

Department of Educational Psychology

COE VISION STATEMENT

We develop educational leaders who create tomorrow's opportunities.

COE MISSION STATEMENT

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

EPS 615: Lifespan Human Development and Implications for Counseling

Department of Educational Psychology

MASTER SYLLABUS 3 Semester Credit Hours (45 clock hours)

Instructor Information

Instructor:

Phone / email:

Office Hours

General Course Information

Course Format:

Days/Times:

Credit Hours:

Course Prerequisites

EPS 580 recommended

Course Description

The developmental perspective in understanding the human condition is a hallmark of the Counseling profession. The course will examine human development over the lifespan and prepare students to conceptualize clients through this perspective. Child, adolescent and adult development will be explored through the study of major theories and models. Exceptions to majority developmental experiences such as effects of crises and trauma and exceptional abilities will be studied. Cultural and individual differences will be integrated into the study of human development by examining identity development models along a range of variables: ethnicity, gender, sexuality, and religion/spirituality. This course will combine theory and models with practice by looking at strategies for assessment, case conceptualization, intervention and wellness from a developmental perspective. Application of these principles in relation to self and others will be practiced.

Note: *While it is the intention of this syllabus to capture necessary aspects of this course, I reserve the right to amend and/or add necessary information as we progress through the semester.*

Student Learning Expectations / Outcome for this Course

	GENERAL COURSE OBJECTIVES	CACREP	EVALUATION
1	Theories of individual and family development and transitions across the lifespan. (Key performance indicator)	(2-3a)	Final Exam on BB Learn
2	Theories of learning	(2-3b)	quizzes/Final, application paper, interview
3	Theories of normal and abnormal personality development	(2-3c)	Final, Interviews
4	theories and etiology of addictions and addictive behaviors	(2-3d)	Final, Interviews, Application paper
5	theories and etiology of addictions and addictive behaviors	(2-3e)	Final, Interviews and Autobiography
6	systemic and environmental factors that affect human development, functioning, and behavior	(2-3f)	Final, Interviews and Autobiography
7	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	(2-3g)	Developmental Autobiography
9	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	(2-3i)	Final, fact sheet and interview
10	development of measurable outcomes for clients	(2-5i)	Final, fact sheet and interview
11	evidence-based counseling strategies and techniques for prevention and intervention	(2-5j)	Final, fact sheet and interview

STUDENT LEARNING OUTCOMES (SLO's) ASSESSED			
	CMHC OUTCOMES	CACREP	EVALUATION
9	Understands the impact of crises, disasters, and other trauma-causing events on people.	A9 (CM-2f)	Fact sheet and interview presentation
10	Promotes optimal human development, wellness and mental health through prevention, education and Advocacy	D3 (CM-2b)	Fact sheet and interview presentation
11	Knows theories of human development and concepts of normalcy and psychopathology leading to diagnoses and treatment plans	G1 (CM-1c)	Developmental Interviews and Conceptualization

	SCHOOL COUNSELING OUTCOMES	CACREP	EVALUATION
12	Knows the theories and processes of wellness programs for individual students and groups of students.	C1 (SC-1a)	Developmental Conceptualization,

			application paper
13	Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools.	C6 (SC-2e)	Developmental Conceptualization application paper
14	Designs and implements prevention and intervention plans related to the effects of atypical growth and development, health and wellness, language and ability level	D3 (SC-3d)	Fact sheet and interview presentations
15	Assesses barriers that impede students' academic, career, and personal/social development.	H5 (SC-3h)	Application paper, fact sheet and interview presentations

Course Structure / Format / Approach

This course will be taught through assigned readings, discussion and experiential activities in class and small groups, lecture and presentation, role-playing, personal values exploration, community engagement, and evaluation of assignments and examinations. Students should be prepared for each class meeting by completing assigned readings and openness to participation in discussion and activities. All assignments are due at the beginning of class on the dates listed on the class schedule. Late assignments will generally not be accepted. In cases of documented or extreme circumstances, assignments may be accepted with a 5 point per day reduction of grade. All writing assignments will be graded according to the correct use of APA style, grammar, and punctuation (See APA Style Manual 6th ed.) unless otherwise indicated.

Required Textbook

Broderick, B., & Blewitt, P. (most recent edition). *The life span: Human development for the helping professions*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Kraus, K. L. (most recent edition). *Lenses: Applying lifespan development theories in counseling*. Boston, MA: Lahaska Press.

