

## College of Education

We develop educational leaders who create tomorrow's opportunities.

The College of Education at Northern Arizona University embraces its mission to prepare competent and committed professionals who are equipped to make positive differences for children, students, and adults in educational settings and communities.

*Northern Arizona University sits at the base of the San Francisco Peaks, on homelands sacred to Native Americans throughout the region. We honor their past, present, and future generations, who have lived here for millennia and will forever call this place home.*

### COURSE SYLLABUS

#### **EPS 615: LIFESPAN HUMAN DEVELOPMENT: IMPLICATIONS FOR COUNSELING**

*Department of Educational Psychology*

(3 CR.)

**Instructor:**

**Contact:**

**Office:**

**Office hours:**

**Class Meetings:**

**Location:**

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### COURSE PURPOSE

This course will focus on human development over the lifespan and facilitate an understanding of the human condition from a developmental perspective. The major focus throughout the course will be on how people change over time. Child, adolescent, and adult development will be explored through the study of major theories/models and within a sociocultural context. The developmental impact of crises, disasters, and trauma, including the neurobiology of stress, will be explored. Throughout the course, special attention will be paid to environmental and multicultural considerations related to human development. Cultural and individual differences will be integrated into the study of human development by examining identity development models along a range of variables: ethnicity, gender, sexuality, and religion/spirituality. This course will introduce strategies for assessment, case conceptualization, intervention, and wellness from a developmental perspective application in relation to self and others will be practiced.

### REQUIRED TEXT

Broderick, B., & Blewitt, P. (5th edition). The life span: Human development for the helping professions. Merrill-Prentice Hall.

#### *Recommended:*

Kraus, K. L. (most recent edition). Lenses: Applying lifespan development theories in counseling. Lahaska Press.

### COURSE LEARNING OUTCOMES

- Develop an understanding of the fundamental theories of individual and family development and transitions across the lifespan.
- Develop an understanding of the theories of learning.
- Learn the theories of normal and abnormal personality development.
- Gain a broad understanding of the theories and etiology of addictions and addictive behaviors.
- Understand biological, neurological, and physiological factors that affect human development, functioning, and behavior.
- Develop an integrative understanding of the systemic, environmental, and cultural factors that affect human development, functioning, and behavior.
- Learn of the impact that crises, disasters, and trauma may have on diverse individuals across the lifespan.
- Identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
- Development of measurable outcomes for clients.
- Develop a broad understanding of evidence-based counseling strategies and techniques for prevention and intervention

#### ***Skills and Practice:***

- Differentiate between fundamental theories of human development.
- Demonstrate the ability to conceptualize clients from a developmental perspective.
- Demonstrate knowledge of theories of human development and concepts of normalcy and psychopathology leading to diagnoses and treatment plans.
- Demonstrate the ability to understand the range of effects that significant life events may have on people throughout their lifespan.
- Demonstrate ability to consider cultural and contextual factors when conceptualizing how people change and develop over time.
- Promote optimal human development, wellness, and mental health through prevention, education, and advocacy.

Learning outcomes and expectations for this course are selected to reflect the standards for counseling and consultation identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

<b><u>CACREP 2024 STUDENT LEARNING OUTCOMES</u></b>	<b>CACREP 2024 STANDARDS</b>	<b>EVALUATION</b>
Theories of individual and family development and transitions across the lifespan. <i>(Key performance indicator)</i>	3-C1	Final Exam
Theories of learning	3-C3	In-class activities/Final Life Map & Self-Reflection paper, Interview
Theories of personality and psychological development	3-CC4	Final, Interviews
Theories and neurobiological etiology of addictions <i>NACE- Career &amp; Self-Development</i>	3-C5	Final, Interviews
Systemic, cultural and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness <i>NACE- Communication</i>	3-C11	Final, Interviews, Life Map & Self-Reflection paper
Effects of crises, disasters, stress, grief, and trauma across the lifespan <i>NACE- Career &amp; Self-Development</i>	3-C13	Life Map & Self-Reflection paper
Development of measurable outcomes for clients	3-E14	Final, Fact Sheet, Interview
Evidence-based counseling strategies and techniques for prevention and intervention	3-E15	Final, Fact Sheet, Interview
<i>SCHOOL COUNSELING ONLY</i> School counselor roles and responsibilities in relation to the school crisis and management plans	5-H9	Fact Sheet, Interview Presentation, Life Map & Self-Reflection paper
<i>SCHOOL COUNSELING ONLY</i> Evidence-based and culturally sustaining interventions to promote academic development	5-H14	Fact Sheet and Interview Presentations
<i>SCHOOL COUNSELING ONLY</i> Skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	5-H11	Developmental Interviews and Conceptualization

