Tennessee Tech University
College of Education
Counseling and Psychology

COUN 6000 Counseling Across the Lifespan

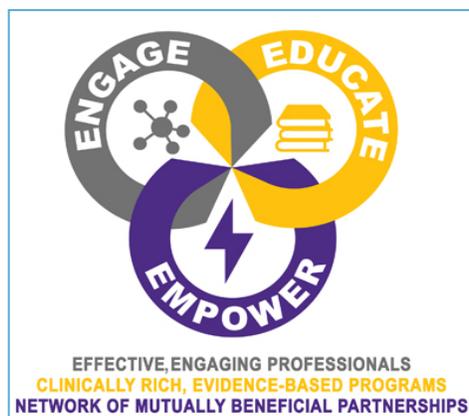**Section: 591, Time: Online, Location: Web-based, 3 credit hours**

Instructor: Tony Michael, Ph.D., LPC/MHSP, ACS, RPT-S, NCC
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Office Hours
- o   Email, Phone calls, and Zoom conference meetings are available

Conceptual Framework

EFFECTIVE, ENGAGING PROFESSIONALS
CLINICALLY RICH, EVIDENCE-BASED PROGRAMS
NETWORK OF MUTUALLY BENEFICIAL PARTNERSHIPS

Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

Table of Contents

Prerequisites

Advanced graduate standing and permission from the instructor.

Texts and References

Required: Wong, D. W., Hall, K. R., Justice C. A., & Hernández, L. W. (2015). *Counseling Individuals Through the Lifespan.* Sage Publications. *ISBN: 9781483322032*

Tk20 data assessment program. TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage candidate transition points,

and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is $133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. See our website for more details: https://tntech.tk20.com

Course Description

COUN 6000. *Counseling Across the Lifespan.* This course will focus on central issues and counseling strategies related to human development that arise across the lifespan. Course will evaluate the continuity and change occurring within the developing individual in cognitive, social, emotional and physical domains from birth to death. Course will satisfy both national accreditation and state licensing requirements.

You will experience this course as an "online" student, taking part in online discussions, tests, and readings.

IDEA Essential and Important Learning Objectives Associated to this Course

1. Gaining a basic understanding of the subject (e.g., factual knowledge, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)

Course CACREP Objectives/Student Learning Outcomes

CACREP FOUNDATIONS			
Standards/ Learning Objectives	**Reading**	**Formative Assessment**	**Summative Assessment**
Students will describe theories of individual and family development and transitions across the lifespan. (CACREP Professional identity standard section F.3.a)	Chapters 1 & 2	Quizzes 1-13	Counseling Across the Lifespan Application Competency Paper
Students will learn theories of learning (CACREP Professional identity standard section F.3.b).	Chapter 2	Quizzes 1-13	Counseling Across the Lifespan Application Competency Paper
Students will explain theories of normal and abnormal personality development (CACREP Professional identity standard section F.3.c).	Chapters 1-13	Quizzes 1-13	Counseling Across the Lifespan Application Competency Paper

Students will define theories and etiology of addictions and addictive behaviors (CACREP Professional identity standard section F.3.d).	Chapter 11	Quizzes 1-13	Counseling Across the Lifespan Application Competency Paper
Students will explain biological, neurological, and physiological factors that affect human development, functioning and behavior (CACREP Professional identity standard section F.3.e).	Chapter 2	Quizzes 1-13	Counseling Across the Lifespan Application Competency Paper
Students will describe systemic and environmental factors that affect human development, functioning, and behavior (CACREP Professional identity standard section F.3.f)	Chapters 1-13	Quizzes 1-13	Counseling Across the Lifespan Application Competency Paper
Students will explain the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Professional identity standard section F.3.g).	Chapter 1-13	Quizzes 1-13	Counseling Across the Lifespan Application Competency Paper
Students will learn a general framework for understanding differing abilities and strategies for differentiated interventions. (CACREP Professional identity standard section F.3.h)	Chapter 2	Quizzes 1-13	Counseling Across the Lifespan Application Competency Paper
Students will describe ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP Professional Identify Standard Section F.3.i.).	Chapters 1 & 2	Quizzes 1-13	Counseling Across the Lifespan Application Competency Paper

