

MURRAY STATE UNIVERSITY**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 635****CREDIT HOURS: 3****I. TITLE: Human Development****II. COURSE DESCRIPTION AND PREREQUISITE(S):**

A detailed study of the human life-span in terms of growth and development, foundations and dynamics of human behavior, and personality, and learning.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. appreciate developmental studies as an academic discipline (CACREP Section II: G3a; Section III School: C3);
- B. understand the history of human development and the major theories of human development (CACREP Section II: G3a);
- C. develop an understanding of the potential implications of biological and genetic influences on human development as well as on maturation issues such as brain development, individual differences, health and nutritional and environmental (ecological) impact (CACREP Section II: G3a; G3c; G3f; NASP 2.4);
- D. develop an awareness of how social influences such as family interaction, self-identification, peer interaction, and other cultural influences impact human development (CACREP Section II: G3d; G3f; G3h; NASP 2.4, 2.7);
- E. understand how aging affects sensation, perception, and cognition (CACREP Section II: G3a);
- F. comprehend the similarities and differences between various learning theories (CACREP Section II: G3b; G3e; NASP 2.5);
- G. apply various learning theories to the role of attention and memory over the life-span (CACREP Section II: G3a);
- H. understand the theories of sex-role development, sexual behavior over the life span, and biosocial influences of sexual development (CACREP Section II: G3a; G3b); and
- I. understand the theories of personality development and related issues such as self-concept, attitudes, beliefs, values and life-style (CACREP Section II: G3a, G3b; G3h).

The CAEP/EPBSB theme of diversity will be addressed by students learning about the effect of culture and diversity on established human developmental theories. With regards to the CAEP/EPBSB theme of assessment, students will learn basic assessment in terms of developmental theories (e.g., assessing child parent attachment via Bowlby's attachment theory). Finally, the CAEP/EPBSB theme of Literacy/Reading will be addressed via the students engaging in a semester long assignment, in which they write, in APA format, a case study that integrates developmental theories over the lifespan. This course also promotes reflective decision making as students have to apply the developmental leaning theories to their own lives and then reflect on how this knowledge could impact the work that they do in their current or future professions.

IV. CONTENT OUTLINE:

- A. Overview of the lifespan of human development
- B. Social, emotional, and cognitive development across the lifespan
- C. Social and environmental influences
- D. Behavioral processes

V. INSTRUCTIONAL ACTIVITIES:

- A. Online lectures/PowerPoints
- B. Assigned readings
- C. Experiential activities
- D. Digital media
- E. Research
- F. Quizzes and exam

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

A. Required Text:

Broderick, P. C., & Blewitt, P. (2015). *The life span: Human development for helping professionals* (4th ed.). Boston, MA: Pearson Education, Inc.

Trotter, K., & Swartwood, M. (2004). *Lifespan: A multimedia introduction to human development* [CD-ROM]. Wadsworth, Cengage Learning.

B. References:

American Counseling Association. (2014). *2014 ACA code of ethics*. Alexandria, VA: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

C. Websites:

American Counseling Association (ACA): www.counseling.org

Adult Development and Aging (AADA): www.aadaweb.org

National Career Development Association (NCDA): www.scdca.org

American Mental Health Counselors Association (AMHCA): www.amhca.org

American School Counselor Association (ASCA): www.schoolcounselor.org

Kentucky Counseling Association (KCA): www.kyca.org

D. Journals:

Journal of Counseling & Development

Measurement and Evaluation in Counseling and Development

Adultspan Journal

The Career Development Quarterly

Journal of Mental Health Counseling

Professional School Counseling Journal

E. Library Resources:

MSU Library: www.murraystate.edu/MSML

MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 / kfarmer10@murraystate.edu

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

Developmental Case Study Project	35%
Juggling Activity & Reflection	20%
Exam 1	10%
Exam 2	10%
Exam 3	10%
Final Exam	15%
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Total	100%

B. Grading Scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

E = Below 70

C. Assignment Descriptions:

1. Developmental Case Study Project (35%) (CACREP Section II: G3a, G3c, G3d, G3f, G3h.; CACREP Section III School Counseling: C3; CAEP: D3a, D3c, D3d)

This is a semester-long project that will help you apply the theories of human development in a creative manner. This project will build on itself continuously throughout the course of the semester. As such, you will be responsible for submitting a portion of this assignment on a regular basis. However, you will build this project on the same Microsoft Word Document week after week. (FOR HDL STUDENTS ONLY: This is

the common assignment for this class. Please post the completed assignment in LiveText. This will be part of your review for the comprehensive exam.)

