

George Mason University
College of Education and Human Development
Counseling Program

EDCD 525.A02 – Advanced Human Growth and Development
3 Credits, Summer A 2024
Monday, Wednesday, Friday - 4:30 – 7:30 PM
Fairfax campus – Aquia Building Room 346

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Covers human development throughout the life span, including emotional, physical, and cognitive development; and emphasizes personal adjustment and achievement.

Course Overview

This course will cover human development throughout the life span, including emotional, physical, cognitive, and social development with an emphasis on the influences of cultural phenomena on behavior. Note: There are no prerequisites for this course. However, this is Advanced Human Growth and Development, and students need to have a strong working knowledge of the basic theories of human growth and development and related issues. The course involves a critique of different theories of human development, culture, lifespan processes, and the relationship among these. The journey will generally follow a sequential approach, looking at key processes and topics in each of life's stages.

Course Delivery Method

This hybrid course will be delivered using asynchronous and lecture formats.

Course Objectives

This course is designed to enable students to do the following:

1. Critique and examine the major theories of human growth and development and their applicability across different cultures; to include, individual and family development, learning, normal and abnormal personality development across the lifespan (CACREP 2.F.3.a.; 2.F.3.b.; 2.F.3.c.).
2. Understand biological, neurological, physiological, systemic, and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.e.; 2.F.3.f.).
3. Apply a general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2.F.3.h.).
4. Gain knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i.).

5. Understand and appreciate the complexities of culture and its influence on human growth and development (CACREP 2.F.3.f.).
6. Impact of biological and neurological mechanisms on mental health (CACREP 5.C.2.g)

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
theories of individual and family development across the lifespan (CACREP 2.F.3.a)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 3, 5, 7, 8, 9, 10, 11, 12, 13 on “Theory, Research, and Foundations” and others. (Given the nature of this Standard, it is covered in most classes.)	Assigned readings that discuss this Standard include: Chapters 1 and 2 in <i>The life span: Human Development for helping professionals</i>
theories of learning (CACREP 2.F.3.b)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 3, 4, 5, 6, 7, 9, 11 on “Early Years” and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 3, 6, 9, and 11 in <i>The life span: Human Development for helping professionals</i>
theories of normal and abnormal personality development (CACREP 2.F.3.c)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 3, 5, 7, 8, 9, 10, 11, 12, 13 on “Middle Childhood” and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 2, 5,6,8, 10, 12, 14, 16, & 18 in <i>The life span: Human Development for helping professionals</i>
biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP 2.F.3.e)	This Standard is part of Course Objective #2, which is addressed in Classes 2, 5, 7, 8, 9, 10, 11, 12, 13 on “The Early Years” and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 2, 5, 7, 9, 11, 13,15, & 17 in <i>The life span: Human Development for helping professionals</i>
systemic and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.f)	This Standard is part of Course Objective #2 and Course Objective #5 which are addressed in Classes 4, 5, 7, 8, 9, 10, 11, 12, 13 on “The emerging self and socialization” and others. (Given the nature of this Standard, it is covered in many classes.)	Course activities that address this Standard include readings from <i>The life span: Human Development for helping professionals</i> (Chapters 4-15) and class lectures/discussions. Additionally, this Standard is measured as part of the Research Paper Key Assignment, which assesses KPI A.3.a.1
a general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2.F.3.h)	This Standard is part of Course Objective #3, which is addressed in Classes 5, 7, 8, 9, 10, 11, 12, 13 on and others. (Given the nature of this Standard, it is covered in many classes.)	Course activities that address this Standard include readings from <i>The life span: Human Development for helping professionals</i> (Chapters 4-15) and class lectures/discussions.
ethical and culturally	This Standard is part of Course	Assigned readings that discuss this

relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i)	Objective #4, which is addressed in Classes 5, 7, 8, 9, 10, 11, 12, 13 on “Identity Development in Adolescence,” “Young Adulthood” and others. (Given the nature of this Standard, it is covered in many classes.)	Standard include: Chapters 4, 5, 7, 8, 9, 10, 12, &14 in <i>The life span: Human Development for helping professionals</i> Additionally, this Standard is measured as part of the Research Paper Key Assignment, which assesses KPI A.3.a.1
impact of biological and neurological mechanisms on mental health (CACREP 5.C.2.g)	This Standard is part of Course Objective #6, which is addressed in Classes 5, 7, 8, 9, 10, 11, 12, 13 on “Adolescence” and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 5, 7, 8, 9, 11, 13, & 15 in <i>The life span: Human Development for helping professionals</i>