### **CAREER READINESS**

All NAU courses provide opportunities to learn professional and transferrable skills to support students in their future careers. The National Association of Colleges and Employers (NACE) posits eight Career Readiness Competencies that ensure successful entrance into the workforce and lifelong career management. In this course, these are:

<b>NACE COMPETENCY</b>	<b>ACTIONS</b>
<i>Career &amp; Self-Development</i>	Participating in roles and opportunities that will help one professionally.
<i>Communication</i>	Communicating with diverse learning styles, communication skills, and cultural differences in mind.

## COURSE POLICIES

### FULL PARTICIPATION

If there is a reason why a student cannot participate fully in this course or meet all the requirements, it is recommended that they consider taking the course at another time or contact the instructor within the first two weeks of the class to discuss options. Students who wish to request reasonable accommodations should obtain documentation at the NAU office of disability support services (928-523-8773) and then meet with the instructor. Students who need mental health support may contact NAU Campus Health Services (928-523-2131).

### COURSE ACADEMIC DISHONESTY POLICY

The penalty for cheating and ANY form of plagiarism will result in a score of zero points on the assignment in question. If cheating or plagiarism is a recurring issue, the student will be placed on a PGP and/or may face serious disciplinary consequences. If plagiarism occurs within a group assignment, each student will incur consequences. Students who know of someone else cheating or plagiarizing are also responsible for bringing this to the instructor's attention (this will be kept confidential). For clarification of what constitutes plagiarism, please see <http://plagiarism.org/> and the NAU policy statement on academic integrity and artificial intelligence at the end of this syllabus.

### TECHNOLOGY POLICY

Please silence any notifications on your device(s) before the beginning of class. Students are permitted to use a laptop/tablet during portions of class that may require notes to be taken or for clearly defined in-class activities. If it is apparent that the use of a device may be causing a distraction to a student, their classmates, or the instructor, the instructor will require the device to be put away for the rest of class, and the student will incur a 10% deduction of their daily participation points. Cell phones are not permitted to be used in class unless otherwise instructed. If a student must use their cell phone (i.e., for family emergencies, etc.), they should inform the course instructor before the start of class.

### ATTENDANCE, PARTICIPATION, & PROFESSIONALISM

Class will include a combination of instructor and guest presentations, class discussions, small group work, and audio-visual presentations. Your attendance and participation are paramount to your learning. Participation also includes discussing reading materials, exercises, reflective writing, and videos. Students are expected to attend **ALL** class meetings and to actively participate in class discussions. If, for any reason, you find that you will need to leave early or miss any portion of class, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Additionally, it is expected that you will demonstrate professional behavior (e.g., no texting, playing on the computer, or engaging in other disruptive behavior) and actively participate in class discussions. Participation points may be deducted for a lack of professional behavior or non-participation.

**Please note that attendance is not equivalent to participation**, and the two are graded separately. In this 16-week course, there will be no attendance penalty for missing one class. Missing more than one class may result in a deduction of participation points. Missing three or more classes may result in a lowering of the grade. For example, if your grade is an A, it will be lowered to a B. If your grade is a B, it will be lowered to a C. In order to get participation points in class, active involvement in all activities is required.

### Absences

Regular attendance at all classes for which the student is registered is the responsibility of the student. It is recognized that absence from class is sometimes necessary. However, each student is accountable for all work missed due to any absence. Instructors are under no obligation to make special arrangements for

students who have been absent. Should an absence from class be unavoidable, it is the responsibility of the student to report the reason for his/her absence to the instructor. (NAU Student Handbook)

The table below outlines expectations for participation and professional behavior. Please note that one only meets professional expectations if *ALL* indicators are met. However, one needs only *ONE* area in which they are below expectations to necessitate remediation.

