

**University of North Texas at Dallas
Spring 2016
SYLLABUS**

COUN 5670 Developmental Processes & Strategies (3 hrs)			
Department of	Counseling	Division of	Education and Human Services
Instructor Name:	Dr. Cyndi Matthews LPC-S, NCC		
Office Location:	UNT Dallas Campus, Building 1, Counseling Clinic, Room 140F		
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<i>Best way to contact me is via email – I try to respond within 12 hours</i>			
Office Hours:	Tues, Thurs 3-5 p.m. or by appointment		
Virtual Office Hours:	N/A		
Classroom Location:	Dal 2 336		
Class Meeting Days & Times:	Tuesdays 5:30-8:20 p.m.		
Course Catalog Description:	COUN 5670. Developmental Processes and Strategies. 3 hours. Principles and practices of human development as they relate to counseling processes and strategies. Opportunity for practical application of strategies is provided.		
Prerequisites	N/A		
Co-requisites	N/A		
Required Text:	<p>Broderick, P., C. & Blewitt, P. (2014). <i>The life span, human development for the helping professionals (3rd Ed)</i>. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.</p> <p>Kraus, K.L. (2008). <i>Lenses: Applying lifespan development theories in counseling</i>. Boston, MA: Lahaska Press.</p>		
Recommended Text and References:	<p>Comstock, D. (Ed.). (2005). <i>Diversity and development: Critical contexts that shape our lives and relationships</i>. Belmont, CA: Thomson Brooks/Cole.</p> <p>Ferrara, F. F. (2002). <i>Childhood sexual abuse: Developmental effects across the lifespan</i>. Canada: Brooks/Cole</p> <p>Pennington, B. F. (2002). <i>The development of psychopathology: Nature and nurture</i>. New York: Guilford</p>		
Access to Learning Resources:	UNT Dallas Library: phone: 972-338-1616 web: https://www.untdallas.edu/library e-mail: untdlibrary@unt.edu		

UNT Dallas Bookstore:
 phone: (972) 780-3652
 web: <http://www.bkstr.com/northtexasatdallasstore/home>
 e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

The goal of this course is to...

Learning Objectives/Outcomes: At the end of this course, the student will:

Core Curricular Experiences – Student learning Objectives	CACREP	ASSIGNMENTS
1. Understand self-care strategies appropriate to the counselor role;	IIG1d	Quiz 9 Paper 3
2. Know theories of individual and family development and transitions across the life span;	IIG3a	Quiz 1 – 14 Final Paper Individual Project
3. Know theories of learning and personality development, including current understandings about neurobiological behavior;	IIG3b	Quiz 1-8; 11-13 Final Paper Individual Project
4. Recognize effects of crises, disasters, and other trauma-causing events on persons of all ages;	IIG3c	Quiz 10 Paper 3
5. Know theories and models of individual, cultural, couple, family, and community resilience;	IIG3d	Quiz 1-8; 11-13 Final Paper Individual Project
6. Comprehend a general framework for understanding exceptional abilities and strategies for differentiated interventions;	IIG3e	Quiz 5 Individual Project
7. Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;	IIG3f	Quiz 1-8; 10-14 Final Paper Individual Project
8. Recognize theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and	IIG3g	Quiz 14 Case Study
9. Identify theories for facilitating optimal development and wellness over the life span;	IIG3h	Quiz 9 Paper 3
10. Comprehend an orientation to wellness and prevention as desired counseling goals.	IIG5a	Quiz 9 Paper 3

CMHC Outcomes	CACREP	Evaluation
1. Understands the impact of crises, disasters, and other trauma-causing events on people.	A9	Paper 3, Quiz 8
2. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	D3	Paper 3, Quiz 9

3. Knows theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	G1	Paper 1, 2, 4, 5 Final Paper Quiz 1-7 Quiz 10-13
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SACC Outcomes	CACREP	Evaluation
1. Understands student development theories, including holistic wellness and research relevant to student learning and personal development.	A6	Paper 3, Quiz 9
2. Understands the impact of crises, disasters, and other trauma-causing events on people in the postsecondary education community.	A11	Paper 3, Quiz 8
3. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions.	B7	Paper 3, Quiz 8
4. Participates in the design, implementation, and evaluation of programs that promote wellness as well as prevention and intervention services for students in postsecondary education.	D6	Paper 3, Quiz 9
5. Knows theories of human development and concepts of normalcy and psychopathology leading to referral or to the development of appropriate counseling treatment plans.	G1	Final Paper Quiz 1-7, 10-13