Additional professional standards addressed in this course:

- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.2
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.1.a, 1.b
- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for “Human growth & development”

Required Texts

Coker, J. K.; Cannon, K.B.; Dixon-Saxon, S.V.; & Roller, K.M. (2023). *Lifespan development: Cultural and contextual applications for the helping professions*. Springer Publishing. (this also includes online access via Springer Publishing Connect)

Additional Readings

Zyromski, B., Baker, E., Betters-Bubon, J., Dollarhide, C.T., & Antonides, J. (2020). Adverse Childhood Experiences: A 20-year content analysis of American Counseling Association and American School Counselor Association Journals. *Journal of Counseling & Development, 98*(4), 351-362. <https://doi.org/10.1002/jcad.12338>

Williams, J. M., Bryan, J., Morrison, S., & Scott, T. R. (2017). Protective factors and processes contributing to the academic success of students living in poverty: Implications for counselors. *Journal of Multicultural Counseling and Development, 45*(3), 183–200. <https://doi-org.mutex.gmu.edu/10.1002/jmcd.12073>

Students will also be directed to various content-related websites.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., VIA).

- **Assignments and/or Examinations**

The following assignments are designed to guide you in accomplishing the course objectives. Late assignments, if not arranged otherwise with me, will be penalized 10% for each day not submitted. You may submit assignments via e-mail before class if you are unable to attend class on the due date. Prior permission to do so must be granted by me. All papers must be type-written in APA (7th ed.) format. Papers that are not in APA format and/or are over the page limit will be penalized and result in a grade reduction. The page limit does not include title page, abstract, or references.

1. **Discussion Forums: DUE on asynchronous weeks as indicated in Blackboard under Course Content & Syllabus**

Students will be required to participate in a discussion forum that pertains to questions related to the identified chapter stage of development. First, read the instructor's post and then post your initial response which should be no more than 150 words. Your initial post must contain relevant information from the readings. Look for common themes or other areas of interest or inquiry. Posts will be assessed on the interaction and meaningful replies that you have with other students' contributions as well as your own response to the question. This is part of the attendance and participation grade.

2. **Lifespan Collage: DUE Week 13 (6/7/24)**

This collage assignment aims to demonstrate your ability to apply the knowledge gained from the major theories of human development and the changes that occur over the course of development to one's personal experiences. For this assignment, you are expected to reflect on your own life history and discuss significant people and/or key event(s) that influenced your development (physical, psychosocial, emotional, cognitive, social, cultural, environmental, personal, spiritual/moral development, culture/gender development, self-efficacy, and family) from childhood through the present. Apply at least one (1) of the developmental theories to explain and interpret your development. This collage should cover any cultural, environmental, or personal factors that might have influenced your course of development. Students will prepare the collage in a visual format (such as PowerPoint, Prezi, Padlet, or Shadow Puppet App). *The collage is based on your individual experience, so use photos, your own writings and artwork, drawings, pictures, etc., and should have a limited written component (no more than 200 words).* (20 points)

3. **Case Study Analysis/Final Research Paper (Dear Doctor Letter): Please refer to the scoring rubric found on the final pages of your syllabus (Key Assignment: KPI A.3.a.1; CACREP 2.F.3.f, 2.F.3.i) - DUE (12/4/2023) Please submit to Blackboard through the Via link**

Students will read the *Dear Doctor Letter* and complete a case study analysis and review of current research (majority within the past 10 years; at least 5-7 total references from peer-reviewed journals) related to how trauma experiences impact human growth and development. Students will approach this assignment from the perspective of a counselor-client relationship. The author of the letter is a client who has been referred for counseling (this is **your** client; **do not** make up a name for this client). This assignment requires the student/counselor to: (1) introduce the case; (2) provide background information on the case; (3) complete an analysis of the developmental issues identified in the case; (4) complete a literature review that includes findings as well as a critique of the related research and its findings. The literature review section should focus on how the related topic influences the four (4) domains of development (physical, cognitive, social-emotional, and language), cultural considerations, and counseling implications; (5) provide proposed solutions and application of developmental theory; and (6) make recommendations that are grounded in research on ethical and culturally relevant

strategies for promoting resilience and optimum development and wellness. The text of your paper must be at least 8 and no more than 10 pages long (not including cover page and references). This paper should be written in APA style (cover page and references included) [CACREP A.3.a.1]. Additional information is included on Blackboard under the *Assignments* tab. **(50 points)**

