**FALL 2023**

**CNS 748: Lifespan Development: Implications for Counseling**

**Wake Forest University Department of Counseling**

**Instructor:** Isabel C. Farrell, PhD, LPC, NCC

**Office**: Carswell 203

**Phone**: (336) 758-1979

**E-mail**: Farrelic@wfu.edu

**Office Hours**: By appointment

**Time and Location:** Tuesdays, 12:30 – 3:00

**Course Content:**

This course provides an examination of major theories of human development, including those from physical, psychological, cognitive, social, and moral perspectives. Development is viewed across the human life span in each of these areas. The course is designed to encourage an integrated concept of these theoretical perspectives, which serves as a developmental framework for the counseling process.

**Course Objectives: Knowledge, Skills, and Practices:**

After completion of this course, the student will be able to

* Discuss and apply theories of the life-span physiological, intellectual, emotional, attitudinal, cultural, learning, and social development of human beings (3.c.1.2.3.4.5)
* Apply models of resilience, optimal development, and wellness in individuals and families
* across the lifespan (3.c.7)
* Identify models of psychosocial adjustment and adaptation to illness and disability (3.c.8)
* Understand the role of sexual development and sexuality related to overall wellness 3.c.9)
* Identify biological, neurological, and physiological factors that affect lifespan development,

functioning, behavior, resilience, and overall wellness (3.c.10)

* Understand systemic, cultural, and environmental factors that affect lifespan development (3.c.11)
* Discuss the influence mental and physical health conditions on coping, resilience, and overall (3.c.11.12)

wellness for individuals and families across the lifespan

* Identify the effects of crises, disasters, stress, grief, and trauma across the lifespan (3.c.13)

**Methods of Instruction:**

Instructional methods in this course include, but are not limited to, lectures, discussions, case studies, videos, experiential activities, and other interactive activities.

**Required Text and Materials:**

* Wong, D. W., Hall, K. R., & Wong Hernandez, L. (2020). Counseling Individuals Through the Lifespan. (2nd ed.). Thousand Oaks: Sage Publishing. ISBN: 9781071895177
* *My Virtual Child* (2nd ed.) (This is a computer program – you’ll purchase an access code.)

ISBN-13: 9780205690336

**Additional Materials:**

* \*\*\*Additional articles and readings may be assigned throughout the course and will be made available electronically or distributed in class.

**Instructor Expectations**

1. **Email**

It is the instructor’s intention to respond to emails as quickly as possible and within a reasonable time frame. However please be aware that emails received after 5PM Monday-Friday may not be opened until the next working day. Emails received on Saturday, Sunday, or a scheduled WFU break may not be opened until classes resume. Please don’t hesitate to send emails at any time (if I am up working late, I am happy to respond) but be aware that in an effort to have appropriate boundaries I am not tethered to email 24/7.)

1. **Attendance,** **Preparation, and Participation:**  As graduate students, your commitment to learning is manifested in regular class preparation, attendance, and active participation (i.e., appropriate, thoughtful, and meaningful contributions to class discussions). This requires that you come to class having completed the readings and assignments and taken time to consider the application of this knowledge to the counseling process and being willing to share and contribute to discussions.

To participate fully in class, **students must complete all assigned readings and assignments ahead of time** and bring textbooks and other assigned readings to each class meeting. Furthermore, you will need to bring your syllabus with you to class as it will be referenced as assignments are discussed. This class is collaborative and experiential; a place where knowledge is constructed. Your spirit of participation is a key to your success. The focus each week will be emergent based on the current needs of the class.

All course assignments are expected to be completed independently unless the instructor has specified that the assignment is appropriate for group work. If you have questions about an assignment, please contact the instructor.

1. **Professionalism:** Due to the nature of this class, we may occasionally deal with personal and sensitive matters. Please remember that any personal information shared by a peer during class time is confidential and should be confined to class. Additionally, it is important that we respect differences in opinion. Furthermore, any information that is shared about clients is to remain confidential. Please do not provide any identifying (e.g., full names) client information when sharing your experiences and work with clients. It is possible to share all the information necessary for proper consultation and collaboration without jeopardizing confidentiality.

**Display of Professionalism**: Licensure as a Professional Counselor carries with it a great deal of responsibility. Whether a counselor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a counseling student’s behavior in class is generally an indicator of his or her future behavior as a counselor. Thus, students are appraised based on professionalism displayed during class. Counseling students display professionalism, and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one's ability to convey warmth, genuineness, respect, and empathy in interactions with classmates and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and express feelings appropriately. Part of the instructor’s evaluation will be based on your display of professional disposition.

Side private conversations, cell-phone use, and arriving late for class are not acceptable professional behaviors. As a step toward creating healthy boundaries in your life and to demonstrate respect for others, please make sure that all **cellular phones are turned off or placed on silent** for the duration of class. Interruptions to the course from ringing or buzzing cell phones or text-messaging may negatively affect your grade. Additionally, you are more than welcome to bring your **laptop** to class, however the instructor will notify you when and if it is appropriate to use in each class.

