



Course Syllabus
Adult Development
COUN F638 - 3 Credits

Date/Time/Semester / Location

Instructor:
E-mail address:
Telephone:
Office:
Office hours:
Audio Call In:
Video Conference:

Course Description: The Adult Development course is designed to provide students with an overview of the physical, cognitive, emotional, and social development of adults across the life span, including the influence of culture on development. Major theories and research findings in the adult development field are explored with an emphasis on how individuals progress through a series of stages and cope with the challenges present in each stage. The prerequisites for this class are COUN 615 and acceptance in to the Counseling Program.

Course Objectives: Objectives for this course were developed to meet the 2016 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Upon completion of this course, students will be able to identify, utilize, and explain the following:

- Adulthood as a developmental process that affects each individual and his or her social network in a unique way; understanding the developmental process is enhanced by theories of learning and personality development. (*f.3.a. f.3.b.*)
- The interaction among an individual's physical, cognitive, emotional, and social development from 18 years of age until the end of life, including the influence of culture on development (*f.3.e. f.3.f. f.4.d.*)
- Theories and etiology of addictions and addictive behaviors across the stages of adult development (*f.3.d.*)
- Mental health issues related to adult development and aging (*CMHC.g.2 f.3.c. f.3.e.*)
- Biological, neurological, and physiological factors that affect human development, functioning, and behavior. (*f.3.e.*)
- Effects of crisis, disasters, and trauma on diverse individuals across the lifespan. (*f.3.g.*)
- Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (*f.3.i.*)

Specific CACREP Standards

- Theories of individual and family development across the lifespan (*f.3.a*)
- Theories of learning (*f.3.b*)
- Theories of normal and abnormal personality development (*f.3.c*)

- Theories and etiology of addiction and addictive behaviors (*f.3.d*)
- Biological, neurological, and physiological factors that affect human development, functioning, and behavior (*f.3.e*)
- Systemic and environmental factors that affect human development, functioning, and behavior (*f.3.f*)
- Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (*f.3.g*)
- Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (*f.3.i*)
- Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (*f.4.b*)
- Approaches for assessing the conditions of the work environment on clients' life experiences (*f.4.d*)
- Impact of biological and neurological mechanisms on mental health (CMHC *c.2.g*)

Required Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
 Kail, R.V., & Cavanaugh, J.C., (2016). *Human development: A life-span view* (7th ed.). Boston, MA: Cengage Learning.

Recommended Text:

Knight, B. G. (2004). *Psychotherapy with older adults* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Assigned Readings:

- Ayonrinde, O. (2003). Importance of cultural sensitivity in therapeutic transactions: Considerations for healthcare providers. *Disease Management and Health Outcomes*, 11(4), 233-248.
- Boelen, P. A., de Keijser, J., van den Hout, M. A., & van den Bout, J. (2007). Treatment of complicated grief: A comparison between cognitive-behavioral therapy and supportive counseling. *Journal of Consulting and Clinical Psychology*, 75, 430-434. doi: 10.1037/0022-006X.75.2.277
- Charles, S., & Piazza, J. R. (2007). Memories of social interactions: Age differences in emotional intensity. *Psychology and Aging*, 22, 300-309. doi: 10.1037/0882.7974.22.2.300
- Chang, E. C., D'Zurill, T.J., & Sanna, L. J. (2009). Social problem solving as a mediator of the link between stress and psychological well-being in middle adulthood. *Cognitive Therapy and Research*, 33, 33-49. doi: 10.1007/s10608-007-9155-9
- Douthit, K. Z. (2007). Averting dementia of the Alzheimer's type in women: Can counselors help? *Adultspan: Theory, Research, and Practice*, 6, 15-29.
- Erickson, J., & Johnson, G. M. (2011). Internet use and psychological wellness during late adulthood. *Canadian Journal on Aging*, 30(2), 197-209.
 doi:<http://dx.doi.org/10.1017/S0714980811000109>
- Gowen, K., Deschaine, M., Gruttadara, D., & Markey, D. (2012). Young adults with mental health conditions and social networking websites: Seeking tools to build community. *Psychiatric Rehabilitation Journal*, 35(3), 245-250. doi:10.2975/35.3.2012.245.250
- Gramling, L. F. (2007). Women in young and mid-adulthood. *Advances in Nursing*, 30, 95-107.
- Haight, B. K., Michel, Y., & Hendrix, S. (1998). Life review: Preventing despair in newly relocated nursing home residents: Short-and long-term effects. *International Journal of Aging and Human Development*, 47(2), 119-142.

