



Department of Counseling and Student Affairs

COURSE

CNS 557 Human & Family Development. Understanding the nature and needs of normal and abnormal individuals in the family system at all developmental levels emphasizing moral, intellectual, and ethical development. An overview of counseling strategies in the family system and in the life cycle of the family.

PURPOSE OF THE COURSE

This course is designed to provide students with an understanding of the basic knowledge in the developmental counseling needs of the individuals in the family system.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- e. biological, neurological, and psychological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior *
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

MARRIAGE, COUPLE, AND FAMILY COUNSELING

F.2. CONTEXTUAL DIMENSIONS

- f. aging and intergenerational influences and related family concerns

KY EPSB

2.4 HUMAN GROWTH AND DEVELOPMENT

- 2.4.a. Theories of individual and family development across the lifespan
- 2.4.b. Theories of learning
- 2.4.c. Theories of normal and abnormal personality development
- 2.4.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior.
- 2.4.f. Systemic and environmental factors that affect human development, functioning, and behavior*.

2.4.h. A general framework for understanding differing abilities and strategies for differentiated interventions

2.4.i. Ethically and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

REQUIRED AND RECOMMENDED COURSE READINGS

Required Texts

Broderick, P.C., & Blewitt, P. (2020). *The life span: Human development for helping professionals*. New York, NY: Pearson.

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. The course is a mixture of group discussion/exercises, demonstrations, blackboard discussions, quizzes and/or exams. Class sessions may involve pop quizzes, as well as student lead discussions and informal presentations so as to demonstrate an understanding of the required reading. The instructor may conduct live demonstrations to illustrate course objectives and concept and will ask students to seek volunteers for such. All volunteers will be screened for appropriateness and fit. Student observers are bound by all of the American Counseling Association Code of Ethics that apply (including maintaining confidentiality of all participants outside of this class setting).

COURSE REQUIREMENTS

Attendance, Preparation, and Participation

Blackboard Discussion and Posts

Blackboard assignments are due prior to the next BBD discussion or class session and must be completed within the given discussion period. For example, if the class meets or a new BBD session begins on Tuesday, all Blackboard assignments are due on Monday. Students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students. All BBD postings must be completed within the given discussion period. Late submissions are not accepted under any circumstance. The prompts for the Main Posts are included under the Content Tab in Blackboard.

Main Post (5 points). Main Posts are new threads that are responses to the instructions for each particular lesson or topic. Main posts must be submitted during with enough time prior to the due date so that others can respond accordingly. Since posts cannot be changed after submittal, it is recommended that all documents are first written and saved into Word. Documents can be cut and pasted by opening <HTML> function. Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all of the questions noted in the assignment prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 6th formatting (proper

- referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made days before the discussion closes so that others can post responses).

Response Post (3 points). For any given Blackboard discussion, students must submit at least one response to another student's main post. Response posts should illustrate that the student has read all postings per that lesson. Requirements of each main post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Discussion Post Rubrics for Main and Response Posts are as follows respectively:

Criteria	3 Points Possible	2 Points Possible	1 Point Possible
Critical Thinking/Application	Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content, while including examples and elaboration on prompt. Incorporation of references from the topic's associated readings.	Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not support that student read the entire discussion.	Lack of critical thinking and application. Limited evidence that required reading was completed and applied. References are not used, do not apply to the prompt or the post being responded to, or appear haphazardly chosen.
Formatting, Grammar and Word Count			No mistakes. Word count met.
Timeliness			On time. Post is made so other students have time to read.
Response Post	Response post is excellent in the areas (a) critical thinking/application; (b) formatting, grammar and word count	Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application; (b) formatting, grammar and word count	Post hardly meets all of the criteria.

Portfolio Reaction Paper (*CACREP Key Assessment Standard CORE 3.f., 3.i.; KY EPSB Key Assessment Standard CORE 2.4.f., 2.4.i.*)

The paper must adhere to all APA formatting guidelines and must be written with correct spelling and

grammar. Headings and sub-headings must reflect the given list of required content. (For example, a first level header would be: “The Impact of Systemic and Environmental Factors on Human Development.” A second level header would be “Career, Vocation, Work and/or Academics.” The paper should be no more than 6 pages (including cover and reference page). Each section will be graded upon the following: (a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout *each sub-section* of the paper to support the given narrative.