During the course of the semester, you will create a semi-fictional case study of a person's development from conception to death. You will build the case study around a person with whom you have had personal, but limited contact. Be sure that your case study represents a typical person with whom you would have regular contact with given your discipline/desired career path (e.g., a school counseling student may choose to build a case study around a high school student). Also, note that developing a case study around a person with whom you have intimate contact (e.g., a spouse, friend, sibling, offspring, etc.) is highly discouraged for this assignment. Be sure to change the name of your case study to ensure anonymity. Also, it is recommended that this person presents some observable issue/challenge (see example in next paragraph).

Your initial submission will be a snapshot of your case study taken from your last encounter. Specifically, you will submit any and all information that you can access, observe, or remember about said person (remember this is a creative project; as such, you will not interview the selected individual, just write and submit as much information about this person as you can recall). For instance, the following is a modest example of what an initial submission could look like: "The name of my case study is Dave S. He is a 32-year-old white male. He is married to a Hispanic woman, and they have a two year old son. Dave is currently employed as a banker. He deals with people on a regular basis, but recently he has been arguing with some of the customers. When asked by the bank manager why he has been "short-tempered", Dave responds that he is dealing with some family issues. Overall, Dave is a pleasant person, but he seems to be letting his familial dealings interfere with his professional life."

As the course continues, you will be asked to build on the case study (in a creative manner) based on 10 developmental periods (i.e. pregnancy, infancy, toddlerhood, early childhood, middle childhood, early adolescence, late adolescence, early adulthood, middle adulthood, and late adulthood). With each developmental period you will be responsible for illustrating developmental theories with your case study. In keeping with the example of Dave, I make up the rest of his life, from birth to death. With regards to the developmental period of pregnancy, for instance, I would create and submit a fictional story about Dave: "Dave's parents were heavy drinkers. In fact, when Dave was conceived, both of his biological parents were intoxicated. Dave's mother continued drinking and smoking cigarettes during her pregnancy. This abuse subsequently resulted in Dave's premature birth. Despite being born two weeks early (5 lbs. 7 oz.) he was physiologically healthy and was released from the hospital four days after his birth. Dave was the youngest of three children." My fictional story about Dave continues and is submitted upon the due date indicated in the syllabus. Overall, the case study will be analyzed based on the theories of human development gleaned from the readings (please see the rubric for specifics on grading).

By the end of the semester, there will be information from each chapter applied to the case study as a possible explanation for the formation or possible consequences of the presenting issue that was indicated in the first case study submission (e.g., Dave's outbursts at customers).

At the end of the semester, a treatment plan will be developed to address the problem/issue. The treatment plan is to be grounded in the theories and best practices research, and will be based on the information that you submitted to the instructor throughout the course of the semester.

Remember to submit all entries in APA (6th ed.) format.

2. Juggling Activity & Reflection (20%) (CACREP Section II: G3b, G3e)

A byproduct of this project is that you will learn how to juggle three tennis balls; or if you already know how to juggle, you will teach another person (someone who is not taking this course) how to juggle three balls. The main intent of this project is to reflect on and describe the application of developmental learning theories within this project. Specifically, I want you to identify how you learned (or how you taught) juggling, based on the theories of learning depicted in our text (i.e., identify and describe the learning theories employed in the task of learning/teaching the act of juggling three balls). Additionally, I want you to describe challenges and obstacles that you experienced in completing this project. Finally, describe what it means to you that you attempted and accomplished this task, how you can apply this meaning to your professional identity, and how differentiated interventions can be applied to help others.

Please note that if for some reason you cannot complete this assignment as outlined (e.g., physical disability), it is your responsibility to contact the instructor.

This is a creative project (2-5 pages) that is written in first person narrative. Although it is not a research-based paper, you will still need to follow APA (6th ed.) guidelines.

3. Exams (3 @ 10% each, and a Final Exam at 15%) (CACREP Section II: G3b; CAEP: D3b)
You will be given three, noncumulative exams during the course of the semester. The final will be a cumulative exam. All exams will/may consist of multiple choice and true and false items. All exams will be timed.

ALL ASSIGNMENTS MUST BE TYPED & IN APA (6th ed.) FORMAT & SUBMITTED IN MICROSOFT WORD.