- Jopp, D. S., & Schmitt, M. (2010). Dealing with negative life events: Differential effects of personal resources, coping strategies, and control beliefs. *European Journal Of Ageing*, 7(3), 167-180.
- Keyes, C. M., & Reitzes, D. C. (2007). The role of religious identity in the mental health of older working retired adults. *Aging and Mental Health*, 11, 434-443. doi: 10.1080/13607860601086371
- Lachman, M., & Agrigoroaei, S. (2010). Promoting functional health in midlife and old age: Long term protective effects of control beliefs, social support, and physical exercise. *PloS ONE*, 5, e13297. doi: 10.1371/journal.pone.0013297
- Lewis, J. P. (2010). Successful aging through the eyes of Alaska Natives: Exploring generational differences among Alaska Natives. *Journal of Cross Cultural Gerontology*, 25, 385-396. doi: 10.1080/01650350903281111
- Maercker, A., & Bachem, R. (2013). Life-review interventions as psychotherapeutic techniques in psychotraumatology. *European Journal of Psychotraumatology*, 4, 1-9. doi: 10.3402/ejpt.v4i0.19720.
- Mannino, J. E. (2015). Resilience and transitioning to adulthood among emerging adults with disabilities. *Journal of Pediatric Nursing*, 30(5), 131-145. doi:10.1016/j.pedn.2015.05.017
- Newson, R. A., Boelen, P. A., Hek, K., Hofman, A., & Tiemeier, H. (2011). The prevalence and characteristics of complicated grief in older adults. *Journal of Affective Disorders*, 132, 231-238.
- Radmacher, K., & Azmitia, M. (2013). Unmasking class: How upwardly mobile poor and working-class emerging adults negotiate an “invisible” identity. *Emerging Adulthood*, 1(4), 314-329.
- Powell, S., & Renes, S. (2015). Yukegtaaq “Person of the Year” celebration: A view of successful ageing. *South Carolina Counseling Forum*, 1(1), 44-55.
- Sappok, T., Budczies, J., Dziobek, I., Bölte, S., Dosen, A., & Diefenbacher, A. (2014). The missing link: Delayed emotional development predicts challenging behavior in adults with intellectual disability. *Journal of Autism & Developmental Disorders*, 44(4), 786-800. doi: 10.1007/s10803-013-1933-5
- Syed, M., & Mitchell, L. (2013). Race, ethnicity, and emerging adulthood: Retrospect and prospects. *Emerging Adulthood*, 1(2), 83-95. doi: 10.1177/2167696813480503
- Zimprich, D., Allemand, M., & Dellenbach, M. (2009). Openness to experience, fluid intelligence, and crystallized intelligence in middle-aged and old adults. *Journal of Research in Personality*, 44, 444-454. doi: 10.1016/j.jrp.2009.01.018

(All required readings are in the dated File Folders under Session Resources on Blackboard, or available on the web.)

Methods of Instruction: Methods of instruction include but are not limited to: lecture, small and large group discussion, guest speakers, videos, and computerized/internet instruction.

Course Evaluation: Students are evaluated based on four criteria: (a) class attendance and class participation, (b) the literature review/presentation, (c) the service learning project/paper, and (e) the final paper outline/final paper.

Class attendance and class participation: Be ready to begin promptly at 4:10 PM. Students are expected to come to class prepared, *with assignments turned in before arrival*. Attending class, reading assignments, and participating in class discussions are all expectations for this course. *Speaking out and sharing perspectives enriches the class experience.*

Each student’s participation will be assessed each week. One of the primary goals of the course is for students to be comfortable and confident in their ability to discuss the course topics; therefore, participation makes up a large part of the final grade for this

reason. The attendance and participation rubric (shown below) will be used weekly to assess attendance participation, and reflection.

Each student must complete one personal reflection every week. A reflection describes a personal reaction to what was learned each week. Students share in reflections how they were affected by the week's topic, how the topic relates to other topics learned in previous courses or in other situations, or how the information might apply to a future job. These posts are at least 100 words but no longer than 300 and can be written in first person. No citations or references are needed. **Reflections for each week are due on Blackboard by Saturday at 4:00 PM, Alaska Standard Time.**

If missing class is unavoidable, I must be notified before the class session. Absence does not relieve a student from the responsibility of completing all assignments before the due date, or for comprehending the material presented during the class session. For any missed class, students are expected to answer the discussion question posted on Blackboard that addresses the material covered in class that day. This assignment is due at the start of the next class session. Excessive absences may result in the student receiving a grade of "Incomplete" for the course.