School Counseling Outcomes	CACREP	Evaluation
1. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	A6	Paper 3, Quiz 9
2. Knows the theories and processes of wellness programs for individual students and groups of students.	C1	Paper 3, Quiz 9
3. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools and knows the skills needed for crisis intervention.	C6	Paper 3, Quiz 8
4. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	D3	Case Conceptualization paper
5. Assesses barriers that impede students' academic, career, and personal/social development.	H5	Case Conceptualization Paper

Tentative Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by class announcement and email.

Timeline	TOPICS	SLO	Readings/Activities/Assignments
<u>Week 1</u> 1/19	<ul style="list-style-type: none"> • Course Orientation • Introduction to Classic Developmental Theories • Social Constructivism 	2, 3 CMHC 3 SACC 1, 5 SC 1, 4, 5	Read Broderick & Blewitt, Ch. 1 Read Kraus Ch 1-2 QUIZ 1 at end of class
<u>Week 2</u> 1/26	<ul style="list-style-type: none"> • Psychoanalytic Personality Development Theory and Ericksonian Theory • Epigenesis & the Brain: Behavioral Development 	2, 3 CMHC 3 SACC 1, 5 SC 1, 4, 5	Read: Kraus, Ch. 6, 7 Read Broderick & Blewitt, Ch.1 pp 8-13; Ch 2 QUIZ 2 due at beginning of class
<u>Week 3</u> 2/2	<ul style="list-style-type: none"> • Epigenesis & the Brain: Behavioral Development • Neural & Cognitive Development in Early Childhood 	2, 3, 5, 6, 7 CMHC 3 SACC 1, 5 SC 1, 4, 5	Read: Broderick & Blewitt Ch. 2-3 QUIZ 3 due at beginning of class
<u>Week 4</u> 2/9	<ul style="list-style-type: none"> • Emotional Development in Early Childhood • Attachment • The Emerging Self and Socialization in Early Childhood • Parenting 	2, 3, 5, 6, 7 CMHC 3 SACC 1, 5 SC 1, 4, 5	Read: Broderick & Blewitt, Ch. 4 - 5 QUIZ 4 due at beginning of class
<u>Week 5</u> 2/16	<ul style="list-style-type: none"> • Cognitive Development in the Traditions of Piaget and Vygotsky • Kegan's Subject-Object Theory • Exceptionality 	2, 3, 5, 6, 7 CMHC 3 SACC 1, 5 SC 1, 4, 5	Read: Broderick & Blewitt, Ch. 3 Read Kraus, Ch. 4, 5 Exceptional abilities RTI article on blackboard QUIZ 5 due at beginning of class Paper 1: Eriksonian/Social Relationships Paper Due Tuesday, 2/16 by midnight online
<u>Week 6</u> 2/23	<ul style="list-style-type: none"> • Adolescence and Young Adulthood 	2, 3, 5, 6, 7 CMHC 3 SACC 1, 5 SC 1, 4, 5	Read: Broderick & Blewitt, Ch. 9 - 12 QUIZ 6 due at beginning of class
<u>Week 7</u>	<ul style="list-style-type: none"> • Middle and Late Adulthood, 	2, 3, 5, 6, 7	Read: Broderick & Blewitt, Ch.13- 15