In order to view feedback, students must open edited Word document using a computer (opening a document using a handheld device [e.g., a smartphone, tablet, etc.] will not show my comments/edits)

Please note: Any assignment not turned in at the designated classroom due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: [\(270\) 809-3155](tel:(270)809-3155) Fax: [\(270\) 809-6887](tel:(270)809-6887); TDD: [\(270\) 809-3361](tel:(270)809-3361); Email: msu.titleix@murraystate.edu

Course Specifics for CNS 635

CACREP Counseling Program Specifics for CNS 635

School Counseling Objectives		Assessment
Counseling, Prevention, and Intervention C3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	Developmental Case Study Project

Course Schedule and Assignments

Class	Topic	Assignments / Readings Due at Start of Class	Assessed Standards
PART 1	Developmental Theories, Pregnancy, and Infancy	<u>Readings</u> Broderick & Blewitt: Chapters 1, 2, 3 [p. 78-92], & 4 Trotter & Swartwood: Prenatal Development, Birth, and the Newborn Canvas PPTs: The Life Span Overview, Prenatal Development, & Infancy <u>Assignments</u> Case Study: Initial Case Study Submission (i.e. background information); Pregnancy Submission; Infancy Submission	CACREP Section II: G3a, G3c, G3d, G3f, G3h; CAEP: D3a, D3c, D3d
PART 2	Toddlerhood, Early Childhood, and Middle Childhood	<u>Readings</u> Broderick & Blewitt: Chapters 3 [p. 92-123], 5, 6, 7, & 8 Trotter & Swartwood: Infancy and Toddlerhood, Early and Middle Childhood Canvas PPTs: Toddlerhood, Early Childhood, Middle Childhood <u>Assignments</u> Case Study: Toddlerhood Submission; Early Childhood Submission; Middle Childhood Submission Exam 1	CACREP Section II: G3a, G3b, G3c, G3d, G3f, G3h; CAEP: D3a, D3b, D3c, D3d

<p>PART 3</p>	<p>Early & Late Adolescence</p>	<p><u>Readings</u> Broderick & Blewitt: Chapters 9 & 10 Trotter & Swartwood: Adolescence Canvas PPTs: Early Adolescence, Late Adolescence <u>Assignments</u> Case Study: Early Adolescence Submission; Late Adolescence Submission Juggling Activity & Reflection Paper Exam 2</p>	<p>CACREP Section II: G3a, G3b, G3c, G3d, G3f, G3h; CAEP: D3a, D3b, D3c, D3d</p>
<p>PART 4</p>	<p>Early & Middle Adulthood</p>	<p><u>Readings</u> Broderick & Blewitt: Chapters 11, 12, & 13 Trotter & Swartwood: Early and Middle Adulthood Canvas PPTs: Early Adulthood, Middle Adulthood <u>Assignments</u> Case Study: Early Adulthood Submission; Middle Adulthood Submission Exam 3</p>	<p>CACREP Section II: G3a, G3b, G3c, G3d, G3e, G3f, G3h; CAEP: D3a, D3b, D3c, D3d</p>
<p>PART 5</p>	<p>Late Adulthood</p>	<p><u>Readings</u> Broderick & Blewitt: Chapters 14 & 15 Trotter & Swartwood: Late Adulthood, Death, Dying, and Bereavement Canvas PPTs: Late Adulthood, Very Old Age <u>Assignments</u> Case Study: Late Adulthood Submission, Treatment Plan & Self-Reflection Final Exam</p>	<p>CACREP Section II: G3a, G3b, G3c, G3d, G3f, G3h; School Counseling: C3; CAEP: D3a, D3b, D3c, D3d</p>