Student Responsibilities

The following dispositions are taken from the Counseling and Psychology Graduate Handbooks and summarize the responsibilities accepted by the student participating in this course. http://www.tntech.edu/cp/graduate-program-information/

1. Scholarship (mastery in coursework and competency in application)
2. Responsibility (acceptance of ownership of personal, academic, and professional development and behavior)
3. Respect for Diversity (recognition of the needs and values of individuals)
4. Effective Communication (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)

5. Reflection (ability to asses one's own decision making process and recognize consequences of behavior)
6. Professional Behavior (recognition of ethical, legal, and professional standards of conduct)
7. Critical Thinking (capability for critical thinking and real world problem-solving)

Major Teaching Methods

Discussion Posts and Responses, Online Tests, & Readings

Special Instructional Platform/Materials:

A. Course Requirements - iLearn, Tk20, Laptop/Computer
   • This class will be delivered 100% online and via iLearn/Tk20.

   • You must have access to the Internet, an up to date web browser and basic computer literacy.

   • If you are having difficulty accessing iLearn/Tk20 and retrieving information, taking tests, etc., immediately notify the Help Desk at 931-372-3975 for assistance.

   • You must use a standard word processor such as Word or Pages.

   • All assignments will be submitted electronically.

   • All course materials will be found in your texts, on iLearn, in scholarly articles, or through the Internet.

B. Required Technology - Browsers, Plug-ins, Players and Viewers
   • To take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes a good Web browser (IE, Firefox) and appropriate plug-ins. If you have a problem viewing the videos or downloading materials, contact me at any time.
   • Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. Some software is available for free on IT Helpdesk downloads page.)

C. Internet Service
   • Students are responsible to have Internet service. High speed Internet access is recommended, as dial-up may be slow and limited in downloading information and completing online tests, assignments, or quizzes. Some modules may contain streaming audio and/or video content.
   • Use of public computers is strongly discouraged.

D. Copyrighted Materials

- Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. As a Tennessee Tech student, you must comply with the IT Appropriate Use Policy.

E. Communication Policy
- E-mail anytime. I will try my best to return e-mails within 24 hours. Again, be sure to include the course name and section in the subject line and state your full name at the end of the email.
- Grading may take up to 5 working days. Please do not email me grade related questions before 5 days have elapsed.

Topics to Be Covered:

A. Human Development through the Lifespan

B. Theories of Human Development

C. Conception and Prenatal Development

D. Infancy (Birth to 24 Months Old)

E. Toddlerhood (Ages 1 to 3)

F. Preschool: Early School Age (Ages 3 to 6)

G. Middle Childhood (Ages 6 to 12)

H. Early Adolescence (Ages 13 to 18)

I. Late Adolescence (Ages 19 to 25)

J. Early Adulthood (Ages 26 to 35)

K. Middle Adulthood (Ages 36 to 60)

L. Late Adulthood (Ages 61 to 75)

M. Oldest-Old Elderhood (Ages 75 and Over)

Grading and Evaluation Procedures

The following grading scale will be used to evaluate Students' knowledge of the course.

Grading Scale

<div align="center">

A 93 – 100
B 85 – 92
C 77 – 84
D 69 – 76
F <68

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University Plagiarism Policy
Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations)

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course. http://www.tntech.edu/ttustudenthandbook/academic-regulations/

Academic Misconduct Policy
Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations)

Cheating on quizzes and exams or other course work also violates the TTU academic misconduct policy. You can find more information about TTU's Academic Integrity Policy at http://www.tntech.edu/ttustudenthandbook/academic-regulations/. Academic misconduct undermines the integrity of the academic process, and cannot be tolerated in an institution of higher learning. Therefore, students who participate in academic dishonesty may receive an "F" or a "0" for the assignment, or an "F" for the course.

Attendance Policy

As this course is online, physical attendance is not warranted. However, students do have to review and complete the material for each online learning module.

Class Participation

Participation in class is essential to the value of the learning experience within this course. A candidate's grade may be affected negatively by low participation, and thus, discussion threads are weighted heavily in this course.

Assignments and Related Policy

The following assignments are how Students will be assessed for knowledge.

1. Class Introductions

- You will introduce yourself to your classmates in the Virtual Coffee House under the Discussions tab on ilearn. This assignment will need to be completed on Monday or Tuesday before the Week 1 discussion post.