<i><b>Meets Professional Expectations</b></i>	<i><b>Below Professional Expectations</b></i>	<i><b>Significantly Below Expectations</b></i>
<ul style="list-style-type: none"> <li>▪ 0 absences</li> <li>▪ Rarely tardy to class</li> <li>▪ Adheres to the Technology Policy</li> <li>▪ Actively and frequently contributes to course discussion</li> <li>▪ Contributions reflect routine, careful preparation for class</li> <li>▪ Attentive and respectful toward course content, classmates, and the instructor</li> <li>▪ No concerns regarding personal disposition and attitude including professionalism and maturity</li> <li>▪ Open to learning, considering new perspectives and content, and receptiveness to feedback</li> <li>▪ Shows ethical integrity and adheres to <i>ACA Code of Ethics</i></li> <li>▪ No concerns regarding academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1-2 absences</li> <li>▪ Frequent, minor tardiness</li> <li>▪ Minor issues adhering to the Technology Policy</li> <li>▪ Infrequently contributes to class discussion</li> <li>▪ Contributions reflect occasional preparation for class</li> <li>▪ Minor issues in respect and attentiveness toward course content, classmates, and/or the instructor</li> <li>▪ Occasional or minor concerns about personal disposition and attitude</li> <li>▪ Often demonstrates a lack of openness to learning, considering new perspectives and content, and receiving feedback</li> <li>▪ If an ethical violation is present, the concern is minor, and the student takes immediate accountability and action to remedy</li> <li>▪ Minor, uninformed violations of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 + absences</li> <li>▪ Persistent tardiness</li> <li>▪ Persistently does not adhere to the Technology Policy</li> <li>▪ Contributions are rare and/or not productive, resistant to learning, or provoking/disrespectful of other classmates or the instructor</li> <li>▪ Contributions reflect a lack of preparation for class</li> <li>▪ Behaviors detract from an open, respectful, scholarly learning environment</li> <li>▪ Serious concerns regarding personal disposition and attitudes</li> <li>▪ Major ethical violations, lack of and/or refusal of acknowledgment or accountability, or inability to understand ethical concerns</li> <li>▪ Major, or recurring violations of the course and University Academic Integrity Policy</li> <li>▪</li> </ul> <p><i>Final grade adjustment of 1-2 letters, conference with instructor, and/or PGP filed with EPS Department. A Serious violation(s) may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per PGP.</i></p>

## ASSIGNMENTS & STUDENT EVALUATION CRITERIA

### CRITICAL CONSUMER OF INFORMATION STATEMENT

During your academic career, you will encounter many sources of information. Always be mindful of where the source comes from and whether it is something based on *scientific research* (such as Peer Reviewed Journals, technical documents, dissertations, etc.) or if it is something that should be considered more carefully (such as statements taken out of the context of a journal, a newspaper, an online wiki, a video, or a blog). This course is no exception, and over the next few weeks, you will be asked to analyze many different sources of information. Think critically about where the information is coming from and take it in based on your best judgment as a graduate student.

### LIFE MAP & SELF-REFLECTION PAPER (100 POINTS)

Construct a map of your life in whichever format you prefer (colorful, list format, symbolism, digital, drawing, painting, etc.). Each milestone in your life map should entail developmental milestones and significant events from your life experience (i.e., moving cities, going to a different school, parental divorce, puberty, car accident, breakup, etc.). Reflect on three major life events in your experience from any developmental period: early childhood, middle childhood, adolescence, young adulthood, middle adulthood, or late adulthood. Describe each experience, explaining it from the perspective of a “story” in your life. Describe the social and cultural context in which your experience occurred. Consider and discuss your physical, cognitive, and social/emotional development during these events. Analyze the way the significant events influenced your growth and development at this point in your life. This is a self-reflection paper and can be written in the first person. Use of theory and concepts from the text should be cited and referenced according to APA format. This paper should be 4-5 pages in length, double-spaced, APA format. A complete submission will include a life map (any format) and paper.

### DEVELOPMENTAL ISSUES RESEARCH AND APPLICATION GROUP PRESENTATION. (170 POINTS)

Students will work in groups of 3-4 to prepare a presentation on the emerging topics/issues related to a specific developmental issue from any stage (i.e., fears present in early childhood, learning disabilities, speech delays, shyness, motor coordination problems, loss of a parent, divorce, death of a sibling, major medical issue, etc.) that is of particular interest to you. The developmental issue can be from any age or developmental stage (i.e., early childhood, middle childhood, adolescence, young adults, etc.).