Be mindful that all personal information shared in class must remain confidential

Written papers: Students are expected to complete three large written assignments throughout the semester: (a) the literature review, (b) the service learning project/paper, and (c) the final paper. All papers are to be typed, double-spaced, well written, and grammatically correct. Writing should conform to APA style and include headings, citations, and references. *Late assignments will not be accepted without prior approval from the instructor.*

Literature Review: Sign up to review the literature pertaining to one of the following topics: (a) theories of normal and abnormal personality development; (b) theories and etiology of addictions and addictive behaviors; (c) effects of crisis, disasters, and trauma on diverse individuals across the lifespan; (d) interrelationships among and between work, mental well-being, relationships, and other life roles and factors; (e) impact of biological and neurological mechanisms on mental health; (f) ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan; (g) ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. Review at least 15 recent peer-reviewed journal articles. (Recent articles are those published within the last five years.) The review must be written in the form of a literature review, which we will discuss at length during the class session on *January 28th*. Reference the articles according to APA formatting. Papers are to be 8 to 10 pages in length (not including the reference page) and students will present their literature reviews in class in a 20-30 minute presentation. Five additional points may be awarded if another person in the course proofs the literature review and submits a thorough review to the instructor. This paper is to be written in third person. *Articles included in the required or optional reading lists for this course cannot be used to complete this assignment.*

Service Learning Project: Students will complete an 8-10-page reaction paper following completion of a service-learning project. For this class, the service-learning project consists of volunteering at least three hours of your personal time to a social service project and writing an the reflection paper following completion of the project. The project is to be completed as a group project *with no more than two other students in this class*. In planning the project, specifically think about how you will use the information you learn in this class to better serve the age range of the people you will work with.

Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.

There are six identified hallmarks of high quality service learning projects:

- * *integrated learning* (the academic purpose of the project is clearly identified);
- * *community service* (the project helps develop community and student assets);
- * *collaborative development and management* (partners work together to plan, implement, and evaluate the project);
- * *engagement and a sense of community responsibility* (critical reflection takes place on the need to engage in local, regional, and international social and political systems);
- * *contemplation*, (critical reflection that leads to a synthesis of knowledge of self, academic topics, and society);
- * *evaluation and disclosure* (analysis and interpretation of the results of the project takes place to determine the learning that occurred).

The reflection paper needs to address:

- * when and where the project took place,
- * the individual(s) who helped set up the project,
- * integrated learning (the academic purpose of the project is clearly identified). *In other words, what project did you develop and how did you use information from the class to determine how best to address this age group?*
- * community service (the project helps develop community and student assets). *In other words, what assets did you hope to develop in the people you worked with and what assets did you hope to develop in yourself?*
- * collaborative development and management (partners work together to plan, implement, and evaluate the project). *In other words, what specifically took place in the process of collaborating, including planning, implementing, and evaluating the project?*
- * engagement and a sense of community responsibility (critical reflection takes place on the need to engage in local, regional, and international social and political systems); *In other words, what do you see as your role in these systems as they relate to this profession? You can also describe how they relate to you personally if you like.*
- * contemplation (critical reflection that leads to a synthesis of knowledge of self, academic topics, and society). *In other words, what did you learn about the topic you addressed, how did learning and sharing this information affect or influence you and how you do you think the information affected or impacted the group you worked with?*
- * evaluation and disclosure (analysis and interpretation of the results of the project takes place to determine the learning that occurred). *In other words, what learning occurred for you, the group you presented to, the other group members, and the agency you worked with?*

The Final Paper: Create a case study of adult development by describing a man and a woman progressing from their young adult years (20s to age 40), to the middle years (40s to age 60), to the older mature years (60s to 80s), and then to the elder years (80s and above). First, include the theoretical framework for adult development that your descriptions follow. Next, describe the man and the woman with reference to how the elements of adult development are expressed, including information on: (a) physical changes consistent with the age category; (b) cognitive changes that are reported to occur or are anticipated; (c) social and family changes that typically emerge; (d) spiritual or personal growth /identity issues characteristic of the category; and (e) career and/or employment concerns or issues. Cultural factors that influence how these characteristics evolved should be included throughout the paper. Other topics may be included if desired. The paper is to be 15 - 20 pages in length (not including the references page), follow

APA formatting, and must include at least 15 references (at least ten not included in your reading list). This paper is to be written in third person.

Final Paper Outline: An outline for the paper, including references is part of the final paper assignment and needs to include information for each section.