3/2	<ul style="list-style-type: none"> • End of Life • Death • Grieving 	CMHC 3 SACC 1, 5 SC 1, 4, 5	QUIZ 7 due at beginning of class Paper 2 Piaget/Vygotsky/Kegan Paper due Tuesday, 3/2 by midnight online
Week 8 3/9	<ul style="list-style-type: none"> • Impact of Crisis and Trauma on Human Development 	4, 7 CMHC 1 SACC 2, 3 SC 3	Read Selected handouts QUIZ 8 due at beginning of class
Week 9 3/15	<ul style="list-style-type: none"> • Spring Break – No Class 		Enjoy your break!
Week 10 3/23	<ul style="list-style-type: none"> • Wellness, Resiliency, and Prevention 	1, 9, 10 CMHC 2 SACC 1, 4 SC 2	Read Selected Handouts Read: Broderick & Blewitt, Ch. 14 QUIZ 9 due at beginning of class
Week 11 3/30	<ul style="list-style-type: none"> • Moral and Spiritual Development • Fowler • Kohlberg • Gilligan 	2, 3, 5, 6, 7 CMHC 3 SACC 1, 5 SC 1, 4, 5	Read Broderick & Blewitt, Ch. 7 Read: Kraus, Ch. 14 Read selected articles QUIZ 10 due at beginning of class Paper 3: Trauma/Wellness Paper due Tuesday, 3/30, by midnight online
Week 12 4/6	<ul style="list-style-type: none"> • Developmental Issues for Female/Male development • Gender Identity 	2, 3, 5, 6, 7 CMHC 3 SACC 1, 5 SC 1, 4, 5	Read Broderick & Blewitt, Ch. 8 Read: Kraus, Ch. 8 Read selected articles on blackboard QUIZ 11 due at beginning of class
Week 13 4/13	<ul style="list-style-type: none"> • LGBT Identity 	2, 3, 5, 6, 7 CMHC 3 SACC 1, 5 SC 1, 4, 5	Read Broderick & Blewitt, Ch. 9 Read: Kraus, Ch. 9, 10 Read selected articles QUIZ 12 due at beginning of class Paper 4: Moral/Spiritual Paper Due Tuesday, 4/13 by midnight online
Week 14 4/20	<ul style="list-style-type: none"> • Black, Latino, Asian and White Racial Identity Development (Racial/Cultural Identity Models); • Developmental Assessment 	2, 3, 5, 6, 7 CMHC 3 SACC 1, 5 SC 1, 4, 5	Read Broderick & Blewitt, pp. 254 - 256 Read: Kraus, Ch. 11, 12, 13 Read: Assigned readings QUIZ 13 due at beginning of class

<p><u>Week 15</u> 4/27</p>	<ul style="list-style-type: none"> • Addiction Through the Lifespan 	<p>8 CMHC 3 SACC 1, 5 SC 1, 4, 5</p>	<p>Read: Assigned readings Quiz 14</p> <p>Paper 5: Gender/RCID Paper due Tuesday, 4/27 by midnight online</p>
<p><u>Week 16</u> 5/4</p>	<ul style="list-style-type: none"> • Group Projects 		<p>Group Projects</p> <p>Addiction case study due</p>
<p><u>Week 17</u> 5/11</p>	<ul style="list-style-type: none"> • Final papers and projects due 		<p>Individual Project Due Based on Case Study: 5/14 midnight online</p> <p>Final Paper Due (compilation of all 5 short papers on yourself with introduction, conclusion, and merged reference page) on TK20 AND online by 5/14 midnight</p> <p>Course Evaluations due: Extra Credit</p>

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Descriptions of assignments are at the end of this syllabus.

Final Exam – A comprehensive final exam in the format of multiple choice, short answer, and true/false questions will be administered on the last day of class or via blackboard.

Research paper – A written paper providing a comprehensive treatment of a developmental theory will be turned in utilizing APA style.

Five short papers will be turned in **throughout** the semester that will comprise part of the final paper that will be turned in at the beginning of the semester. The five are as follows:

1. Erikson/Social Relationship Paper
2. Piaget/Vygotsky/Kegan Paper
3. Wellness/Trauma Paper
4. Moral/Spiritual Paper
5. Gender identity and Racial/Cultural Identity Paper

Group Project – A group project covering developmentally appropriate interventions for a specific age group will be detailed.

Individual Project – Case conceptualization: Students will complete a case conceptualization from a child, adolescent, or adult case study.

Quizzes: 12 out of 16 weeks of class will be begin with quizzes that will be graded at the beginning of class. The lowest score will be dropped. Quizzes will be over assigned readings for the week. Quizzes cannot be made up.