Assessment of Student Learning Outcomes

Developmental Milestones / Stories of Development Self-Reflection Paper

50 points

Reflect on three developmental milestones in your experience; one from early childhood, one from middle childhood and one from early adolescence (age 15 +/- a year). Describe each experience, explaining it from the perspective of “story” in your life. Describe the social and cultural context in which your experience occurred. Use Erikson’s stages to discuss your journey through your early, middle and adolescent milestones. Consider and discuss your physical, cognitive and social / emotional development using theory studied in class. You may need to interview or discuss with your parents your early childhood development and milestones including their perception of the events. Consider how your perception or memory and theirs may be different. Analyze the way that your own milestones during these years have influenced your growth and development at this point in your life. This is a self - reflection paper and can be written in first person. Use of theory and concepts from the text should be cited and referenced according to APA format. This paper should be 3-4 pages in length, double spaced, APA format.

Adolescent Development Application Paper (150 points)

This paper should be 6-8 pages in length and include use of your text and at least 5 additional peer reviewed empirical journal articles.

This assignment gives you the opportunity to apply the life span development concepts to characters in a movie that represents adolescents and their journey through high school.

Watch any (or all) of the High School Musical movies (HSM 1, 2 or 3; Written by Peter Barsocchini, Director Kenny Ortega. HSM1 2006; HSM 2 2007, HSM 3 2008)

Select one of these characters:

Troy Bolton (played by Zac Efron)

Gabirella Montez (played by Vanessa Hudgens)
Sharpay Evans (played by Ashley Tisdale)
Ryan Evans (played by Lucas Gabeel)
Chad Danforth (played by Corbin Bleu)

Once you have identified which character you will analyze, fully cover the following topics in your paper:

- **Introduction:**
- Describe the character. Include general review of physical, cognitive, socioemotional and multicultural information. Describe the characters role within the group.

- **Physical Development:**
- Consider the ways in which the character demonstrates “normal” physical development through the use of at least 1 peer-reviewed empirical journal articles (and your text). Note any ways in which the character does not fit the expected adolescent physical developmental milestones. (Cite these ideas)

- **Cognitive Development:**
- Consider the ways in which the character demonstrates “normal” cognitive development through the use of at least 2 peer-reviewed empirical journal articles (and your text). Note any ways in which the character does not fit the expected adolescent cognitive developmental milestones. Base your discussion on one of the cognitive theories. (Cite these ideas)

- **Social/Emotional Development:**
- Based on theory and research, consider the ways in which the character demonstrates “normal” social development with the use of at least 3 peer-reviewed empirical journal articles (and your text). Note any ways in which the character does not fit the expected adolescent social developmental milestones. Include some discussion on peer group, peer relationship, and inclusion or exclusion in the peer groups. Include Erikson’s stage of social/emotional development in this section (Cite these ideas)

- **Identity Development:**
- Based on theory and research, consider the ways in which the character demonstrates “normal” identity development with the use of at least 2 peer-reviewed empirical journal articles (and your text). Include James Marcia’s Identity statuses. (Cite these ideas)

- **Implications for practice:**
- Considering the factors identified in the above sections, how would you, as a professional counselor incorporate the developmental theory and research in your work with this client (character)? Be specific here. Why is your client coming to see you? What is the issue? How does application of developmental theory pertain to these issues? (Cite your ideas)

- **Conclusion:**
- Briefly summarize the paper. Then discuss your overall reaction to the assignment. What did you learn about life span development through this assignment?

Developmental Issues Research and Application. (150 points)

In groups of 3-4 students, develop a 1-2 page fact sheet that provides an overview of findings in current professional literature regarding a specific developmental issue from any age/stage (i.e.: fears present in early childhood, learning disabilities, speech delays, shyness, motor coordination problems, loss of a parent, divorce, death of a sibling, major medical issue, etc.) that is of particular interest to you. The developmental issue can be from any age or developmental stage (i.e.: early childhood, middle childhood, adolescence, etc.). This is objective information that you have found in the research about the issue. Define the developmental issue and its impact on social, cognitive, or physical development and provide a brief description of current counseling strategies recommended to assist those going through this developmental issue. The fact sheet must include references from a minimum of three (3) different professional journal articles.

Interview an individual or a group of individuals (perhaps members of an entire family) who are currently experiencing or have experienced in the past, this issue. How did this individual(s) experience this event? What was the impact on social, cognitive and physical development? Did the individual(s) attend counseling? What strategies were used within their counseling to help them through this issue? If no counseling, what strategies did they develop to help themselves cope? Overall how does this individual(s) believe that the event has changed their life?

Your group should develop an interview questionnaire as a team. Not all members of the group need to be on the interview, however, the interview should be recorded for all members to review. All team members need to be involved in the development of the fact sheet, the interview questions and the presentation of the information.

