

**COUN 637-7901-Online:
Advanced Human Development
Spring 2022: January 10 - May 6
Chadron State College**



Face coverings continue to be strongly recommended and encouraged at the discretion of each individual for all in-person class meetings.

Please monitor the Chadron State College COVID-19 website (<https://www.csc.edu/covid19/index.csc>) for continuing updates.

Part 1: Course Information

Instructor:

Instructor: Dr. Lauren Coffey
Office Phone: Distance Faculty
e-mail: lcoffey@csc.edu
Office Hours: Virtual by appointment.
CSC Online Address: <https://online.csc.edu/>
Facebook: <https://www.facebook.com/groups/cscounseling>

Credit Hours: 3

Course Description:

Case studies interwoven with empirical findings, theory, research methodology, explanations of technical concepts and practical issues are presented to clarify biological, perceptual, cognitive, social and emotional development (CSC Graduate Catalog, 2021-2022).

Textbook & Course Materials:

Required Texts:

1. Newman B.M., & Newman, P. R. (2018) Development Through Life: A Psychosocial Approach (13th ed.)
2. **This course will require MindTap from Cengage.** Log in to **CSC Online** and click on the Cengage Learning link. When prompted, create or log in with your Cengage account and follow the prompts to complete the registration process.

Course Connection to Program Portfolio (Degree-Seeking Students):

A completed, approved, e-portfolio is a requirement for graduation. It is a visual showcase of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabi and key assignment from each of your completed courses. **For this course, your portfolio must include a copy of the syllabus and your Developmental Milestones / Stories of Development Self-Reflection Paper.**

Method of Instruction:

Course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams organized. **Each week typically begins at 1:00 AM Mountain Time, Monday and closes 10 PM Mountain Time, Sunday. The notable exception is the final week of class when all assignments close at 10 pm Mountain Time, Wednesday.** All dates and assignments can be found in the course schedule.

Course Requirements:

It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include: active participation, and completion of all assigned work on time. **Unless otherwise indicated, all written assignments must follow APA formatting guidelines:** <http://owl.english.purdue.edu/owl/resource/560/1/> Each weekly activity includes: MindTap assignments, forums, readings, and exams.

Nebraska State College Board Policy 4141

For a 1-hour credit course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. In this 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below. Actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

****Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

<i>Learning Activity</i>	<i>Hours Per Week</i>	<i>Total for Course</i>
Direct Online Instruction	2 X 15 weeks	30
Reading & Interactive Multimedia	3 X 15 weeks	45

Assignments	1 X 15 weeks	15
Weekly Forum Postings and Discussions	2 X 15 weeks	30
Exams	1 X 15 weeks	15
Total	9	135

Part 2: Student Learning Outcomes

In addition to the following learning outcomes, the School Counseling Program also meets the *CSC Education Unit Intended Program Outcomes*:

- **Visionary Leader Model Components:** Communication, Thinking Skills, *Methodology*, *Leadership*, *Assessment*, Inclusive Learning Environment, Professionalism.
- **IntASC Outcomes:** Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

	Knowledge/Skill Outcomes	CACREP 2016, CSC SLO.	Related Assignment
1	theories of individual and family development across the lifespan	2.F.3.a; SLO-3	<ul style="list-style-type: none"> • Developmental Milestones Paper • Readings, MindTap Assignments & Exams
2	Theories of learning	2.F.3.b; SLO-3	<ul style="list-style-type: none"> • Readings, MindTap Assignments & Exams
3	theories of normal and abnormal personality development	2.F.3.c; SLO-3	<ul style="list-style-type: none"> • Readings, MindTap Assignments & Exams
4	biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e; SLO-3	<ul style="list-style-type: none"> • Readings, MindTap Assignments & Exams
5	a general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h; SLO-3	<ul style="list-style-type: none"> • Readings, MindTap Assignments & Exams
5	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i; SLO-3	<ul style="list-style-type: none"> • Readings, MindTap Assignments & Exams

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you will be expected to manage your time so that you can make the most of the student learning process and deliver your course assignments by the agreed-upon due-dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. To find out more about each of the assignments listed below, complete details can be found in the CSC Online site associated with this course. Grades will be based on a weighted scale determined by the following percentages:

<i>Assignment</i>	<i>Percentage of Course Grade</i>
Developmental Milestones / Stories of Development Self-Reflection Paper	35
MindTap Quizzes	15
Forums	30
MindTap Assignments	20
Total	100

<i>Letter Grade</i>	<i>Point Percentage</i>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Late Work Policy: I do not accept late submissions for assignments, forums or exams. Late work due to extreme emergency conditions will be considered on an individual basis with supportive documentation such as a doctor's note or obituary. You must contact the instructor in a timely manner to determine if work is acceptable and if you will be granted a late exception. It is the student's responsibility to check the CSC online grade book to determine whether the instructor has graded assignments.