Instrument	Value (points or percentages)	Total
Individual Project – Case Conceptualization Paper	100	100
Participation See Rubric at end of syllabus	See rubric	See rubric
Quizzes (each week)	14 (drop lowest) (x10)	130
Group Intervention Presentations	50	50
Addictions Case Study	20	20
Final Exam	100	100
5 short papers *Due by stated dates in syllabus *Turn 5 papers in together with an introduction and conclusion into TK20 in order to receive	20 x 5 100	100 100

total points from this assignment		
Extra Credit: *Complete Course Evaluation and turn in certificate (either in person or via email (5 pts possible) * Movie Reviews (2 movie reviews 2 x 5 = 10 points possible)	15 possible	
TOTAL POSSIBLE		600

FINAL Grade Determination:

A = 90% (450 to 500)

B = 80% (400 to 449)

C = 70% (350 to 399)

D = 60% (300 to 349)

F = Below 60% (Below 300)

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Professor Evaluation Policy:

The Professor Evaluation is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the Professor Evaluation to be an important part of your participation in this class.

Assignment Policy:

Late Assignments: *In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason (family death, hospitalization, etc.) will receive a **10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc.** Please plan ahead.*

Exam Policy:

*Exams should be taken as scheduled. **No makeup examinations** will be allowed except for documented emergencies (See Student Handbook). The quizzes will be taken each week before class and they are open book, open note, and open-neighbor.*

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Plagiarism:

Students should be aware of an available service called "SafeAssignment" and "Turnitin" to detect plagiarism. University of North Texas-Dallas has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment or Turnitin. If plagiarism is found, the student will automatically receive an F in the course and will immediately be brought to the faculty's attention regarding fitness to proceed in the program.

Professional Demeanor:

Students are expected to behave in a professional manner. Elements of professionalism include the following:

- 1) personal and academic integrity*
- 2) responsibility for one's own behavior, tasks, assignments and life lessons*

- 3) *consideration, caring and sensitivity to peers/instructor and appropriate interactions*
- 4) *maturity, including the capacity to accept "no"*
- 5) *evidence of a continuous process of self exploration, resulting in enhanced self-awareness*
- 6) *practice of ethical and moral professional behavior*
- 7) *openness to constructive feedback*
- 8) *willingness to try new behaviors and to make suggested changes*
- 9) *lack of complaining, badgering, whining, etc., especially over points or half-points*
- 10) *positive and enthusiastic attitude and engagement in the class activities and discussions*
- 11) *consistent meeting of deadlines*
- 12) *use of technology in an appropriate manner (laptops are encouraged, but only for academic purposes – checking FB, email, etc., is only appropriate during breaks)*

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Weekly Class Attendance, Timeliness, and Constructive Participation is a professional responsibility.

Please see rubric at back of syllabus.

Students will have 10% deducted from their total points if they:

(a) Miss more than two class meetings for other than an emergency reason (death in family, hospitalization, severe illness); Students should not miss class. This class will not differentiate between excused absence and unexcused absences. Each additional absence will result in another 2.5% deducted from the student's overall grade.

(b) Are 5-10 minutes tardy more than two times or leave class early more than twice a semester; or

(c) Consistently interact in a non-professional or disruptive manner with peers or professors.

Additional missed classes or chronic tardiness will result in another 2.5% deduction.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:

- *This class does require the use of blackboard. Power points, quizzes, discussion questions, and additional class materials will be available on the site.*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom: **No electronic gadgets, phones, etc. will be allowed in the classroom.** You will not be permitted to text or take phone calls during class – unless they are an emergency. **Computers are allowed if you are accessing texts, power points, writing lecture notes.***
- *Food & Drink in the Classroom: Food and drink **are allowed in classroom** provided they do not interfere with the educational process.*
- *The Professor for this course will neither ask for nor utilize your personal email for course communications. Students have been issued eagle mail accounts, and all course communication will occur through UNT Dallas email account. **Please check your email regularly.***

Extra Credit Opportunities:

*Extra credit opportunities are only available to those who **have completed all quizzes and discussion questions as well as ALL assignments.** There will be three extra credit opportunities – you may choose one or all of these options. They will add 30 points to your overall quiz grade. 1) submit to the professor, either via email or in person, the certificate from UNT-D that shows you completed and submitted the teacher evaluation at the end of the semester (5 points); 2) write up a **review** related to textbook and **class learning** from one or more of the following movies: *Babies, Temple Grandin, Away From Her, Prayers for Bobby, Crash, Good Will Hunting* (10 points each). These extra credit opportunities will be available up until the last day of the semester (5/15/2015).*

Syllabus Change Policy:

- *Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.*

Individual Projects: Case Study Conceptualization

- (1) **Select a case study from one of the following groups**
 - a. Childhood case studies (from blackboard) you must only select one of the provided case studies
 - b. Adolescent case study (from blackboard)
 - c. Adult case study (from blackboard)
 - d. You may also create/select your own case study provided it is not a family member/friend/coworker. In other words it must be either your own creation, selected from another text, or something you have experienced as a clinician/educator.
- (2) **Conceptualize the client using developmental principles**
 - a. Cognitive: discuss what cognitive level you believe your client is operating at according to Piaget's stages of cognitive development. Discuss what evidence leads you to believe that, and what you would expect about them based on their cognitive development.
 - b. Social: Choose either Erik's Life-Phases or Kegan's Subject-Object theory and conceptualize your client. Discuss what evidence leads you believe the stage in which your client is in, and what that would lead you expect about them.
 - c. You may add any additional information that you may know about their specific state (e.g. attachment information about children, information about hormones or identity issues from adolescence, etc...)
- (3) **Discuss developmentally sensitive techniques/approaches** you would use, and why you would use them.

CASE STUDY CONCEPTUALIZATION RUBRIC

Name Final Case Study Rubric

Description

Rubric Detail

Criteria	Levels of Achievement			
	Emerging	Progressing	Meets Standard	Exemplary
<p>Quality of Writing: Does the student demonstrate graduate-level writing in papers and written assignments?</p> <p>Weight 20.00%</p>	<p>25 %</p> <p>Writing is well below graduate-level writing expectations. The paper: uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax; and/or lacks organization in a way that creates confusion for the reader; and/or contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or lacks information about a source when citing or paraphrasing it significant problems adhering to APA style (application papers).</p>	<p>50 %</p> <p>Writing is somewhat below graduate-level writing expectations. The paper: uses language that is unclear and/or inappropriate; and/or has more than occasional errors in spelling, grammar, and syntax; and/or is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or sometimes lacks information about a source when citing or paraphrasing it; problems adhering to APA style (application papers).</p>	<p>75 %</p> <p>Writing is scholarly and meets graduate-level writing expectations. The paper: uses language that is clear; has a few errors in spelling, grammar, and syntax; is well organized, logical, and clear; uses original language and uses direct quotes when necessary and/or appropriate; provides information about a source when citing or paraphrasing it; adheres to APA style with few mistakes (application papers).</p>	<p>100 %</p> <p>Writing is scholarly and exceeds graduate-level writing expectations. The paper: uses language that is clear, concise, and appropriate; has few if any errors in spelling, grammar, and syntax; is extremely well organized, logical, clear, and never confuses the reader; uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; provides information about a source when citing or paraphrasing it; adheres to APA style with few or no mistakes (application papers).</p>
<p>Responsiveness: Did the student respond adequately to the paper or writing assignment?</p> <p>Weight 30.00%</p>	<p>25 %</p> <p>Paper or writing assignment is unresponsive to the requirements given in the instructions. The content misses the point of the assigned or selected topic; and/or relies primarily on anecdotal evidence (e.g., largely comprised of student opinion); and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course.</p>	<p>50 %</p> <p>Paper or writing assignment is somewhat responsive to the requirements given in the instructions. Content is somewhat misses the point of the assigned or selected topic; and/or lacks in substance, relying more on anecdotal than scholarly evidence (e.g., largely comprised of student opinion); and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course.</p>	<p>75 %</p> <p>Paper or writing assignment is responsive to and meets the requirements given in the instructions. It: responds to the assigned or selected topic; is substantive and evidence based; demonstrates that the student has read, viewed, and considered the Learning Resources in the course.</p>	<p>100 %</p> <p>Paper or writing assignment is responsive to and exceeds the requirements given in the instructions. It responds to assigned or selected topic; demonstrates insight beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the topic, unearths something unanticipated, incorporates additional readings outside of the assigned learning resources, etc.); is substantive and evidence-based; demonstrates that the student has read, viewed, and considered the learning resources in the course.</p>
<p>Content Knowledge Does the content in the paper or writing assignment demonstrate an understanding of the important knowledge the paper/assignment is intended to demonstrate?</p> <p>Weight 50.00%</p>	<p>25 %</p> <p>Paper or writing assignment demonstrates/provides: lack of understanding and little or no application of the concepts and issues presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or no examples or irrelevant examples; and/or no thought-provoking ideas or original thinking; and/or no critical thinking; and/or many critical errors when applying knowledge, skills, or strategies presented in the course.</p>	<p>50 %</p> <p>Paper or writing assignment demonstrates/provides: minimal understanding and little application of concepts and issues presented in the course, and, while generally accurate, displays some omissions and/or errors; and/or few and/or irrelevant examples; and/or few if any thought-provoking ideas, little original thinking; and/or "regurgitated" knowledge rather than critical thinking; little mastery of skills and/or numerous errors when using the knowledge, skills or strategies presented in the course.</p>	<p>75 %</p> <p>Paper or writing assignment demonstrates/provides basic understanding and application of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles and ideas presented; relevant examples; thought-provoking ideas and interpretations, some original thinking; and critical thinking; and mastery and application of knowledge and skills or strategies presented in the course.</p>	<p>100 %</p> <p>Paper or writing assignment demonstrates/provides: in-depth understanding and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; rich and relevant examples; thought-provoking ideas and interpretations, original thinking, new perspectives; original and critical thinking; and mastery and thoughtful/accurate application of knowledge and skills or strategies presented in the course.</p>