Grading: Your course grade will be determined by the following point system:

Attendance	15 points	465 points and up (93%) - A
Weekly Discussion Questions	90 points	400 points to 464 (80%) - B
Weekly Reflections	30 points	350 points to 399 (70%) - C
Literature Review	90 points	300 points to 349 (60%) - D
Literature Review Presentation	25 points	Less than 300 points - F
Service Learning Reaction Paper	100 points	
Final Paper	125 points	
Final Paper Outline	<u>25 points</u>	
Total	500 points	

Disability Services: Students with a physical or learning disability, who may need academic accommodations, should contact Mary Matthews in the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker building on the corner of Yukon Drive and North Chandalar. The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (fydso@uaf.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.

Plagiarism: Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As work is prepared and submitted to meet course requirements, whether a draft or a final version of a paper or project, take care to distinguish personal ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. Students are required to use the plagiarism programs available on Blackboard for each written assignment.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.

Policy on Discrimination, Harassment, and Violence. *The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.*

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Date	Class Content	Readings	Assignments Due	CACREP 2016 Standards
	*Course Overview *Why Study Adult Development? *Why Study Aging? *Why Include Culture? *Theories of Adult Development	Kail & Cavanaugh. (2016). pp. 3-22 Ayonrinde. (2003). Importance of cultural sensitivity...		f.3.a, f.3.b.
	*Emerging Adulthood *Physical and Cognitive Development *Social and Emotional Development *Discussion of Literature Review	Kail & Cavanaugh. (2016). pp. 330-336. Mannino (2015). Resilience and transitioning... Radmacher & Azmitia (2013). Unmasking class... Sussman & Arnette. (2014). Emerging adulthood... Syed & Mitchell. (2013). Race, ethnicity, and emerging adulthood...		f.3.e, f.3.f, f.4.d
	*Young Adulthood *Physical and Cognitive Development	Kail & Cavanaugh. (2016). pp. 337-363 Gowen et al. (2012). Young adults...		f.3.e, f.3.f, f.4.d
	*Young Adulthood *Emotional and Social Development	Kail & Cavanaugh. (2016). Ch 11		f.3.e, f.3.f, f.4.d
	*Middle Adulthood *Work, Leisure, Retirement, and Relationships *Patterns of Exchange and Support	Kail & Cavanaugh. (2016). Ch. 12 Charles & Piazza. (2007). Memories of social interactions..... Keyes & Reitzes. (2007). The role of religious identity.....		f.3.f., f.3.g., f.3.i., f.4.b, f.4..d.
	* Middle Adulthood *Biopsychosocial Changes *Longevity, Health, and Functioning	Kail & Cavanaugh. (2016). Ch. 13 Chang et al. (2009). Social problem... Jopp & Schmitt. (2010). Dealing with negative life events... Lachman & Agrigoroaei. (2010). Promoting functional health in midlife Sappok et al. (2014). The missing link: Delayed emotional...		f.3.e, f.3.f, f.3.i., f.4.d
	*Middle Adulthood *Intelligence *Memory	Kail & Cavanaugh. (2016). Ch. 13 Zimprich et al. (2009). Openness to experience...	Literature Review	f.3.e, f.3.f, CMHC c.2.g
	*Literature Review Presentations	Kottler & Shepard. (2015). Ch. 4		f.3.c, f.3.d, f.3.g, f.3.i, f.4.b., CMHC c.2.g
	<i>Spring Break – No Class</i>			
	*Late Adulthood *Physical and Cognitive Development *Mental Health & Mental Disorders *Physical Development & Aging *Health, Longevity, and Prevention http://www.caregiverstress.com/2010/07/a-reminder-that-laughter-is-the-best-medicine/	Kail & Cavanaugh. (2016). Ch. 14 Douthit (2007). Averting dementia...		f.3.e, f.3.f, f.4.d., CMHC.g.2
	*Late Adulthood *Psychotherapy with Older Adults *Building Rapport *Transference *Assessment *Ethics	Knight (2004). Ch.3, 4. & 5 (Available under Session Resources)	Final Paper Outline	f.3.a, f.3.b., f.3.e, f.3.f, f.3.i., f.4.d.
	*Late Adulthood *Social and Emotional Development *“Successful Aging” *Retirement *Coping & Adaptation	Kail & Cavanaugh. (2016). Ch. 15 Erickson & Johnson. (2011). Internet use and psychological wellness... Lewis. (2010). Successful aging... Powell & Renes. (2013). <i>Yukegtaaq</i> “Person of the Year” Celebration		f.3.e, f.3.f, f.4.b, f.4.d