- These items must be included in your introductions:
  1. Your name
  2. What concentration you are and how long you have before completing (e.g., Clinical Mental Health or School Counseling and I hope to be completed by summer 2021).
  3. If you could visit any place in the world, where would you choose to go and why?
  4. What developmental stage you are in and how you think it will impact your perspective in this course.
  5. What you hope to get out of this course.

2. Quizzes
- You will take quizzes for the syllabus and the chapters assigned to that particular week. See the course calendar at the end of the syllabus for the exact dates of the quizzes.

- You can only take a quiz once. Once you start a quiz you must complete it. Your quiz grades will appear in the iLearn Grade Center after the submission.

- Although the tests are "open book," it is suggested that you first read the required readings and assignments so that you are prepared.

- Quizzes will consist of short-answer, multiple choice, multiple answer, fill-in-the-blanks, true/false and etc.

- Each quiz is worth 100 points and each quiz has 10 questions. Therefore, each question is worth 10 points (except the syllabus quiz has 20 questions).

- ***These online quizzes must be taken alone without the help or assistance of another individual.***

3. Discussion Threads
- Discussion threads will be required weekly. The questions to guide the discussions for the week are available on ilearn under the discussion forums. The post, questions to two separate students' post, and your two answers to other students' questions are worth 20% of your final grade.

Remember that open class discussion is an important and significant part of an online course. While class discussion whether online or face-to-face, can be characterized by free flowing conversation, there are identifiable characteristics that distinguish exemplary contributions to class discussion from those of lesser quality. The criteria found below will be used to assess the quality of your initial postings and responses to the postings and comments of peers during class discussion.

Note: Initial postings are your comments based on the discussion prompt posted by the instructor. Responses to others are your replies to your peers' initial postings.

Grading & Specific instructions:
- Students are asked to create one initial posting, at least two questions to two separate students, and at least to answers to other questions to each discussion forum.
- Initial posts should be no less than 400 words, no more than 800 words.
- Complete initial postings by Wednesdays – accounts for 50% of weekly post grade
- Follow-up questions are timely by Friday – accounts for 25% of weekly post grade
    - o   If a classmate has already been asked two questions, please find someone else to ask a question to.
- Answers to others' questions are due by Sunday – accounts for 25% of weekly post grade
- Content is complete, on point, thoughtful, and offers new ideas
- Supporting detail is abundant & appropriate
- Content encourages further discussion or follows-up on others' thoughts
- Postings are characterized by originality, engagement, and relevance
- Postings demonstrate an understanding of the material
- Postings that read "I Agree", "Ditto", or similar are unacceptable.
- See the Netiquette for online discussions at the end of the syllabus.

4. Counseling Across the Lifespan Application Competency Paper
Students will write a paper to demonstrate the related lifespan competencies to CACREP standards. The paper will account for 45% of your final grade and should be based upon at least 15 scholarly citations (with at least one citation for every question excluding question #1). *Papers must be submitted in APA formatting.* Students will use the following questions as sub-headings in their paper. **PLEASE NOTE: This paper must be submitted on both iLearn and the Tk20 assessment program.**

1. In this assignment, you will invent a hypothetical client or student. Begin by providing an opening paragraph describing this client/student you could see yourself working with one day. Include demographic information and a presenting problem.

2. Describe potential systemic and environmental factors that could be affecting the individual's human development, functioning, and/or behavior (e.g., low socioeconomic status).

3. Discuss how this individual would be described within a theoretical framework(s) of personality development (e.g., Freud, Erikson, Piaget, Big Five personality traits).

4. Furthermore, explain how this individual's growth could be explained through a theory of family development (e.g., Attachment, Adlerian, Birth-Order, etc.).

5. What are important theories of learning that could be worthwhile to consider when working with this individual? (e.g., behaviorist, cognitive constructivist, and social constructivist)

6. You discover that the individual or someone within their family system has an issue with addiction. How could these addictive behaviors impact the client's development?

7. Summarize how the effects of crises, disasters, and trauma could impact this individual across their lifespan.

8. Imagine after the third session that you received additional information from a family member that the individual has a biological, neurological, or physiological issue. Explain how it has or will affect the person's development, functioning and behavior.

9. Based on the previous biological, neurological, or physiological issue, discuss how a general framework for understanding differing abilities and strategies for differentiated interventions would be worthwhile for the individual.