### PART 1: FACT SHEET (50 POINTS)

Develop a deliverable that is based on your research content and can serve as a 1–2-page fact sheet. The fact sheet should provide an overview of findings in current professional literature regarding a specific developmental issue from any age/stage that is of particular interest to you. This is objective information that you have found in the research about the issue. The fact sheet must include references from a minimum of three (3) different professional journal articles. Be sure that you:

- Utilize objective information that you have found in the research about the issue.
- Define the developmental issue, provide an overview, and address the key content/research related to the topic/issue.
- Discuss & address how the topic applies/impacts social, cognitive, or physical development.

- Identify and discuss current counseling and other strategies recommended to assist those going through this developmental issue.
- Finally, how would you, as a professional counselor, incorporate the developmental theory and research in your work with a client who is dealing with the identified topic/concern?

## **PART 2: INTERVIEW (50 POINTS)**

Interview an individual or a group of individuals (perhaps members of an entire family) who are currently experiencing or have experienced in the past, the issue you are focusing on. How did this individual(s) experience this event? What was the impact on social, cognitive, and physical development? Did the individual(s) attend counseling? What strategies were used within their counseling to help them through this issue? If there was no counseling, what strategies did they develop to help themselves cope? Overall, how does this individual(s) believe that the event has changed their life?

Your group should develop an interview questionnaire as a team. Not all members of the group need to be in the interview. However, the interview should be recorded (with permission from the participant) for all members to review. **All team members need to be involved in the development of the fact sheet, the interview questions, and the presentation of the information.**

## **PART 3: CLASS PRESENTATION (50 POINTS)**

Present your findings in class in a 15–20-minute PowerPoint presentation, followed by a 10–15-minute class discussion. Your findings should include a summary of the event and how that impacted your individual(s). You should include theory in explaining and conceptualizing for the class the impact of this event on their development. Discuss the implication of counseling on the individual, i.e., if counseling did occur, how did it help/hinder, or if no counseling, how do you think that impacted your individual? If no counseling, consider how this person's outcome might have been different if counseling had occurred, given the research from your factsheet. Include a fact sheet for all members of the class. Please use pseudonyms for your interviewees and protect their identity.

For the class discussion, have 4-5 questions based on your presentation to engage your classmates.

## **PART 4 GROUP MEMBER EVALUATION (20 POINTS)**

Each group member will complete an evaluation for all their group members and themselves. Completing this evaluation thoroughly is important to earn all points for this section of the assignment. If there is a unanimous report of a group member's tardiness or lack of participation, the professor can change the total points for one group member based on this submission. All four parts of this assignment are due to be submitted to Canvas by the end of class time on the day your group is assigned to present.

### ***Possible Developmental Issues:***

Birth of a baby/becoming new parents; Addition of sibling; Loss of sibling through death; Loss of parent through death; Deployment; Marriage; Marriage / blending families; Divorce; New career; Loss of job; Last child leaving home (empty nest); Elderly parents moving in with children; Traumatic injury or illness; Gender identity issues, incarceration.

Many of these issues involve multiple people who are in various stages of development. Interviewing all involved and comparing the impact at the different stages of life would be very insightful and revealing

## **MIDTERM (100 POINTS) AND FINAL EXAMINATIONS (120 POINTS):**



These examinations will be a comprehensive review of the material covered in the text, as well as Canvas content, in-class discussions, etc. Some themes from the mid-term exam may be included again on the final exam. The examination can consist of multiple-choice, fill-in-blank, true-false, or short essay questions.

**Midterm Exam:** A 50-point midterm take-home exam assessing student learning objectives. The midterm will be available on Canvas starting on 2/28/24 at 12.01 am and is due on 2/29/24 at the end of class time. This exam will be timed at 3 hours.

**Final Exam Review:** A 30-point final take-home review exam will be available to help you prepare for the Final Exam. This exam will be available on Canvas starting on 4/25/24 to 5/3/24. This will be an open-book exam, which you can pause and resume.