CNS 635 – Developmental Case Study Project – Summative Grading Rubric

Criteria	Excellent (5 points)	Good (4 points)	Fair (3 points)	Poor (2 Points)	Not Acceptable (0 points)
Statement of the problem:	The Statement of the problem includes background information and clearly identifies the issue	The project’s purpose is clearly stated. The project may have minor lapses in developing the purpose and/or some sources may not relate directly to the purpose.	The purpose is adequate and apparent, but reflects a general (or simple) expression of the topic. The project does not reflect a sufficient amount of sources that relate to the purpose of the project.	The purpose is vague and is not consistently clear throughout the project. Source material and ideas do not always respond to the purpose.	The purpose of the project is not stated and is generally unclear or lacking throughout.
Application of theoretical information	Each developmental period incorporates at least five developmental theories. Application of developmental theories provides insight and in-depth analysis to conceptualize case study.	Each developmental period incorporates at least five developmental theories. Application of developmental theories provides some insight and analysis to conceptualize case study.	Most developmental periods incorporates at least five developmental theories. Application of developmental theories is minimal and does not provide analysis to conceptualize case study.	Most developmental periods do not incorporate at least five developmental theories. Application of developmental theories is minimal and does not provide analysis to conceptualize case study.	Application of theories is omitted
Content	The content includes a balanced presentation and application of relevant theories from each chapter. Application is thoughtful and in-depth and provides understanding for the case study. Each developmental period contains a clear discussion of strategies that would promote overall health and wellness.	The content includes a balanced presentation and application of relevant theories from each chapter. Application provides some understanding the case study. Each developmental period contains a clear discussion of strategies that would promote overall health and wellness.	The content includes information from most of the chapters but the application of relevant theories to the case study is unclear or minimal. Most developmental periods contain a clear discussion of strategies that would promote overall health and wellness.	The content includes information from most of the chapters, but the application of theories to the case study is irrelevant or unclear and doesn’t provide understanding of the case study. Most developmental periods do not contain a clear discussion of strategies that would promote overall health and wellness.	The content includes limited information from each chapter or chapter information is omitted from the case study analysis.
Organization	The ideas expressed in the project are logically arranged and support a central purpose. The project transitions smoothly from one idea to another and the reader can follow the line of reasoning.	The ideas expressed in the project are usually arranged in a logical manner to support a central purpose. Some transitions from one idea to the next may be faulty, but overall each idea relates to the central purpose.	The ideas expressed in the project do not appear to be arranged in a logical manner. At times, the ideas may fail to make sense together even if they relate to a central theme.	The ideas expressed in the project may have some random organization, but lack articulated connection to one another or to the project’s purpose. The project uses few or inappropriate transitions from one idea to another.	The project lacks significant organization and coherence.
Analysis and Plan to address the issue	An in-depth plan, which is supported by scholarly work, is developed to promote health and wellness of the case study at the initial level of development that was identified in the introduction. Strategies to help the individual identify strengths and resources to cope with environmental and developmental issues within that particular developmental period are clearly addressed.	A plan is developed to address the problem/issue, as stated in the introduction, and is supported by scholarly work; however, the plan is not in-depth. A strategy to help the individual identify strengths and resources to cope with environmental and developmental issues within that particular developmental period is minimally addressed.	A plan is developed to address the problem/issue based on the semester theoretical information applied to the case study. Strategies to help the individual identify strengths and resources to cope with environmental and developmental issues within that particular developmental period are minimally addressed.	A minimal plan is developed to address the problem/issue based on the semester theoretical information applied to the case study but is neither in-depth nor supported by the theoretical information. Strategies to help the individual identify strengths and resources to cope with environmental and developmental issues within that particular developmental period are not addressed.	No plan is developed to address the problem/issue based on the semester theoretical information applied to the case study.
Reflection	Reflection is in-depth and indicates an understanding of the importance and application of the Case Study and semester information	Reflection indicates a solid understanding of the importance and application of the Case Study information	Reflection is minimal, but indicates a basic understanding of the importance and application of the Case Study and semester information	Reflection is minimal and does not indicate an understanding or application of the semester information	The reflection is omitted
Mechanics/Grammar	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, cover page, running head, appropriate citations, appropriate sentence & paragraph structure, and reference page.	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Student demonstrates appropriate level of writing that adheres to APA format; however, mistakes in margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page are consistent.	Level of writing mostly does not adhere to APA format with inappropriate margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page.