- A. The Impact of Systemic and Environmental Factors on Human Development
- B. The Impact of Systemic and Environmental Factors on Human Functioning
 - 1. Career, Vocation, Work and/or Academics
 - 2. Social (Friendships, Family, Community)
 - 3. Intimate Relationships
- C. The Impact of Systemic and Environmental Factors on Human Behavior
 - 1. Thoughts
 - 2. Actions
 - 3. Emotions
 - 4. Physiology (medical, illness, etc.)
- D. Ethical and Culturally Relevant Strategies for Promoting Resilience and Optimum Development and Wellness across the Lifespan

Review the rubric associated with this assignment prior to submission.

Quizzes and Exams

On-line quizzes and exams may be taken up to 2 times until the due date. The quiz is timed; questions are randomized for each attempt. There is not partial credit for multiple answer questions. The highest grade will be recorded. Quizzes are due on the dates noted in the syllabus.

STUDENT EVALUATION CRITERIA AND PROCEDURES

Rubrics for the assignments are noted at the end of the syllabus. Students should compare and contrast their completed assignments with the rubrics before submission. Percentages of total points counting towards the Final Grade are distributed as follows:

- A 90% - 100% of total points
- B 80% - 89% of total points
- C 70% - 79% of total points
- D 60% - 69% of total points
- F 59% and below

CACREP ASSESSMENTS

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

ACADEMIC INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics

consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% of the total points possible each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

FLEXIBILITY CLAUSE

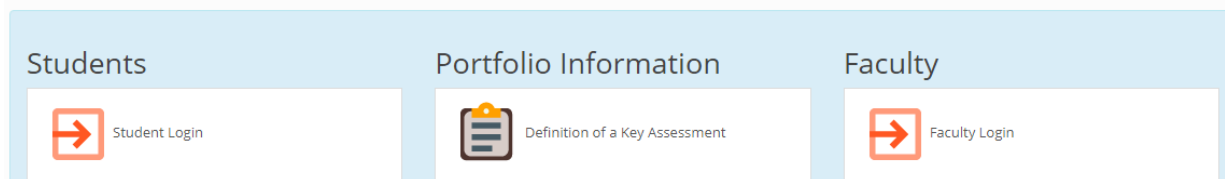
The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

Main Discussion Posts are due no later than Wednesday of the given week in order to receive full credit for timeliness. Response Posts are due by Sunday 11:59 pm CST.

DATE	TOPICS & ASSOCIATED READING (<i>in bold</i>)	ASSIGNMENTS DUE
January 27	Course Introduction Themes in Development BB C1	Intro to Online Course Quiz APA and Writing Quiz Examine Your Beliefs About Development Survey

February 3	Themes in Development	Chapter 1 Quiz Chapter 1 BBD Discussion
February 10	Behavioral Development BB C2	Chapter 2 Quiz Chapter 2 BBD Discussion
February 17	Early Years, Cognitive Development BB C3	Chapter 3 Quiz Chapter 3 BBD Discussion
February 24	Early Years, Emotional and Social Development BB C4	Chapter 4 Quiz Chapter 4 BBD Discussion
March 2	Early Years, Emerging Self BB C5	Chapter 5 Quiz Chapter 5 BBD Discussion
March 9	Spring Break	
March 16	Middle Childhood, Cognitions BB C6	Chapter 6 Quiz Chapter 6 BBD Discussion Midterm Course Evaluation Survey
March 23	Middle Childhood and Early Adolescence BB C7	Chapter 7 Quiz Chapter 7 BBD Discussion
March 30	Middle Childhood and Early Adolescence BB C8	Chapter 8 Quiz Chapter 8 BBD Discussion
April 6	Adolescence BB 9	Chapter 9 Quiz Chapter 9 BBD Discussion
April 13	Adolescence BB 10	Chapter 10 Quiz Chapter 10 BBD Discussion Portfolio Reaction Paper (due 04.20)
April 20	Young Adulthood BB 11-12	Chapter 11 Quiz Chapter 12 Quiz Chapter 12 BBD Discussion
April 27	Middle Adulthood BB 13-14	Chapter 13 Quiz Chapter 14 Quiz
May 4	Late Adulthood BB C15	Chapter 15 Quiz
May 11 (due at 11:59 pm)		Final Exam

E-PASS Portfolio System



<http://edtech2.wku.edu/portfolio>

NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload certain **graded** assignments across the curriculum that assess for CACREP standards. Also, please note that this is a requirement for Council for Accreditation for Educator Preparation (CAEP) accreditation.