10. What would be ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan for this individual?

PLEASE NOTE THAT DEMONSTRATION OF COMPETENCY ALSO ENTAILS: grammatically correct sentences and ease of readability; absence of comma splices, run-ons, fragments; absence of usage and grammatical errors; accurate spelling; careful proofreading; appropriate tone of voice; attractive and appropriate form. *Points will also be deducted off the final grade for APA formatting issues.*

4. Final Grade Calculations
These assignments will be used to determine candidate achievement of the course objectives listed under VI. All required assignments will be given a specific grade. Grades will be computed using the following scale:

SYLLABUS AND CHAPTER QUIZZES 35%
(There are 14 quizzes and each will account for 2.5% of the final grade)

CLASS INTRODUCTIONS & ONLINE DISCUSSIONS 20%
(10% will result from your weekly posts and another 10% will result from your responses on two other students' weekly posts)

COUNSELING ACROSS THE LIFESPAN APPLICATION PAPER 45%

Late Assignments

All assignments should be completed on or before the announced due date. Ten percent will be deducted from an assignment when it is late. After one week, assignments will be accepted by the discretion of the professor. It is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

Class Plan by Weeks or Days

Please see Course Schedule at the end of the Syllabus.

Disability Accommodation

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. (Disability Accommodation Policy and Procedures - Tennessee Tech University Faculty Handbook and Student Handbook http://www.tntech.edu/facultyhandbook/diabilityaccom/)

myTech Helpdesk

The myTech HelpDesk is a place where faculty, staff and students alike can go or contact to get assistance with anything IT related. They are responsible for offering general IT assistance to the TTU campus family as well as serving as a point of contact for the campus to the rest of ITS.

The myTech HelpDesk offers various services to the TTU campus for immediate assistance. A few of the services that they provide:
- Password resets for Banner SSB (Eagle Online), Banner INB, and Email Accounts
- General troubleshooting of computer issues, both personal and TTU-owned
- General IT-related knowledge base—Have a question about how to do something on your computer? Ask them!
- Student PC Service—They offer general assistance with computer-related issues to students currently enrolled at TTU. If you have a problem, bring it to them, and they'll do our best to fix it. (They cannot perform hardware repairs or provide paid software or operating systems to students).

The myTech Helpdesk is located in *Clement Hall Room 216.*

Their hours are Monday–Friday: 8am–4:30pm

During these hours the myTech Helpdesk are also available by phone at (931) 372-3975 or email at Helpdesk@tntech.edu.

Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

COURSE SCHEDULE
COUN 6000 Counseling Across the Lifespan – SUMMER 2021

Week	Day	Content	Readings & Assignments
1	1 Monday May 10	Introductions & Syllabus	• *Read Syllabus* • ***Class Introductions in the Tiki Lounge (due by May 11th)*** • ***Syllabus Quiz (due by May 12)***
	2 Tuesday May 11	Chapter 1: Human Development Through the Lifespan	• *Read Chapter 1* • ***Suggested due date for Quiz 1***
	3 Wednesday May 12	Chapter 2: Theories of Human Development	• *Read Chapter 2* • ***Due: Discussion Week 1 Initial Post*** • ***Suggested due date for Quiz 2***
	4 Thursday May 13	Chapter 3: Conception and Prenatal Development	• *Read Chapter 3* • ***Suggested due date for Quiz 3***
	5 Friday May 14	Chapter 4: Infancy (Birth to 24 Months Old)	• *Read Chapter 4* • ***Due: Discussion Week 1 Questions*** • ***Suggested due date for Quiz 4***
	6 Saturday May 15	Chapter 5: Toddlerhood (Ages 1 to 3)	• *Read Chapter 5* • ***Suggested due date for Quiz 5***
	7 Sunday May 16	Chapter 6: Preschool: Early School Age (Ages 3 to 6)	• *Read Chapter 6* • ***Due: Discussion Week 1 Answers*** • ***Suggested due date for Quiz 6***