Group Intervention Project

Each group must develop a developmentally appropriate presentation or guidance lesson for a certain age group. I have listed the available groups to choose from below. You must choose a specific topic which is appropriate to your group (e.g. grief for middle/late adulthood, drug use for adolescents/young adults, etc...). The presentations will be prepared as if they are being presented directly to the age group you choose.

The presentations will contain the following information

- *Developmental Issues that are important for the age group.
- *Issues related to wellness/prevention of problems for this particular group.
- *Interactive activities to engage in with the group.

A good presentation will have the following qualities

- *Demonstrate you both know developmental principles and how to apply them.
- *Demonstrate you know how to capture the attention and speak to persons from various age groups.

Age Groups

Early Childhood	Middle childhood	Pre-Adolescence	Adolescence
Young Adulthood	Middle Adulthood	Late Adulthood	

Projects should be 25-30 minutes in length. Presentations should include Power Points, discussion, and age appropriate activities for the selected age group

RUBRIC FOR GROUP PROJECT

4	3	2	1
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
Group members help each other as needed.	Group members help each other as needed.	Some group members speak clearly and are easy to understand.	Most group members are hard to understand.
All group members speak clearly and are easy to understand.	Most group members speak clearly and are easy to understand.	Some group members speak clearly, but are difficult to understand.	Only 1 or 2 group members speak and can be understood.
All group members speak to the entire audience.	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only to part of the audience.
Information is presented in an organized way.	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Oral presentation includes many details.	Oral presentation includes some details.	Oral presentation includes few details.	Oral presentation includes few or no details.
Presentation is visually organized and complete.	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete.

Addiction Case Study

You will be given a short case study of an individual dealing with addiction.

1. You will need to analyze the case in terms of human development theories we have studied, such as cognitive, social, attachment, physical development, gender & racial identity, faith development, etc.
2. Discuss developmentally sensitive techniques/approaches you would use, and why you would use them with this client.

The paper would need to be approximately 2 pages in length and include a short introduction and conclusion paragraph.

Name			
Addiction Case Study Analysis			
Description			
Rubric Detail			
Criteria	Levels of Achievement		
	Novice	Competent	Proficient
APA/Grammar Weight 20.00%	33 % Student's writing is well below graduate-level writing expectations including significant problems adhering to APA style	67 % Student writing meets graduate-level writing expectations including language, few spelling errors, few grammatical errors and is mostly organized, logical and clear. APA adherence is also apparent.	100 % Writing exceeds graduate level writing expectations. Language is concise, clear and has few spelling or grammatical errors. APA has few or no mistakes.
Responsiveness: Did the student respond adequately to the paper or writing assignment? Weight 40.00%	33 % Student has shown minimal responsiveness or is unresponsive to requirements given in instructions	67 % Student's paper is mostly responsive to requirements given in instructions	100 % Student's paper is responsive and exceeds requirements given and demonstrates insight beyond what is required
Content knowledge: Does the content in the paper demonstrate an understanding of important knowledge is intended to demonstrate? Weight 40.00%	33 % paper shows a lack of understanding and little or no application to the course content	67 % The student provides basic understanding and application of the concepts	100 % The student provides in-depth understanding and application of concepts

Research Papers for COUN 5670D Developmental Processes in Counseling

- Purpose: Each student will write a page term paper using APA 6 style. The purpose of this paper is for you to analyze and understand your own developmental journey in a way that will enhance your understanding of human development that may be applied to your future counseling practice.