**Final Exam: Key Performance Indicator.** A minimum of 80% by the first attempt is required to pass this course. The final exam will be available on 5/10/24 at 4.30 pm is due on Canvas on 5/10/24 at the end of class time. This exam will be timed at 2 hours

### EVALUATION & GRADING SCALE

#### **TOTAL POINTS POSSIBLE: 600**

Far exceeds requirements: A: 570-600

Exceeds requirements: A: 540-570

Meets requirements: B: 480-539

Does not meet requirements: C: 479<

Below requirements D: 369-419

F < 360

#### **Key Performance Indicator Policy**

CACREP allows each accredited master's program to select and emphasize "special" curricular standards as Key Performance Indicators (KPIs). As such, NAU has selected approximately 18 KPIs that are applicable within certain CMHC and SC courses and are found in master syllabi. KPIs can be quizzes, exams, project rubrics, or supervisory scores found in practicum and internship. KPIs can be knowledge-based, skills-based, or both. Each KPI contains 2 or 3 data point measures. Passing a KPI requires scoring 80% or higher on a project rubric, quiz, or exam. If a student does not achieve an 80% on the designated KPI, a remediation plan will be created at the instructor's discretion.

- KPI is a REQUIRED assignment for this course
- Passing the KPI with 80% or higher grade is REQUIRED to successfully pass this course

#### **LATE ASSIGNMENT POLICY:**

Students must submit all assignments during the time frame indicated on the course outline. The instructor will not accept late assignments for credit after the deadline unless...

- The instructor will accept late assignments if students have made prior arrangements with the instructor and the instructor agrees to an extension. Students must meet the deadline agreed upon in advance with the instructor. Students who do not meet the agreed-upon deadline will receive a grade of zero on the assignment.
- Instructors will accept late work without prior arrangement in the case of extenuating circumstances (i.e., hospitalization, childbirth, major accident, injury, or bereavement). Students who experience such a circumstance must notify the instructor as soon as possible and determine a deadline with the instructor for submitting the work. The instructor does have the right to ask for documentation of the



extenuating circumstance. Students who do not meet the deadline arranged with the instructor will receive a grade of zero on the assignment.

- Instructor Late Assignment Policy- Assignments submitted after the due date and within 24 hours of the due date/time will result- in an automatic deduction of 15%; assignments Submitted after 24 hours of the due date/time will result- in an automatic deduction of 30%. Assignments submitted past 3 days of the due date will not be eligible to receive any grade.

### COURSE SCHEDULE

WEEK	COURSE MEETING CONTENT	WEEKLY READING	ASSIGNMENTS
<b>Week 1</b>	<ul style="list-style-type: none"> <li>○ Course Orientation</li> </ul>		
<b>Week 2</b>	<ul style="list-style-type: none"> <li>○ Developmental Theory Overview</li> <li>○ Cognitive Development in the Early Years</li> </ul>	Chapters 1 & 3	
<b>Week 3</b>	<ul style="list-style-type: none"> <li>○ Emotional and Social Development in the Early Years</li> <li>○ The Emerging Self and Socialization</li> </ul>	Chapters 3 & 4	
<b>Week 4</b>	<ul style="list-style-type: none"> <li>○ Genetics, Epigenetics &amp; the Brain</li> </ul>	Chapter 2; Posted Reading	
<b>Week 5</b>	<ul style="list-style-type: none"> <li>○ The Middle Years/Early Adolescence:</li> <li>○ Realms of Cognition in Middle Childhood.</li> <li>○ Self and Moral Development</li> </ul>	Chapters 6 & 7	Midterm Review
<b>Week 6</b>	<ul style="list-style-type: none"> <li>○ The Middle Years/Early Adolescence: Gender &amp; Peer Relationships</li> </ul>	Chapter 8	
<b>Week 7</b>	<ul style="list-style-type: none"> <li>○ <b>Midterm</b></li> </ul>		Midterm (in-class)
<b>Week 8</b>	<ul style="list-style-type: none"> <li>○ Adolescence: Physical, cognitive, &amp; Identity Development</li> </ul>	Chapter 9	
<b>Week 9</b> <b>SPRING</b> <b>BREAK-</b> <b>NO CLASS</b>			