	8 Monday May 17	Chapter 7: Middle Childhood (Ages 6 to 12)	• *Read Chapter 7* • ***Suggested due date for Quiz 7***
	9 Tuesday May 18	Chapter 8: Early Adolescence (Ages 13 to 18)	• *Read Chapter 8* • ***Suggested due date for Quiz 8***
	10 Wednesday May 19	Chapter 9: Late Adolescence (Ages 19 to 25)	• *Read Chapter 9* • ***Due: Discussion Week 2 Initial Post*** • *Suggested due date for Quiz 9*
2	11 Thursday May 20	Chapter 10: Early Adulthood (Ages 26 to 35)	• *Read Chapter 10* • ***Suggested due date for Quiz 10***
	12 Friday May 21	Chapter 11: Middle Adulthood (Ages 36 to 60)	• *Read Chapter 11* • ***Due: Discussion Week 2 Questions*** • *Suggested due date for Quiz 11*
	13 Saturday May 22	Chapter 12: Late Adulthood (Ages 61 to 75)	• *Read Chapter 12* • ***Suggested due date for Quiz 12***
	14 Sunday May 23	Chapter 13: Oldest-Old Elderhood (Ages 75 and Over)	• *Read Chapter 13* • ***Due: Discussion Chapter 13 Post, Questions, & Answers*** • ***Suggested due date for Quiz 13***

PLEASE NOTE THAT ALL QUIZZES MUST BE SUBMITTED BY MAY 23rd at 11:59 pm

Counseling Across the Lifespan Competency Paper is due by June 2nd

Netiquette for Online Participation

Netiquette (internet etiquette) is a set of social conventions concerning interactions in the online environment. In other words, it is the online social code.

When taking online or hybrid courses, it is essential that students communicate effectively with their instructors and classmates.   The following are basic rules for interacting with others in the online environment.
- Be respectful and adhere to the same standards of courtesy, manners, and written language you would in a traditional class; this includes the use of proper grammar, sentence structure, and correct spelling.
- Be clear and concise when explicating your thoughts, but do so in as few words as possible.
- ALL CAPS = shouting, and it is rude.
- No "flaming" or attacking other's point of view.
- Proofread everything.
- Credit all sources. Visit Purdue OWL (Online Writing Lab) for help.
  http://owl.english.purdue.edu/owl/section/2/
- Do not dominate online conversations, "lurk" (read but not participate), or be repetitive/duplicate other student's comments, post, etc.
- Use good judgment in all that you do; it is not your instructor's job to censor submissions.
- Do not use slang or acronyms for slang such as ROFL ("rolling on the floor laughing).
- Use emoticons sparingly so others understand the tone of your message.
- Stay on topic.
- If responding to another classmate, be sure to clarify whom.
- Do not start new threads in discussion boards if the topic is covered in an existing thread unless your instructor specifies otherwise.
- If responding to a specific comment, quote the relevant part of the comment.
- If a response is 4 or more lines, break it into paragraphs.
- Check email often.
- Use antivirus software to check files before sending them to others.
- Always save a copy of your work to your hard drive, secure file sharing/storage service (such as Box), or as a hard copy. Always save important emails.

Emoticon Chart

Really Happy	:] or :-]	Laughing	:D, :-D, or <L>
Happy	:) or :-)	Smiling	<S>
Indifferent	:I or :-I	Grinning	<G>
Confused	:-/ or :\	Joking	<J>
Sad	:(or :-(	Yawning	<Y>
Really Sad	:[or :-[	"Uh Oh"/"Oh No"	:o or :-O

Source: http://online.sccsc.edu/netiquette.htm

COUNSELING ACROSS THE LIFESPAN APPLICATION COMPETENCY RUBRIC 2016 CACREP STANDARDS				
Criteria	Exceeds Expectations/ Demonstrates Competencies 10 points	Meets Expectations/ Demonstrates Competencies 9-8 points	Nears Expectations/ Developing Competencies 7-6 points	Below Expectations/ Insufficient/ Not Addressed 5 and below
Provide a description of client/student with demographic information and presenting problem.	Student has exceeded all the requirements of describing client/student with demographic information and presenting problem.	Student has met the requirements of describing client/student with demographic information and presenting problem.	Student has met minimal requirements of describing client/student with demographic information and presenting problem.	Student has not met the requirements of describing client/student with demographic information and presenting problem.
Describe potential systemic and environmental factors that could be affecting the individual's human development, functioning, and/or behavior (e.g., low socioeconomic status). (CACREP Professional identity standard section F.3.f)	Student has exceeded all the requirements of identifying the systemic and environmental factors that affect human development, functioning, and behavior.	Student has met the requirements of identifying the systemic and environmental factors that affect human development, functioning, and behavior.	Student has met minimal requirements of identifying the systemic and environmental factors that affect human development, functioning, and behavior.	Student has not met the requirements of identifying the systemic and environmental factors that affect human development, functioning, and behavior.
Discuss how this individual would be described within a theoretical framework(s) of personality development (e.g., Freud, Erikson, Piaget, Big Five personality traits). (CACREP Professional identity standard section F.3.c).	Student has exceeded all the requirements of identifying theories of normal and abnormal personality development.	Student has met the requirements of identifying theories of normal and abnormal personality development.	Student has met minimal requirements of identifying theories of normal and abnormal personality development.	Student has not met the requirements of identifying theories of normal and abnormal personality development.