- Your paper will demonstrate your knowledge of the stages of
 - early childhood,
 - middle childhood,
 - adolescence,
 - young adulthood,
 - middle adulthood,
 - and late adulthoodas they apply to you as well as your understanding of the major theories discussed in class.

- The paper will be broken down into 5 short papers that will be due throughout the semester (see syllabus for dates). At the end of the semester, the 5 papers will be submitted, with an overall introduction and conclusion, and changes made to reflect learning since originally submitted.

- Students must choose at least one of the following theories from each category through which to view their own development:
 - Social: Psychoanalytic/Erikson/Kegan's Subject-Object
 - Cognitive: Piaget/Vygotsky
 - Moral and or Spiritual: Gilligan/Perry/Fowler/Kohlberg
 - Trauma **and** Wellness: The impact of crisis and trauma on your development; personal wellness plan
 - Gender **and** Racial/Cultural Identity

- In parts of this paper, students need to describe events or **stages of development that they have yet to experience**. In these cases, students should make hypotheses regarding the possible content of a stage or how a certain event could potentially impact their development or may have impacted development differently. You can use hypothetical examples to strengthen various aspects of your paper for which you may have less lived experience.

Rubric for Human Development Papers

Name Development Papers

Description

Rubric Detail

Criteria	Levels of Achievement			
	Novice	Somewhat Capable	Competent	Proficient
APA 6/References/Citations/Grammar/Mechanics Weight 20.00%	0 % -major grammar errors and spelling errors that impede understanding ability to see connections between thoughts. -No effort to utilize APA 6	50 % -limited use of APA - more than 5 grammatical/spelling errors	75 % -Some use of APA - some minor errors -3 or more grammatical/spelling errors	100 % -Great use of APA 6, almost entirely free of errors -Almost entirely free of spelling, punctuation, and grammatical errors
Responsiveness to Prompts/Assignment Weight 40.00%	0 % no response to prompts	50 % Covers 50% of assigned topic - of covering life stages and personal experiences	75 % Covers 75% of the materials asked for in assignment - of covering life stages and personal experiences	100 % Excellent response to prompts - all areas covered - of covering life stages and personal experiences
Depth of Writing/Content Level Weight 40.00%	0 % no evidence of integrating readings with life story	50 % Minimal evidence of understanding of material/theories covered and little integration with life story. Student does not adequately demonstrate learning or ability apply the information gained to his or her specific track. Examples are not given or do to adequately address applied learning.	75 % Mostly shows understanding of theory/materials covered. Good integration of materials with life story. Student adequately describes how they will apply the learning they have gained through analyzing his or her own development in future counseling work with clients from his or her particular track. The student gives at least 3 specific examples that demonstrate learning and application.	100 % Shows depth and understanding of content discussed. Excellent description of life story integrated with theories - Student clearly and thoroughly describes how they apply the learning they have gained through analyzing his or her own development in working with clients from his or her particular track. The student gives at least 3 well-developed and specific examples that demonstrate exceptional learning and insightful application.

UNT Dallas
Department of Counseling and Human Services
Class Attendance and Participation Rubric

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department. Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose.

	Meets Expectation -0% of grade	Occasionally Below Expectation -5 % of final grade	Consistently Below Expectation -10% of final grade (5% for each additional missed class or tardy)
1. Attendance	Attends all class with one or less excused absence.	Misses more than one class with excused absence and one absence due to emergency (family member death, hospitalization, or something involving police or firefighters).	Misses more than 2 classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
2. Punctual	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*
3. Quality Contribution	Questions and comments are on topic, indicate reflection and knowledge of readings, and contribute to a deeper understanding.	Questions and comments are occasionally (2 times) tangential, do not indicate knowledge of readings, and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times), do not indicate knowledge of readings, and do not contribute to a deeper understanding.
4. Attentive Behavior	Pays attention and does not engage in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) twice a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) more than twice a semester.
5. Responsible Behavior	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.

* Results in drop in the final letter grade in class. If four or more, then drops another letter grade.