4. **Group Presentations/Class Discussion on Movies/Films: *Babies & I Am Somebody's Child***
Students will watch the movies/films noted above. Discussion questions will be provided in class sessions. Do not use reviews of movies/films or other related sources to prepare for the class discussion. This will be an interactive class activity that requires students to integrate course material from the text, class discussions, and/or other reading sources provided in the course. With this assignment, students will demonstrate the ability to frame developmental issues and present counseling considerations to the class in an effective and interactive manner. Groups will be assigned on the first day of class. Each group will examine and lead a class discussion on the relevant cross-cultural issues and theories in human growth and development in their assigned movie/film. Presentations should be approximately 10 to 20 minutes and designed to promote class engagement. The presentation will include a PowerPoint and should be creative and informative. Presentations should be structured to include counseling implications. Handouts and visual aids should be utilized. The list of references should be included in the presentation, and they should be listed in APA style. A facilitator for each group should be selected among group members. The group facilitator will email the instructor the breakdown of the effort per group member prior to the presentation and copy the rest of the group members. The assessment rubric for this assignment will be posted on Blackboard.

Babies simultaneously follow four babies and their families around the world – from birth to first steps. Ponijao is the youngest of nine children and lives in a village in Namibia. Bayarjargal's family lives in Mongolia. Hattie is a San Francisco couple's first child, and Mari is the first child of a couple living in Tokyo. *I Am Somebody's Child: The Reginal Lewis Story* tells the journey of a young African American girl who navigated over 30 foster homes and psychiatric facilities before age 18 and the bond she forms with one woman, Jeanne, who believed in her.

5. **Quizzes: DUE Quiz 1 Class 6 (5/24/24); Quiz 2 Class 10 (6/3/24); Quiz 3 Class 15 (6/14/24)**

Each quiz during this semester will be based on information covered in your readings and discussion postings. You will be graded on your ability to synthesize knowledge with application. **(10 points each)**

6. **Self-Care Assessment & Wellness Assignment: DUE Class 2 (5/15/24) & Class 18 (6/21/2024)**

Counseling not only demands the highest levels of performance; it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. The ACA Code of Ethics (C.2.g) and ASCA Ethical Standards (B.3.h) both highlight the ethical and moral imperative for helping professionals to engage in self-care activities that support and promote healthy well-being. Maintaining a holistic lifestyle when working through life struggles for both yourself and your clientele is not only a reminder of the difficulty associated with personal change but illustrates the importance of wellness when promoting the same for others. Understanding your own personal developmental milestones and lifespan development is imperative to your success as a graduate student and future counselor/clinician. Students will complete a self-care assessment

and wellness plan at the beginning of the semester. At the end of the semester, students will post a self-assessment reflection on their efforts to practice self-care and wellness during the semester.

(10 points) [CACREP F.1.1]

For additional clarification about course requirements and assignments, please contact me.

- **Other Requirements**

NA

- **Grading**

<u>GRADED ASSIGNMENTS:</u>	
Attendance/ Participation/Discussion Forums	20
Self-Care Assessment & Wellness Plan	10
Lifespan Collage	30
Group Presentations/Class Discussion (Movies/Films)	30
Quizzes (3 total)	30
Case Study Analysis/Final Research Paper (<i>Dear Doctor Letter</i>)	50
Total Points	170

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions (PD) Assessment

Professional Dispositions Assessments are completed by instructors in all required courses. A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. Students in “advanced or internship level” courses should demonstrate the dispositions always or almost always. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
Basic (Pre-Practicum)	Core: 602, 601, 525, 603, 609, 606, 604, 656 CMHC: 654, 652, 658 SC: 613, 611, 626
Intermediate (Practicum)	Core: 608, 660, 628, 619, 610, 797 CMHC: 750 SC: 751
Advanced (Internship)	CMHC: 792, 794 SC: 793, 795

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Summer Semester: Monday/Wednesday/Friday May 13, 2024 to Friday June 21, 2024