Furthermore, explain how this individual's growth could be explained through a theory of family development (e.g., Attachment, Adlerian, Birth-Order, etc.). (CACREP Professional identity standard section F.3.a)	Student has exceeded all the requirements of explaining theories of individual and family development across the lifespan.	Student has met the requirements of explaining theories of individual and family development across the lifespan.	Student has met minimal requirements of explaining theories of individual and family development across the lifespan.	Student has not met the requirements of explaining theories of individual and family development across the lifespan.
What are important theories of learning that could be worthwhile to consider when working with this individual? (e.g., behaviorist, cognitive constructivist, and social constructivist) (CACREP Professional identity standard section F.3.b).	Student has exceeded all the requirements of identifying theories of learning.	Student has met the requirement of identifying theories of learning.	Student has met minimal requirements of identifying theories of learning.	Student has not met the requirements of identifying theories of learning.
You discover that the individual or someone within their family system has an issue with addiction. How could these addictive behaviors impact the client's development? (CACREP Professional identity standard section F.3.d).	Student has exceeded all the requirements of identifying theories and etiology of addictions and addictive behaviors.	Student has met the requirements of identifying theories and etiology of addictions and addictive behaviors.	Student has met minimal requirements of identifying theories and etiology of addictions and addictive behaviors.	Student has not met the requirements of identifying theories and etiology of addictions and addictive behaviors.
Summarize how the effects of crises, disasters, and trauma could impact this individual across their lifespan. (CACREP Professional identity standard section F.3.g).	Student has exceeded all the requirements of identifying the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.	Student has met the requirements of identifying the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.	Student has met minimal requirements of identifying the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.	Student has not met the requirements of identifying the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.

Imagine after the third session that you received additional information from a family member that the individual has a biological, neurological, or physiological issue. Explain how it has or will affect the person's development, functioning and behavior. (CACREP Professional identity standard section F.3.e).	Student has exceeded all the requirements of identifying the biological, neurological, and physiological factors that affect human development, functioning and behavior.	Student has met the requirements of identifying the biological, neurological, and physiological factors that affect human development, functioning and behavior.	Student has met minimal requirements of identifying the biological, neurological, and physiological factors that affect human development, functioning and behavior.	Student has not met the requirements of identifying the biological, neurological, and physiological factors that affect human development, functioning and behavior.
Based on the previous biological, neurological, or physiological issue, discuss how a general framework for understanding differing abilities and strategies for differentiated interventions would be worthwhile for the individual. (CACREP Professional identity standard section F.3.h)	Student has exceeded all the requirements of describing a general framework for understanding differing abilities and strategies for differentiated interventions.	Student has met the requirements of describing a general framework for understanding differing abilities and strategies for differentiated interventions.	Student has met minimal requirements of describing a general framework for understanding differing abilities and strategies for differentiated interventions.	Student has not met the requirements of describing a general framework for understanding differing abilities and strategies for differentiated interventions.
What would be ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan for this individual? (CACREP Professional Identify Standard Section F.3.i.).	Student has exceeded all the requirements of identifying ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Student has met the requirements of identifying ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Student has met minimal requirements of identifying ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Student has not met the requirements of identifying ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

PLEASE NOTE THAT DEMONSTRATION OF COMPETENCY ALSO ENTAILS:
grammatically correct sentences and ease of readability; absence of comma splices, run-ons, fragments; absence of usage and grammatical errors; accurate spelling; careful proofreading; appropriate tone of voice; attractive and appropriate form. *Points will also be deducted off the final grade for APA formatting issues.*