8/7/25 11:59pm** |

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| **Appendix A**Rubric for Group Presentation  |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Coverage of special topic****Score\_\_\_\_/20** | 20% | * Group articulated a relevant presenting concern
* Group provided relevant and thorough understanding of the specified topic and connected it to a specific population when appropriate
 | * Group articulated a mostly relevant presenting concern
* 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 presenting concern
* 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 demonstrated a thorough understanding of selected research
* Group effectively communicated implications for counseling including counseling goals, developmental/assessment considerations, intervention strategies, and recommended resources
* Group effectively communicated rationale for why recommendations are developmentally appropriate
 | * Group demonstrated an acceptable understanding of selected research
* Group mostly effective at communicating implications for counseling including most of the topics of counseling goals, developmental/assessment considerations, intervention strategies, and recommended resources
* Group communicated an acceptable rationale for why recommendations are developmentally appropriate
 | * Group demonstrated a lacking understanding of selected research
* Group ineffective at communicating implications for counseling and missing some of the topics of counseling goals, developmental/assessment considerations, intervention strategies, and recommended resources
* Group ineffective at communicating an acceptable rationale for why recommendations are developmentally appropriate
 | * Group demonstrated little to no understanding of selected research
* Group ineffective at communicating implications for counseling and missing most of the topics of counseling goals, developmental/assessment considerations, intervention strategies, and recommended resources
* Group did not communicate an acceptable rationale for why recommendations are developmentally appropriate
 |
| **Group Discussion or Activity****Score\_\_\_\_/10** | 10% | * Group facilitated an effective class discussion or activity relevant to topic and course content
 | * Group facilitated an acceptable class discussion/activity relevant to topic and course content
 | * Group facilitated a less than effective class discussion/activity relevant to topic and course content
 | * Group facilitated no class discussion or activity relevant to topic and course content
 |
| **APA Format and Required Sources****Score\_\_\_\_/10** |  | * Group used at least 8 peer-reviewed articles
* Sources are relevant and from the last 5-10 years unless seminal works
* All sources were properly cited
 | * Group used at least 8 peer-reviewed articles
* Sources are relevant but not from the last 5-10 years and not seminal works
* Minor errors in APA format
 | * Group used less than 8 peer-reviewed articles
* Sources are not relevant or from the last 5-10 years
* Minor errors in APA format
 | * Group used less than 8 peer reviewed articles
* Sources are not relevant or from the last 5-10 years
* Multiple errors in APA format
 |

**Appendix B**

Group Peer Review Form

**Name ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My Rating:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Did not contribute* |  |  |  |  | *About half as much* |  |  |  |  | *I contributed equally* |
|  |  |  |  |  |  |  |  |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |

**Please list the tasks that you were responsible for:**

|  |
| --- |
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**In your opinion, please rate the degree to which each member contributed to the final product:**

|  |  |
| --- | --- |
| **Member Name:** |  |
| *Did not contribute* |  |  |  |  | *About half as much* |  |  |  |  | *Contributed equally* |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |

|  |  |
| --- | --- |
| **Member Name:** |  |
| *Did not contribute* |  |  |  |  | *About half as much* |  |  |  |  | *Contributed equally* |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |

|  |  |
| --- | --- |
| **Member Name:** |  |
| *Did not contribute* |  |  |  |  | *About half as much* |  |  |  |  | *Contributed equally* |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |

|  |  |
| --- | --- |
| **Member Name:** |  |
| *Did not contribute* |  |  |  |  | *About half as much* |  |  |  |  | *Contributed Equally* |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |

Additional Comments:

**Appendix C**

Final Writing Assignment Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **points** | **Exceeds Expectations****(Full credit)** | **Meet Expectations****(Full-partial credit)** | **Does not Meet Expectations****(Minimal credit)** |
| **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
* Demonstrates relevance to class content
* Discussion is complete, but somewhat inconsistent throughout
* Includes multicultural considerations
 | * Did not state 2 Major topics clearly
* Demonstrates loose relevance to class content
* Discussion is unclear and inconsistent

Multicultural considerations need work |
| **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 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
 | * Little to no relevant evidence used to support argument
* Did not utilize 5 scholarly sources

Little to no effort was made to use evidence in support of author’s insight into counseling practice  |
| **Structure and Organization****Score:\_\_\_/20** | 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, with only a few confusing points
* Writing is sufficiently clear and concise
 | * Ideas discussed often do not relate to overall argument
* authors discussion was confusing at times

Writing lacks clarity and parsimony  |
| **APA Format****Score\_\_\_\_\_\_\_\_**  | 5 | * Double-spaced 1” margins
* 12 Times New Roman
* Correct running head Page number
* Correct Title Page

Length sufficient  | * Adheres to APA format, only lacking 1-2 elements
 | * Adheres to APA format but lacks more than 2 elements
 |
| **Total: /100****Comments:**  |