Formative Rubric (for Counseling Students) – Developmental Case Study Project

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Effects on development across the lifespan (CACREP Section II: G3c, G3f; CAEP: D3c)	Thoroughly describes all of the following as it relates to the case study: (a) effects of crises, disasters, and other trauma-causing events on human development at every developmental stage; (b) impact of factors on social functioning; (c) impact of factors on academic functioning; and (d) impact of factors on occupational functioning.	Addresses all of the following as it relates to the case study, but not in a striking manner: (a) effects of crises, disasters, and other trauma-causing events on human development at every developmental stage; (b) impact of factors on social functioning; (c) impact of factors on academic functioning; and (d) impact of factors on occupational functioning.	Addresses at least three of the following as it relates to the case study: (a) effects of crises, disasters, and other trauma-causing events on human development at every developmental stage; (b) impact of factors on social functioning; (c) impact of factors on academic functioning; and (d) impact of factors on occupational functioning.	Fails to address at least three of the following as it relates to the case study: (a) effects of crises, disasters, and other trauma-causing events on human development at every developmental stage; (b) impact of factors on social functioning; (c) impact of factors on academic functioning; and (d) impact of factors on occupational functioning.	
Theories of learning (CACREP Section II: G3b)	Thoroughly incorporates all of the following as it relates to the case study: (a) development of learning throughout the lifespan; and (b) impact of factors on ability level and learning	Addresses all of the following as it relates to the case study, but not in a striking manner: (a) development of learning throughout the lifespan; and (b) impact of factors on ability level and learning	Addresses just one of the following as it relates to the case study: (a) development of learning throughout the lifespan; and (b) impact of factors on ability level and learning	Fails to address either of the following as it relates to the case study: (a) development of learning throughout the lifespan; and (b) impact of factors on ability level and learning	
Human development across the lifespan (CACREP Section II: G3a; CAEP: D3a)	Thoroughly and accurately applies 5 or more developmental theories within 10 to 11 developmental stages to conceptualize case	Thoroughly and accurately applies 5 or more developmental theories within 8 to 9 developmental stages to conceptualize case	Accurately applies 5 or more developmental theories in at least 8 developmental stages to conceptualize case	Fails to accurately apply 5 developmental theories in at least 8 developmental stages.	
Prevention and Intervention Plans (CACREP Section II: G3d, G3h; SC: C3; CAEP: D3d)	Thoroughly incorporates all of the following as it relates to the case study: (a) a clear discussion of strategies that would promote overall health and optimal wellness in each developmental stage; (b) enhancement of wellbeing through cultural-family-social collaboration within 9 to 11 developmental stages; and (c) development of plan (that is inclusive of individual strengths to cope with environmental and/or developmental problems) to promote health and wellness at present level of development	Addresses all of the following as it relates to the case study, but not in a striking manner: (a) a clear discussion of strategies that would promote overall health and optimal wellness in each developmental stage; (b) enhancement of wellbeing through cultural-family-social collaboration within 9 to 11 developmental stages; and (c) development of plan (that is inclusive of individual strengths to cope with environmental and/or developmental problems) to promote health and wellness at present level of development	Addresses at least two of the following as it relates to the case study: (a) strategies that would promote overall health and optimal wellness in each developmental stage; (b)enhancement of wellbeing through cultural-family-social collaboration within 9 to 11 developmental stages; and (c) development of plan (that is inclusive of individual strengths to cope with environmental and/or developmental problems) to promote health and wellness at present level of development	Fail to address at least two of the following as it relates to the case study: (a) discussion of strategies that would promote overall health and optimal wellness in each developmental stage; (b)enhancement of wellbeing through cultural-family-social collaboration within 9 to 11 developmental stages; and (c) development of plan (that is inclusive of individual strengths to cope with environmental and/or developmental problems) to promote health and wellness at present level of development	

Summative Rubric for Juggling Activity

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Theories of Learning (CACREP Section II: G3b)	Accurately describes and applies 3 or more learning theories appropriate to the activity	Accurately describes and applies at least 2 learning theories appropriate to the activity	Accurately describes the application, but not in a striking manner, at least 2 learning theories appropriate to the activity	Fails to accurately describe the application of at least 2 learning theories appropriate to the activity	
Exceptional Abilities (CACREP Section II: G3e)	Thoroughly describes all of the following: (a) challenges experienced during the course of the activity; (b) meaning of overcoming challenges as it related to optimal human development (i.e., exceptional abilities/strategies to for differentiated interventions); (c) applying meaning to professional identity	Addresses all of the following, but not in a striking manner: (a) challenges experienced during the course of the activity; (b) meaning of overcoming challenges as it related to optimal human development (i.e., exceptional abilities/strategies to for differentiated interventions); (c) applying meaning to professional identity	Addresses at least two of the following: (a) challenges experienced during the course of the activity; (b) meaning of overcoming challenges as it related to optimal human development (i.e., exceptional abilities/strategies to for differentiated interventions); (c) applying meaning to professional identity	Fails to address at least two of the following: (a) challenges experienced during the course of the activity; (b) meaning of overcoming challenges as it related to optimal human development (i.e., exceptional abilities/strategies to for differentiated interventions); (c) applying meaning to professional identity	
Possible Points	94% - 100%	85% - 93%	70% - 84%	Less than 70%	
Total					/100