*Elder Adulthood *Life Review <i>Discussion of Final Papers</i>	Haight et al. (1998). Life review Maercker & Bachem (2013). Life review interventions...	Service Learning Project	<i>f.3.f.</i>
*Elder Adulthood *Death, Dying, and Bereavement *Grief Work	Kail & Cavanaugh. (2016). Ch. 16 Newson et al. (2011). The prevalence... Boelen et al. (2007). Treatment...		<i>f.3.f., f.3.i.</i>
*Case Study Review *Course Review		Final Paper	<i>f.3.a. f.3.b., f.3.e. f.3.f., f.4.d., f.3.i</i>

Specific Assignments Meeting CACREP Requirements

Week of Instruction	Evaluation Component	CACREP 2016 Standard Assessed
Week One	Overview of Course/Introduction of Students Discussion/Lecture: addresses adulthood as a developmental process that affects each individual and his or her social network in a unique way; understanding the developmental process is enhanced by theories of learning and personality development.	<i>f.3.a., f.3.b.</i>
Week Two	Discussion/Lecture: addresses the interaction among emerging adults' physical, cognitive, emotional, and social development, including the influence of culture on development.	<i>f.3.e., f.3.f, f.4.d</i>
Week Three	Discussion Question #1: addresses the interaction among young adults' physical and cognitive development, including the influence of culture on development. Discussion Question #2: addresses ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	<i>f.3.e., f.3.f, f.4.d</i> <i>f.3.i</i>
Week Four	Discussion Question: addresses the interaction among young adults' emotional and social development, including the influence of culture on development.	<i>f.3.e., f.3.f, f.4.d</i>
Week Five	Discussion Question #1: addresses conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors through the examination of a case study. Discussion Question #2: addresses systemic and environmental factors that affect human development, functioning, and behavior.	<i>f.3.g., f.3.i., f.4.b, f.4.d.</i> <i>f.3.f.</i>
Week Six	Discussion Question #1: addresses the interaction among middle adults' physical and cognitive development, including the influence of culture on development. Discussion Question #2: addresses social problem solving as a mediator of the link between stress and psychological well-being in middle adulthood.	<i>f.3.e. f.3.f, f.4.d.</i> <i>f.3.i.</i>
Week Seven	Discussion Question #1: addresses the impact of biological and neurological mechanisms on mental health. Discussion Question #2: addresses the biological, neurological, systemic, environmental, and physiological factors that affect human development, functioning, and behavior through examination of a case study.	<i>CMHC c.2.g</i> <i>f.3.e, f.3.f</i>
Week Eight	Literature Review Presentations	<i>f.3.c, f.3.d, f.3.g, f.3.i, f.4.b., CMHC c.2.g</i>
Week Nine	Discussion Question #1: addresses the interaction among late adults' physical, and cognitive development,	<i>f.3.c., f.3.e, f.3.f, f.4.d.,</i>

	including the influence of culture on development. Discussion Question #2: impact of biological and neurological mechanisms on mental health through examination of a case study.	<i>CMHC.g.2</i>
Week Ten	Discussion Question #1: addresses ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. Discussion Question #2: addresses building rapport, transference and countertransference, assessment, and ethics as they relate to working with the older adult population.	<i>f.3.i.</i> <i>f.3.a. f.3.b., f.3.e. f.3.f., f.4.d.</i>
Week Eleven	Discussion Question #1: addresses the interaction among late adults' emotional and social development, including the influence of culture on development. Discussion Question #2: addresses the interrelationships among and between work, mental well-being, relationships, and other life roles and factors as they relate to retirement.	<i>f.3.e. f.3.f., f.4.d</i> <i>f.4.b</i>
Week Twelve	Discussion Question #1: addresses systemic and environmental factors that affect human development, functioning, and behavior as they relate to a life review. Discussion Question #2: addresses the potential ethical dilemma of beneficence versus autonomy through examination of a case study.	<i>f.3.f.</i> <i>f.3.i.</i>
Week Thirteen	Discussion Question #1: addresses symptoms of what might be considered a normal grieving process to the symptoms of complicated grief and the factors that might put an older individual at risk for experiencing complicated grief. Discussion Question #2: addresses counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	<i>f.5.f, f.3.i.</i>
Week Fourteen	Student Presentations of Case Studies	<i>f.3.a. f.3.b., f.3.e. f.3.f., f.4.d., f.3.i</i>

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.

Papers and Critiques

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Class Presentations

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.