Viewing Grades in CSC Online: I will update grades in Cengage MindTap each time a grading session has been completed—typically within **1-week** following the completion of an activity.

Required Assignments:

1. **Forums:** Each week you will have many opportunities to share your ideas. I will provide the topic and you will provide amazing reflection, insight, and discussion. Please see the rubric at the end of this syllabus.
 - A. A new forum will be available **Monday through Sunday** of each week. **To receive full points, you must participate with at least 1 original post and 2 replies, 3 of the 7 days the forum is open. I will not grade a post/reply when submitted after the forum closes.**
 - B. You **MUST** read a majority of your classmates replies and posts. Points will be subtracted if you read less than 50%.
 - C. **Each post must be a minimum of 250 words, and each reply must be a minimum of 200 words.** Additional posts and replies over the minimum can be any length. I recommend

you NOT rely on MSWord's word count. It tends to result in a lower count than CSCOnline.

- D. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
 - E. Your first forum is the CSC Online Profile. Please upload a photo of yourself! Not a photo of your family, or favorite park, or pet. The purpose of the photo is so that we can recognize each others face. You will not write any posts for this particular forum.
 - F. Please also take the time to review the Discussion Forum Rubric found linked to your Course Home Page.
2. **MindTap Assignments** are found in your Cengage MindTap course. Once completed, you will automatically receive a grade and feedback for some assignments, while others will be manually graded and require you to view assignment feedback from within your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab <https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr> .
 3. **Syllabus Quiz:** You will find this quiz in CSC Online-Weekly Lesson 1.
 4. **MindTap Exams:** You will complete chapter exams/quizzes in MindTap.
 5. **Developmental Milestones / Stories of Development Self-Reflection Paper.** Reflect on three developmental milestones in your experience, from three different developmental ages. Describe each experience, explaining it from the perspective of “story” in your life. One of the experiences should include involvement with a diverse population or relate to interacting with an individual, group or setting that is of a different ethnicity, race, sexual orientation, or socioeconomic status than you. Describe the social and cultural context in which your experience occurred. Analyze the ways in which the subsequent milestones relate to or were influenced by the first. Speculate on how these milestones might influence your future development in a particular area. Draw on and incorporate into your paper specific developmental theories for your analysis.

Choose a topic related to a developmental issue (e.g. mental retardation, autism, fetal alcohol syndrome, blended families, midlife crises, or Alzheimer’s disease). The purpose of the project is for you to gain more knowledge in an area that you can use in your current or future work in counseling. The paper will be a minimum of 8-pages, APA style, include citations, and address the following:

- a. description of the problem / topic of investigation (review of the literature)
- b. why this problem / topic is important
- c. relevance of this problem / topic to minority populations
- d. how is this problem / topic addressed by mental health and school counselors (brief review of most relevant treatment, interventions, counseling strategies supported in the literature)

- e. a conclusion summarizing the topic including your personal perspectives and thoughts about the future of this topic.
- f. references (at least eight references, two of which must be accessed through the internet).

Part 4: Course & Institution Policies

Student Behavior:

Academic Honesty: Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
 - A. Submitting an assignment that someone else has written and claiming the work as one's own.
 - B. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 - C. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note:

- "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one's own original work is not tolerated. I will use Turn-it-In software

to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.

- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Attendance/Participation Policy: The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor. View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Please contact helpdesk@csc.edu or 308-432-6311 for assistance should you if you have any additional technical questions.
3. **Communication/Email Etiquette:** Though I typically respond quickly, please allow up to 24 hours for an email reply. Note, I may not be able to respond to an email on the day of, or hours before, an assignment is due or on weekends. Thus, please begin your assignments early. Always **remember when writing professionally to begin with a salutation, provide course information, and a signature. It is important that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD), please address them with their academic title. All of the Counseling Program professors at CSC should be addressed with the title Dr. or Professor, rather than Ms, Miss, Mrs, or their first names.** Individual professors may not mind if you address them by first name, however, never assume this to be the case. Should you not receive a response to your email, check to ensure that you have met all the above expectations as I may not respond to emails resembling an informal text message. Finally, **check your official CSC Eagle email account often** as all campus communications are sent to your Eagle mail.
4. **Confidentiality:** This course, like other courses in the Counseling Program, requires students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality the student's ability to continue the program will be in jeopardy.