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account**. If you need directions, please follow the instructions at:

http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

*****Your paper should be saved as a Microsoft Word document.**

- Go to <http://www.wku.edu>
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS588 (click on "View Key Assessment")
- You will see "Reaction Paper"
- Click on "Upload/View Files." Upload
 - Your graded assignment (i.e., paper with qualitative feedback)
 - If there is not written feedback on the actual assignment (i.e., power point), include the power point *and* the professor's feedback. The latter may be in a word document or screen shot of feedback in BBD rubric.

- Follow the directions to upload your document (this is similar to adding an email attachment)

Portfolio Reaction Paper				
Requirement	0	1	2	3
Format: Paper meets page limitations		Paper met page limitation		
Analysis Format: APA formatting, spelling and grammar		No more than 3 errors made in APA formatting, spelling, grammar, and/or in headings	No more than 1 error made in APA formatting, spelling, grammar, and/or in headings	No mistakes in formatting, spelling and grammar; headings were used as instructed
(A.) The Impact of Systemic and Environmental Factors on Human Development		<p>The required expectations were somewhat met as follows:</p> <p>Include all relevant demographics and information that will support your analysis and conceptualization.</p>	<p>All of the required expectations were met and exhausted as follows:</p> <p>Include all relevant demographics and information that will support your analysis and conceptualization.</p>	
(B.) The Impact of Systemic and Environmental Factors on Human Functioning 1. Career, Vocation, Work and/or Academics		<p>The majority of the expectations were not met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles</p>	<p>Many of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to</p>	<p>All of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-</p>

		incorporated throughout each sub-section of the paper to support the given narrative.	support the given narrative.	section of the paper to support the given narrative.
(B.) The Impact of Systemic and Environmental Factors on Human Functioning 2. Social (Friendships, Family, Community)		<p>The majority of the expectations were not met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>	<p>Many of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>	<p>All of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>
(B.) The Impact of Systemic and Environmental Factors on Human Functioning 3. Intimate Relationships		<p>The majority of the expectations were not met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of</p>	<p>Many of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c)</p>	<p>All of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of</p>

		<p>concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>	<p>application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>	<p>concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>
<p>(C.) The Impact of Systemic and Environmental Factors on Human Behavior 1. Thoughts</p>		<p>The majority of the expectations were not met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>	<p>Many of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>	<p>All of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>

<p>(C.) The Impact of Systemic and Environmental Factors on Human Behavior</p> <p>2. Actions</p>		<p>The majority of the expectations were not met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>	<p>Many of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>	<p>All of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>
<p>(C.) The Impact of Systemic and Environmental Factors on Human Behavior</p> <p>3. Emotions</p>		<p>The majority of the expectations were not met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials</p>	<p>Many of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course)</p>	<p>All of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials</p>

		(including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.	and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.	(including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.
(C.) The Impact of Systemic and Environmental Factors on Human Behavior 4. Physiology		<p>The majority of the expectations were not met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>	<p>Many of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>	<p>All of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.</p>
(D.) Ethical and Culturally Relevant Strategies for Promoting Resilience and Optimum		<p>The majority of the expectations were not met as follows:</p> <p>(a) demonstration of thorough conceptualization of</p>	<p>Many of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of</p>	<p>All of the required expectations were met as follows:</p> <p>(a) demonstration of thorough conceptualization of</p>

Development and Wellness across the Lifespan		the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.	the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.	the essential elements in the prompts below; (b) appropriate connecting of concepts and tenets with one another; (c) application and referencing of relevant and appropriate materials (including materials used in the course) and at least two relevant and appropriate peer reviewed journal articles incorporated throughout each sub-section of the paper to support the given narrative.
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Portfolio Assignment Rubric for EPS

(CACREP Standards CORE 3.f., 3.i.)

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge 1	Student demonstrates minimal knowledge 2	Student meets knowledge requirements 3	Student exceeds knowledge expectations 4
The student will understand how systemic and environmental factors affect human development, functioning, and behaviors. (CACREP core standard F.3.f)	Student has not met the requirements as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of Human Development including a framework for understanding how systemic and environmental factors affect human development, functioning, and behaviors.	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding of Human Development including a framework for understanding how systemic and environmental factors affect human development, functioning, and behaviors.	Student has met requirements as described in the syllabus and reflects satisfactory progress in the knowledge and understanding of Human Development including a framework for understanding how systemic and environmental factors affect human development, functioning, and behaviors.	Student has exceeded all the requirements as described in the syllabus and reflects significant progress in the knowledge and understanding of Human Development including a framework for understanding how systemic and environmental factors affect human development, functioning, and behaviors.
The student will understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP core standard F.3.i)	Student has not met the requirements as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Student has met the requirements as described in the syllabus and reflects satisfactory progress in the knowledge and understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.