Present your findings in class in a 10-minute power point presentation. Your findings should include a summary of the event and how that impacted your individual(s). You should include theory in explaining and conceptualizing for the class the impact of this event on their development. Discuss the implication of counseling on the individual i.e.: if counseling did occur, how did help/hinder or if no counseling how you think that impacted your individual. If no counseling, consider how this person's outcome might have been different if counseling had occurred, given the research from your factsheet. Include a fact sheet for all members of the class. Please use pseudonyms for your interviewees and protect their identity.

Possible developmental issues:

Birth of a baby/becoming new parents; Addition of sibling; Loss of sibling through death; Loss of parent through death; Deployment; Marriage; Marriage / blending families; Divorce; New career; Loss of job
Last child leaving home (empty nest); Elderly parents moving in with children; Traumatic injury or illness

Many of these issues involve multiple people who are in various stages of development. Interviewing all involved and comparing the impact at the different stages of life would be very insightful and revealing.

Quizzes

1. There will be 5 quizzes at 20 points each on chapter readings.
2. Midterm Exam- A 50-point midterm take home exam assessing development through case study.
3. Final Exam- Key Performance Indicator.

Grading System

Developmental milestones paper	50 points
Adolescent development application	150 points
Fact sheet and presentation	150 points
5 quizzes @20 each	100 points
Midterm	50 points
<u>Final</u>	<u>50 points</u>
Total Points	550

A = 495-550 points

D = 330-384 points

B = 440-494 points

F = < 329 points

C = 385-439 points

Course Outline / Schedule

Date	Topic - Reading	Assignment	Learning Outcome	CACREP Standard
8/30	Course Orientation, Developmental Theory Overview, chapter 1		1,2	2-3a 2-3b
9/6	Organizing Themes in Development Epigenesis and the Brain Chapter 2		1,2	2-3a 2-3b
9/13	Cognitive Development in the Early Years Chapter 3	Quiz on chapters 1-2	1,2	2-3a 2-3b
9/20	Emotional Development in the Early Years Chapters 4	In class activity-- Toddlers questionnaire and developmental check list for next week	1,2,4	2-3a 2-3b
9/27	The Emerging Self and Socialization in the Early Years Chapters 5	In class activity--- toddlers in the classroom	1,2	2-3a 2-3b
10/4	Realms of Cognition in Middle Childhood Chapter 6	Quiz on chapters 3-5	1,2	2-3a 2-3b
10/11	Self and Moral Development: Middle childhood through Early Adolescence Chapter 7		1,2	2-3a 2-3b
10/18	Gender and Peer Relationships: Middle Childhood through Early Adolescence Chapter 8	Developmental Milestones paper Midterm take home due 10/25	1,2,4,5,6	2-3a-f
10/25	Physical, Cognitive, and Identity Development in Adolescence Chapter 9	Quiz chapter 6-8	1,2	2-3a, 2-3b
11/1	The Social World of Adolescence Chapter 10		1,2	2-3a 2-3b
11/8	Physical and Cognitive Development in Young Adulthood Chapter 11	Quiz chapters 9-10	1-7, 8-14	All
11/15	Sociomotional and Vocational Development in Young Adulthood Chapter 12	Adolescent Development Application paper	11	(CM-1c) (SC- 1a) (SC-2e) G1, C1, C6
11/29	Middle Adulthood: Cognitive, Personality and Social Development Chapter 13 Living Well: Stress, Coping and Life Satisfaction in Adulthood Chapter 14		3, 7,8,10, 12	2-3a-f
12/6	Gains and Losses in Late Adulthood Chapter 15	Take Home Final due on 12/13 Developmental Fact		2-3a D3

		sheet and Presentation		
12/13		FINAL Quiz Developmental fact sheet and Presentation	1-14	All

Northern Arizona University: Policy Statements

In the event there is a need to evacuate the building if the fire alarm is sounded, students are to leave in an orderly fashion. If the fire alarm is sounded during an examination, students are to leave their exam face down on the desk and exit the building.

IMPORTANT LINKS

All students are expected to review and be familiar with the information contained at each of the following links as well as those identified in the NAU Policy Statements.

ACADEMIC POLICES (INCLUDING ATTENDANCE AND ACADEMIC INTEGRITY)

<http://www4.nau.edu/stulife/StudentHandbook/AcademicPolicies.htm>

STATEMENT ON PLAGIARISM AND CHEATING

http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm

STUDENT HANDBOOK

<http://www4.nau.edu/stulife/StudentHandbook/TableofContents.htm>

STUDENT CODE OF CONDUCT www.nau.edu/~stulife/code

The following link will take you to the NAU Policy Statements, which contains the Safe Environment Policy, Students with Disabilities, Institutional Review Board, Academic Integrity, Academic Contact Hour Policy, and Sensitive Course Materials.