Dispositional Standards: Please see the [CSC Counseling Website](#) and [Counseling Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

Civility and Netiquette: Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Writing Style Requirements for All Papers:

1. It is the student's responsibility to submit work in the format required by the class (MSWord, PDF) or another method (cut and paste; rich text format, etc.). CSC cannot open Word Perfect.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/> ; include cover page, reference page, page numbers and headers; paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. See Criteria for Graduate Level Writing in CSC Online Course Resources.
5. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it, immediately, before the first written assignment is submitted. Here are a few links to help you get started:
 - <http://www.monash.edu.au/lis/lonline/writing/general/academic/3.xml>

- <http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
- http://prezi.com/ldo1lwx-e_wk/graduate-level-writing-tips/

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Instructional Accommodations Policy

If a student must be away from campus for more than a single class period due to circumstances outside their control, they should contact the Dean of Student Affairs, Jon Hansen, at 308.432.6231 or by email at jhansen@csc.edu. Based on approval, the Dean of Student Affairs will notify appropriate CSC personnel. Once notified, faculty will make reasonable efforts to ensure that students have timely and equal access to instruction. In order to receive similar accommodations, students absent to attend athletic, academic, or co-curricular events or activities approved by Chadron State College must communicate with individual faculty in advance. (All relevant NCAA regulations apply.) These potential accommodations shall not be provided to students who miss instructional time for elective reasons.

Disclaimer

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this

schedule that would result in enhanced or more effective learning. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- **People** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- **Purpose** – Student Learning and Growth Pedagogy, Support Services, Wellness
- **Place** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Part 5: Course Schedule & Assignment Rubrics

Schedule

Week	Date	Chapters	Assignments
1	Jan 10-16	1	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 1 • Syllabus Quiz
2	Jan 17-23	2	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 2
3	Jan 24-30	3	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 3
4	Jan 31-Feb 6	4	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 4
5	Feb 7-13	5	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 5
6	Feb 14-20	6	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 6
7	Feb 21-27	7	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 7
8	Feb 28-Mar 6	8	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 8

Week	Date	Chapters	Assignments
9	Mar 7-13	N/A	<ul style="list-style-type: none"> • Midterm Break! • No MindTap reading, practice exercises, exams, or forums due this week.
10	Mar 14-20	9	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 9
11	Mar 21-27	10	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 10
12	Mar 28-Apr 3	11	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 11
13	Apr 4-10	12	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 12
14	Apr 11-17	13	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 13
15	Apr 18-24	14	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 14
16	Apr 25-May 1	15	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 15
17	May 2-6	N/A	<ul style="list-style-type: none"> • Developmental Milestones Paper-Due Wednesday, May 4. • NOTE-the last day of class is Friday, May 6.

Assignment Instructions/Rubrics:

Discussion Forum Rubric

This course works well when everyone is involved in discussing the material. Your **participation** throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the work of the class, as well as total number of days you post in the forum, minimum word counts, and percent of total posts/replies read. Students are expected to offer comments, questions, and replies to the discussion questions that have been posed for each week as well as to classmate postings. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.

I grade each of the discussion forums separately on a 4-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. Participation in discussion activities can only be accepted for grade by the date on the discussion posting. For example, you may have met all word counts for 3 entries, but entered them only on 2 different days. This will result in 2-points. To be clear, to earn full points each week you must at a minimum participate:

- Day 1-enter an original post that meets minimum word-count of 250 words,
- Day 2-enter a reply that meets minimum word-count of 200 words,
- Day 3-enter a reply that meets minimum word-count of 200 words,
- Read at least 50% of classmates entries.

4 Points: Have met ALL minimum expectations:

Students earning 4-points for discussion activities have participated 3 or more times on at least 3 separate days in the week's forum (with at least 1 post and 2 replies), met the minimum word count requirements (**each post must be a minimum of 250 words, and each reply must be a minimum of 200 words**), **read a minimum of 50% of your classmates entries**, and posted outstanding information.

Discussion postings:

- are made in time for others to read and respond
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations
- contain rich and fully developed new ideas, connections, or applications
- provide outside resources supporting your ideas.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

3 Points: Have met 3, but not all, of the following expectations:

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

2 points: Have met 2, but not all, of the following expectations:

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

1 Point: Have met 1, but not all of the following expectations:

- may not all be made in time for others to read and respond
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections, and those are often cast in the form of vague generalities
- contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

Zero points: Below Expectations

- Students earning zero points for discussion activities have not participated or have posted information that was below expectations.

COUN 637 - Developmental Milestones Self-Reflection Paper

Directions: Developmental Milestones / Stories of Development Self-Reflection Paper: The purpose of this paper is to discuss your developmental milestones. According to Dictionary.com (2019), a milestone is a “significant event or action in the life, progress, development, or the life of a person, nation, etc.” (p. 1). Dictionary.com (2019) further defines a milestone as, “an action or event marking a significant change or stage in development” (p.1). Furthermore, Merriam-Webster (2019), defines a milestone as a “significant point in development” (p.1). Example: “Graduating from college was an important milestone in her life” (Merriam-Webster, 2019, p.1).