<b>Week 10</b>	○ Adolescence: The Social World	Chapter 10	
<b>Week 11</b>	○ Young Adulthood: ○ Physical and Cognitive Development ○ Socioemotional and Vocational Development	Chapters 11 & 12	Group Presentations
<b>Week 12</b>	○ Middle Adulthood: Cognitive, Personality, and Social Development	Chapter 13	Group Presentations
<b>Week 13</b>	○ Adulthood: Living Well: Stress, Coping, and Life Satisfaction in Adulthood	Chapter 14	Group Presentations
<b>Week 14</b>	○ Life Satisfaction in Adulthood ○ Gains and Losses in Late Adulthood	Chapter 15	○ Group Presentations ○ Life Map & Self-Reflection Paper
<b>Week 15</b>	Exam Week		Final Exam Review
<b>Week 16</b>	○ Exam Week		Final Exam (online)

*While the syllabus intends to capture necessary aspects of this course, the instructor reserves the right to amend and/or add necessary information as we progress through the semester. Course meeting content and assignment deadlines are subject to change with appropriate notice.*

## **SYLLABUS STATEMENTS & UNIVERSITY POLICIES**

### **COURSE TIME COMMITMENT**

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, Academic Credit), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to class time, preparation, homework, and studying. For example, for a 3-credit course, a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

### **ACADEMIC INTEGRITY**

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://in.nau.edu/academic-affairs/academic-integrity/>

## **COPYRIGHT INFRINGEMENT**

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

## **ARTIFICIAL INTELLIGENCE**

Artificial intelligence (AI) technologies bring both opportunities and challenges. Ensuring honesty in academic work creates a culture of integrity and expectations of ethical behavior. The use of these technologies can depend on the instructional setting, varying by faculty member, program, course, and assignment. Please refer to course policies, and any additional course-specific guidelines in the syllabus or communicate with the instructor to understand expectations. NAU recognizes the role that these technologies will play in the current and future careers of our graduates and expects students to practice responsible and ethical use of AI technologies to assist with learning within the confines of course policies.

## **DISRUPTIVE BEHAVIOR**

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W." For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

## **NONDISCRIMINATION & ANTI-HARASSMENT**

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited, as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations.

For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or visit the EAO website at <https://nau.edu/equity-and-access>.

## **TITLE IX**

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a "Title IX Coordinator" to monitor the institution's compliance with this important civil rights law. NAU's Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at [elyce.morris@nau.edu](mailto:elyce.morris@nau.edu). In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

## **ACCESSIBILITY**

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-

identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

### **RESPONSIBLE CONDUCT OF RESEARCH**

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

### **MISCONDUCT IN RESEARCH**

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at [david.faguy@nau.edu](mailto:david.faguy@nau.edu) or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

### **SENSITIVE COURSE MATERIAL**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

## APPENDIX A

### RUBRIC for Life Map & Self-Reflection Paper

CRITERIA	Needs Improvement	Competent	Proficient
<b>Content of developmental milestones story</b> (90 points)	Paper did not fully complete the assignment as outlined. (60 or fewer points)	Paper covered 3 significant events in your life adequately. Theorists and theories used to help contextualize your experiences. Briefly discussed personal perception and analysis of milestones (significant events and developmental milestones on life map) in your life. (60-85 points)	Paper covered 3 significant events in your life adequately. Thoroughly discussed the theoretical implications social emotionally, cognitively and physically of these milestones. Describe developmental milestones from a developmental theoretical lens. Analyzed your own perceptions of your development through these stages of life and assessed how this has influenced your current development. (85-90 points)
<b>Composition: Grammar, Writing, Format - APA Style</b> (10 points)	Poorly written, illogical, rambling. Low level writing skills. APA Style or citations missing or mostly incorrect. (5 or fewer points)	Adequate writing with few errors in grammar, format, composition or APA citations. Mostly well organized. Needs sharper focus and better composition. (6-8 points)	Effective writing for graduate level with accurate grammar, format and APA citations. Well organized. Minimal to no errors. (9-10 points)