<http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html>

CLASSROOM MANAGEMENT STATEMENT

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

APPENDIX

RUBRIC for Developmental Milestones

CRITERIA	Needs Improvement	Competent	Proficient
Content of developmental milestones story (40 points)	Paper did not fully complete the assignment as outlined. (28 or fewer points)	Paper covered 3 developmental milestones in your life adequately. Theorists and theories used to help contextualize your experiences. Briefly discussed personal perception and analysis of milestones in your life. (29-35 points)	Paper covered 3 developmental milestones in your life adequately. Thoroughly discussed the theoretical implications social emotionally, cognitively and physically of these milestones. Analyzed your own perceptions of your development through these stages of life and assessed how this has influenced your current development. (36-40 points)
Composition: Grammar, Writing, Format - APA Style (10 points possible)	Poorly written, illogical, rambling. Low level writing skills. APA Style or citations missing or mostly incorrect. (6 or fewer points)	Adequate writing with 4-6 errors in grammar, format, composition or APA citations. Mostly well organized. Needs sharper focus and better composition. (6-8 points)	Effective writing for graduate level with accurate grammar, format and APA citations. Well organized. No more than 3 errors. (9-10 points)

RUBRIC for Adolescent Development Application Paper

CRITERIA	Needs Improvement	Competent	Proficient
Content: Developmental dynamics (100 points)	Paper did not fully complete the assignment as outlined. (70 or fewer points)	Paper covered all 4 developmental sections of the assignment adequately. Mostly appropriate research was selected. Analysis of developmental dynamics presented was adequate. Theory was applied to character's personality but not discussed in depth. (71-89 points)	Paper fully covered all 4 developmental sections of the assignment in a clear and thorough way. Appropriate research was selected. Thorough analysis and discussion of developmental dynamics is presented. Application of theory to character's personality, behaviors, thoughts and feelings was clearly discussed (90-100 points)
Implications for Practice: (30 points)	Paper did not fully complete the assignment as outlined. (21 or fewer points)	Identified issue for counseling, applied theory to justify issue presented in counseling, applied theoretical knowledge of development to understand and conceptualize the issue presented. Some discussion of issue but lacks depth in application, conceptualization or use of research. (22-26 points)	Identified issue for counseling, applied theory to justify issue presented in counseling, applied theoretical knowledge of development to understand and conceptualize the issue presented. Able to discuss, through use of research and application of theory, the focus of counseling with this character. (27-30 points)
Composition: Grammar, Writing, Format - APA Style (20 points possible)	Poorly written, illogical, rambling. Low level writing skills. APA Style or citations missing or mostly incorrect. (14 or fewer points)	Adequate writing with 4-6 errors in grammar, format, composition or APA citations. Mostly well organized. Needs sharper focus and better composition. (15-17 points)	Effective writing for graduate level with accurate grammar, format and APA citations. Well organized. No more than 3 errors. (18-20 points)

RUBRIC for Developmental Issues Research and Application Paper and Presentation

CRITERIA	Needs Improvement	Competent	Proficient
Content: Fact Sheet (75 points)	Fact sheet did not fully complete the assignment as outlined. (55 or fewer points)	Fact Sheet defined the developmental issue and its impact on social, cognitive, or physical development and provide a brief description of current counseling strategies. (56-67 points)	Fact Sheet defined the developmental issue and its impact on social, cognitive, or physical development. Provided a thorough and well researched description of current counseling strategies.
Application to life Presentation content: (65 points)	Presentation content did not fully complete the assignment as outlined. (48 or fewer points)	Completed the interview with 1 or more individuals. Explained the developmental issue, the impact on the person(s) life socially, cognitively or physically. Identified and discussed course of action taken by individual(s) and the impact of that course of action. Briefly described how theory applied to this case. (49-59 points)	Completed the interview with 1 or more individuals. Explained the developmental issue, the impact on the person(s) life socially, cognitively or physically. Identified and discussed course of action taken by individual(s) and the impact of that course of action. Provided a thorough and well thought out conceptualization of the case with the theoretical application and strategies for counseling. (60-65 points)
Presentation: Preparation, organization, grammar and format (10 points possible)	Poorly written slides, illogical, rambling presentation. Low level of organization and preparation (6 or fewer points)	Evidence of team preparation and organization of material. Handouts and slides grammatically correct. Timely in presentation. (7-8 points)	Presentation was well organized and team preparation was apparent. Handouts and slides were grammatically correct and free of errors. Verbal articulation of material was clear and concise. Demonstrated professionalism in presentation. (9-10 points)