The topic of this paper is to reflect on three of your developmental milestones in your life, from three different developmental ages (example: birth, teenage years, and adulthood), and discussed from the perspective of three different developmental theories. Describe each of your developmental milestones or challenges. Explain your developmental milestones from the perspective of a “story” in your life. You will identify each developmental milestone separately in your paper.

One of your three developmental milestones should include involvement with a diverse population or relate to interacting with an individual, group or setting that is of a different ethnicity, race, sexual orientation, or socioeconomic status than you. As you discuss your developmental milestone, describe the social and cultural context in which your experience occurred. Analyze the ways in which the subsequent developmental milestones related to or were influenced by the previous developmental milestone(s).

Speculate on how these three developmental milestones, discussed at three different developmental ages, and from three different developmental theories or perspectives might influence your future development, knowledge and/or learning in a particular area. Draw on and incorporate into your paper, three specific developmental theories for your analysis.

The purpose of this paper is for you to gain more knowledge in an area that you can use in your current or future work in mental health counseling, school counseling, or education. Identify and discuss each developmental milestone separately in your paper. Discuss each of the three developmental milestones from three developmental ages, and from three different developmental theories.

The paper will be a minimum of 8-pages, double-spaced, American Psychological Association (APA) style, and will include in-text citations, as well as in the Reference Page, and address the following (**Use these exact titles as your section headers; do not abbreviate these headers**):

- A. Title Page (Required):** Title of this paper; your name; the name & number of this course; the semester & date; my name as the instructor). No Abstract or “Running head” is required.
- B. Description of your three developmental milestones.**

- C. **Why are your three development milestones important** (Review the literature on your three developmental milestones).
- D. **Describe your three milestones from different developmental ages** (Example: teenage years, adult, elderly).
- E. **Identify, discuss and relate three developmental theories to your three developmental milestones** (Relate each of the three developmental theories to each of your three developmental milestones).
- F. **Relevance of your three developmental milestones & relationship to minority populations** (Example: Why are your three developmental milestones, discussed at three different developmental grade ages, and viewed from the perspective of different developmental theories important to minority populations? Discuss and review the research literature!)
- G. **How are your three developmental milestones addressed by mental health counselors, school counselors, and/or educators** (Briefly review your three developmental milestones. Discuss the most relevant treatment, interventions, and counseling strategies for each of your three developmental issues. Describe and explain how mental health counselors, school counselors or educators might support individuals dealing with these three developmental challenges). **(Review of the literature)**

H. Conclusion – Summarize your discussion of your three developmental milestones, from three different developmental ages, and from the perspective of three different developmental theories. Include, in your discussion, your research and personal perspective for each of these developmental milestones. Discuss your thoughts about the future of these developmental challenges.

Reference Page – Required: At least eight (8) references, two of which must be Internet citations. Include in-text citations and references in the Reference page. Do not include references in the Reference page that have not been discussed in the body of the paper

RUBRIC: Developmental Milestones / Stories of Development Self-Reflection Paper					
	Exceptional 4	Satisfactory 3	Developing 2	Unsatisfactory 1	Score
Topic	Topic is appropriate and applicable to Human Development.	Topic is appropriate but not applied to Human Development.	Topic is only partially applicable to Human Development.	Topic is inappropriate and not applicable to Human Development.	

	Exceptional 4	Satisfactory 3	Developing 2	Unsatisfactory 1	Score
Minority Populations	Student discusses in detail/analyzes the relevance to minority populations and discussion has greater depth and clarity.	Student discusses in detail/analyzes relevance to minority populations.	Student states but does not discuss relevance to minority populations.	Student does not address relevance to minority populations.	
Counselor	Thoroughly discusses how both mental health and school counselors address the issue. Details relevant treatment, interventions, and strategies supported by literature.	Satisfactorily discusses how both mental health and school counselors address the issue. Adequately details relevant treatment, interventions, and strategies supported by literature.	Discusses how either mental health or school counselors address the issue, but not both. Few details regarding relevant treatment, interventions, and strategies supported by literature.	Does not discuss how either mental health or school counselors address the issue. Few details regarding relevant treatment, interventions, and strategies or not supported by literature.	
Reflection & Conclusion	Explains in detail a sequence of thought regarding the future of the chosen topic. Details a research informed personal perspective.	Satisfactorily explains in detail a sequence of thought regarding the future of the chosen topic. Satisfactorily details a research informed personal perspective	Does not provide a detailed sequence of thought regarding the future of the chosen topic. Does not details a research informed personal perspective	Does not provide a sequence of thought regarding the future of the chosen topic. Does not detail an informed personal perspective	
APA Formatting	APA formatting consistently and correctly applied to assignment	APA mostly consistent and correct with few errors	APA inconsistent with some errors	APA attempted but inconsistently applied with many errors	
				Total Score	