Week	Discussion Content	Assignments/Readings	Assignment(s) Due	Course Obj. #
Class 1 5/13	Syllabus Review <i>(In-Person Class)</i>	Read: Chapter 1 – Lifespan In Context		1,2,3,4,5,6
Class 2 5/15	Class Discussion: Chapter 1 <i>(In-Person Class)</i>	Read: Chapter 2 – The Roots of Lifespan Developmental Theories Listen: <i>Perspectives from the Field</i> (Podcast, pg. 53 [Chapter 2])	Self-Care Assessment & Wellness Plan	1
Class 3 5/17	Class Discussion (via Blackboard forum): Chapter 2 <i>(Asynchronous Class)</i>	Read: Chapter 3 - Cultural & Contextual Models Review: Student Reflections (3.1, 3.2 & 3.3)		1,2,3,4,5,6
Class 4 5/20	Class Discussion: Chapter 3 <i>(In-Person Class)</i>	Read: Research Handout (posted in Blackboard)		1,2,3,4,5,6
Class 5 5/22	Class Discussion (via Blackboard forum): Research Handout <i>(In-Person Class)</i>	Read: Chapter 4 – Cultural & Contextual Factors of Infancy Through Early Childhood & Chapter 5 - Developmental Theories of Infancy Through Early Childhood; <i>Place Matters</i> ; <i>What Surrounds Us Shapes Us</i> Watch: <i>Babies</i> film		1,2,3,4,5,6
Class 6 5/24	Class Discussion (via Blackboard forum): Chapters 4 & 5; <i>Place Matters</i> ; <i>What Surrounds Us Shapes Us</i> <i>(Asynchronous Class)</i>	Read: Chapter 6 - Cultural & Contextual Factors of Middle Childhood Through Adolescence & Chapter 7 - Developmental Theories of Middle Childhood Through Adolescence Listen: <i>Perspectives from the Field</i> (Podcast, pgs. 194 [Chapter 6] & 217 [Chapter 7])	Quiz #1 (covers Chapters 1-3 & Research)	1,2,3,4,5,6
Class 7 5/27	MEMORIAL DAY – NO CLASS			
Class 8 5/29	Group Presentation/Class Discussion: <i>Babies</i> film <i>(In-Person Class)</i>	Prepare for Class Discussion via Blackboard forum on Chapters 6 & 7		1,2,3,4,5,6
Class 9 5/31	Class Discussion (via Blackboard forum): Chapters 6 & 7 <i>(Asynchronous Class)</i>	Read: Chapter 8 - Cultural & Contextual Factors of Emerging Adulthood Through Early Adulthood & Chapter 9 - Developmental Theories of Emerging Adulthood Through Early Adulthood		1,2,3,4,5,6
Class 10 6/3	Class Discussion: Chapters 8 & 9 <i>(In-Person Class)</i>	Read: Chapter 10 - Cultural & Contextual Factors of Middle Adulthood & Chapter 11 - Developmental Theories of Middle Adulthood Watch: <i>I Am Somebody's Child</i> (movie); prepare for group presentation	Quiz #2 (covers Chapters 4-7)	1,2,3,4,5,6
Class 11 6/5	Class Discussion: Chapters 10 & 11 <i>(In-Person Class)</i>	Read: Chapter 12 - Cultural & Contextual Factors of Late Adulthood Through End of Life & Chapter 13 - Developmental Theories of Late Adulthood Through End of Life Listen: <i>Perspectives from the Field</i> (Podcast, pgs. 353 [Chapter 12] & 389 [Chapter 13])		1,2,3,4,5,6

Class 12 6/7	Class Discussion (via Blackboard forum): Chapters 12 & 13 (<i>Asynchronous Class</i>)	Prepare for Group Presentation on <i>I Am Somebody's Child</i> (movie)	Lifespan Collage	1,2,3,4,5,6
Class 13 6/10	Group Presentation/Class Discussion: <i>I Am Somebody's Child</i> (<i>In-Person Class</i>)	Read: <i>Dear Doctor Letter</i> (posted in Blackboard; begin writing case study & research paper)		1,2,3,4,5,6
Class 14 6/12	Class Discussion: Case Study Review (<i>In-Person Class</i>)	Watch: <i>Inside Out/ Eighth Grade/Something's Gotta Give/Sixteen Candles</i>		1,2,3,4,5,6
Class 15 6/14	Self-Care Assessment Journal Reflection Post (via Blackboard) (<i>Asynchronous Class</i>)	Watch: <i>Inside Out/ Eighth Grade/Something's Gotta Give/Sixteen Candles</i>	Quiz #3 (covers Chapters 8-13)	1,2,3,4,5,6
Class 16 6/17	Class Discussion: Case Study Review (<i>In-Person Class</i>)		Final Case Study & Research Paper Due	1,2,3,4,5,6