## APPENDIX B

### **RUBRIC for Developmental Issues Research and Application Paper and Presentation**

<b>CRITERIA</b>	<b>Needs Improvement</b>	<b>Competent</b>	<b>Proficient</b>
Content: Fact Sheet (50 points)	Fact sheet did not fully complete the assignment as outlined. (30 or fewer points)	Fact Sheet defined the developmental issue and its impact on social, cognitive, or physical development and provide a brief description of current counseling strategies. (30-40 points)	Fact Sheet defined the developmental issue and its impact on social, cognitive, or physical development. Provided a thorough and well researched description of current counseling strategies. (40-50 points)
Application to life Presentation content: (50 points)	Presentation content did not fully complete the assignment as outlined. (25 or fewer points)	Completed the interview with 1 or more individuals. Explained the developmental issue, the impact on the person(s) life socially, cognitively or physically. Identified and discussed course of action taken by individual(s) and the impact of that course of action. Briefly described how theory applied to this case. (25-40 points)	Completed the interview with 1 or more individuals. Explained the developmental issue, the impact on the person(s) life socially, cognitively or physically. Identified and discussed course of action taken by individual(s) and the impact of that course of action. Provided a thorough and well thought out conceptualization of the case with the theoretical application and strategies for counseling. (40-50 points)
Presentation : Preparation, organization, grammar and format (50 points possible)	Poorly written slides, illogical, rambling presentation. Low level of organization and preparation (25 or fewer points)	Evidence of team preparation and organization of material. Handouts and slides grammatically correct. Timely in presentation. (25-40 points))	Presentation was well organized and team preparation was apparent. Handouts and slides were grammatically correct and free of errors. Verbal articulation of material was clear and concise. Demonstrated professionalism in presentation. (40-50 points)

## APPENDIX C

### Peer Evaluation Form *(also available to download on Canvas)*

#### **STUDENT PEER EVALUATION SHEET** – Evaluate your group members.

List Each Group Member Below. Use the following scale to rate your group member in each of the categories below:

1 (rarely/never) 2 (occasionally/sometimes) 3 (all/most of the time)

**Partner's Name :** \_\_\_\_\_

Comments:

- \_\_\_\_\_ *did their fair share of work*
- \_\_\_\_\_ *was cooperative/did agreed upon task*
- \_\_\_\_\_ *contributed to ideas/planning*
- \_\_\_\_\_ *was available for communication*
- \_\_\_\_\_ *was positive, helpful*
- \_\_\_\_\_ *contributed to overall project success*

Word describing this person as a group member: \_\_\_\_\_

What is the single most valuable contribution this person makes to your team? \_\_\_\_\_

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**Partner's Name :** \_\_\_\_\_

Comments:

- \_\_\_\_\_ *did their fair share of work*
- \_\_\_\_\_ *was cooperative/did agreed upon task*
- \_\_\_\_\_ *contributed to ideas/planning*
- \_\_\_\_\_ *was available for communication*
- \_\_\_\_\_ *was positive, helpful*
- \_\_\_\_\_ *contributed to overall project success*

Word describing this person as a group member: \_\_\_\_\_

What is the single most valuable contribution this person makes to your team? \_\_\_\_\_

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**Partner's Name :** \_\_\_\_\_

Comments:

- \_\_\_\_\_ *did their fair share of work*
- \_\_\_\_\_ *was cooperative/did agreed upon task*
- \_\_\_\_\_ *contributed to ideas/planning*
- \_\_\_\_\_ *was available for communication*
- \_\_\_\_\_ *was positive, helpful*
- \_\_\_\_\_ *contributed to overall project success*

Word describing this person as a group member: \_\_\_\_\_

What is the single most valuable contribution this person makes to your team? \_\_\_\_\_

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**Partner's Name :** \_\_\_\_\_

Comments:

- \_\_\_\_\_ *did their fair share of work*
- \_\_\_\_\_ *was cooperative/did agreed upon task*
- \_\_\_\_\_ *contributed to ideas/planning*
- \_\_\_\_\_ *was available for communication*
- \_\_\_\_\_ *was positive, helpful*
- \_\_\_\_\_ *contributed to overall project success*

Word describing this person as a group member: \_\_\_\_\_

What is the single most valuable contribution this person makes to your team? \_\_\_\_\_

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In the section below, rate **yourself**.

1 (rarely/never) 2 (occasionally/sometimes) 3 (all/most of the time)

**Your Name :** \_\_\_\_\_

Comments:

- \_\_\_\_\_ *did fair share of work*
- \_\_\_\_\_ *was cooperative/did agreed upon task*
- \_\_\_\_\_ *contributed to ideas/planning*
- \_\_\_\_\_ *was available for communication*
- \_\_\_\_\_ *was positive, helpful*
- \_\_\_\_\_ *contributed to overall project success*

*Explain why you gave yourself the scores above:*

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**Additional Questions-**

*If you had to do another group project, what would you do differently next time?*

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*What went really well during this group project experience?*

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