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling Program Mission Statement

Mason's Counseling Program infuses values integral to the preparation of professional counselors—social justice, multiculturalism, internationalism, advocacy, and leadership—into its celebrated curriculum. Graduates are prepared to assume leadership roles; be proactive change agents; and become advocates for social, economic, and political justice. By working through interdisciplinary teams as well as infusing teaching, research, service, and professional practice, the Mason counseling program will prepare the next generation of counselors to serve the collective needs of individuals through local, national, and international contexts.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubric:

Case Study Analysis/Research Paper in 525 (Key Assignment: KPI A.3.a.1; CACREP 2.F.3.f, 2.F.3.i)

Area Assessed	Pts.	Exceeds Standards 4	Meets Standards 3	Approaching Standards 2	Below Standards 1
1. Literature review	10	Demonstrates an exceptional understanding of research methodologies used to study human development.	Demonstrates a good understanding of research methodologies used to study human development.	Demonstrates a limited understanding of research methodologies used to study human development and assesses their validity and reliability in a limited way.	Demonstrates limited or no understanding of research methodologies used to study human development and fails to accurately assess their validity and reliability.

2. Organization /Context & Interpretation	10	Demonstrates an exceptional ability to address the case clearly and originally; demonstrates critical thinking about problems & issues presented; demonstrates critical thinking about student's own impressions & interpretations of case study.	Demonstrates the ability to address the case in a way that is clear and fairly original; demonstrates some critical thinking about problems & issues presented; some critical thinking about student's own impressions & interpretations of case study.	Demonstrates limited ability in addressing the case - distorts or neglects several important aspects of the case; demonstrates limited critical thinking about problems & issues presented; limited critical thinking about student's own impressions & interpretations of case study.	Demonstrates little to no ability in addressing the case - distorts or neglects most of the important aspects of the case; demonstrates little to no critical thinking about problems & issues presented; lacks critical thinking about student's own impressions & interpretations of case study.
3. Domains of development [KPI A.3.a.1; CACREP 2.F.3.f]	10	Demonstrates an exceptional ability to research and meaningfully and thoroughly assess the impact of selected topic on the 4 domains of development.	Demonstrates the ability to research and meaningfully assess the impact of selected topic on the 4 domains of development.	Demonstrates limited ability to research and assess the impact of selected topic on the 4 domains of development.	Demonstrates little or no ability to research or assess the impact of selected topic on the 4 domains of development.
4. Theories of human growth and development [KPI A.3.a.1; CACREP 2.F.3.f]	10	Provides an exceptionally thorough and robust critique and examination of the relevant theories of human growth and development and their applicability.	Provides thorough critique and examination of the relevant theories of human growth and development and their applicability.	Provides a limited critique and examination of the relevant theories of human growth and development and their applicability.	Provides little or no critique or examination of the relevant theories of human growth and development and their applicability.
5. Culturally and developmentally specific counseling considerations [KPI A.3.a.1; CACREP 2.F.3.i]	5	Demonstrates an exceptional ability to identify meaningful and relevant culturally and developmentally specific counseling considerations, including systemic and environmental factors that affect human development, functioning, and behavior.	Demonstrates the ability to identify relevant culturally and developmentally specific counseling considerations, including systemic and environmental factors that affect human development, functioning, and behavior.	Demonstrates a limited ability to identify culturally and developmentally specific counseling considerations, including systemic and environmental factors that affect human development, functioning, and behavior.	Demonstrates little or no ability to identify culturally and developmentally specific counseling considerations.

6. Counseling Implications [KPI A.3.a.1; CACREP 2.F.3.i]	5	Demonstrates an exceptional understanding of and ability to apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Demonstrates an accurate understanding of and ability to apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Demonstrates some understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Demonstrates limited or no understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
7. APA and Writing Style	5	Adheres to APA format (7th ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.	Adheres to APA format (7th ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.	Has errors in APA format (7th ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.	Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.