**Sometimes problems arise during the semester that can impact a student’s ability to be successful in a course. If this happens to you, please see the professor as soon as you know you are having problems with an assignment or if other issues may be impacting your ability to be successful in this course. Do not wait until the last minute to get help with an assignment or an issue that is impacting your success in the course or in the program.**

\*You will be assessed at the end of this course using the Professional Dispositions and Behaviors Rubric (PDBR) – which is part 2 of the Counseling Competencies Scale – Revised (CCS-R). On the CCS-R, this part is referred to as Counseling Dispositions and Behaviors. A copy of this instrument is in your Canvas shell.

1. **Late Assignments:** You are responsible for turning in assignments on time as indicated by the syllabus. You may be asked to submit an electronic version of your assignment along with a hard copy. Assignments are due by midnight on the date they are due. Otherwise, they are considered late. **Your grade on the assignment will be reduced by 10% for each day it is late.** Make-up work will not be permitted, and no incompletes will be granted, except under exceptional circumstances and at the discretion of the professor. Please see me if you believe you have an exceptional circumstance as soon as any concerns arise.
2. **Center for Learning, Access, and Student Success (CLASS)**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the CLASS within the first two weeks  [CLASS (Links to an external site.)](https://olympic.accessiblelearning.com/WFU/)

1. **Academic Policies and Honor Code:**

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. This policy may be accessed on the Graduate School website at: <https://prod.wp.cdn.aws.wfu.edu/sites/275/2020/02/Honor-Code-Policy.-1.30.2020.pdf>

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

*The list that follows includes examples, although not all-inclusive, of academic dishonesty:*

* Purchase of term papers turned in as one’s own or writing the term paper(s) for another student.
* Submission of same term paper to another class without permission.
* Providing another student answers during an exam.
* Use of notes or book during exam when prohibited.
* Collaboration on homework or take-home exams when instruction called for independent work.
* Providing test question(s) to student(s) in another section of the class.
* Falsifying records or the fabrication of information and/or citation in an academic exercise.
* Violation of computer policies.
* **Plagiarism:** appropriating or passing off as one’s work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other’s work. Plagiarism also includes electronic information of all types.
* Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your Wake Forest Student Handbook: <https://prod.wp.cdn.aws.wfu.edu/sites/275/2019/01/GradStudentHandbook1.pdf>

1. **Other Academic Policies**

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation termination of enrolment, reinstatement, and student and faculty expectations, see the Wake Forest Student Handbook: <https://prod.wp.cdn.aws.wfu.edu/sites/275/2019/01/GradStudentHandbook1.pdf>

1. **Emergency Contingency Plan:**
If the University is closed for an emergency, students will be able and expected to keep up with their coursework as all documents will be made available online in a Canvas course website. It is suggested that all materials be downloaded. Student work can be submitted via the course website or via email. If Internet access is limited, work can be submitted via snail mail, and access to the instructor's home address and telephone numbers will be provided. If there is a continued need to cancel class, the due dates for assignments may be adjusted

**Student Performance Evaluation Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Activity** | **Percent of Grade** | **Applicable Grading Rubric** | **CACREP Learning Objective** |
| Bring a MEME! | 5% | N/A | 3.a.c.10 |
| Weekly Reflection and Questions | 5% |  | 3.a.c.1.2.3.4.5.6.7.8.9.10.11.12.13 |
| Final Exam | 25% | Exam Rubric | 3.a.c.1.2.3.4.5.6.7.8.9.10.11.12.13 |
| Self-Help Book Essay & Presentation | 20% |  | 3.a.c.1.2.3.4.5.6.7.8.9.10.11.12.13 |
| Virtual Child Program | 20% | VC Program Rubric | 3.a.c.1.2.4.6.9.10.11.12. |
| Case Conceptualization | 25% |  | 3.a.c.10.11.12.13 |

**Grading Scale**

|  |  |
| --- | --- |
| A | 92.5-100 |
| A- | 89.5-92.49 |
| B+ | 86.5-89.49 |
| B | 82.5-86.49 |
| B- | 79.5-82.49 |
| C+ | 76.5-79.49 |
| C | 69.5-76.49 |
| F | 0-69.49 |

**Final Exam**

You will take 1 cumulative final exam at the end of the semester. This exam will be open book/notes and will be taken at home. The purpose of this is to assess your total knowledge of course content and to prepare you for the national exam for licensure.

**Virtual Child (VC): (Signature Assignment)**

Throughout the first half of this course, you will work with Pearson’s Virtual Child (<http://www.myvirtualchild.com>), a computer application that simulates the decisions that parents make while raising a child. Through your Virtual Child, you will witness first-hand how individuals move through the early stages of development and be able to apply theoretical models to the “behaviors” that you witness. You will complete four assignments related to Virtual Child. You will be given a class code which will give me access to your account. I will check your accounts to assure that you are progressing through the program.

I will be checking your progress on the program periodically. You are expected to have raised your child to at least the level that we are discussing in class (e.g., if we’re discussing middle childhood – I should be able to go into the program and see that your child is within the middle childhood age). You will answer questions throughout the program.

After completing all virtual child assignments, you will complete a 2-3 page reflection paper about the assignment following the outlined processing questions.

**Self-Help Book Essay & Presentation:** You will be choosing a stage of development (Toddlerhood – Elderhood) and self-help book that matches a challenge in that stage. The self-help book can be directed towards caregivers or clients. For example, I may choose *The* *whole brain child* book for toddlerhood or early childhood that helps caregivers how to teach children to cope with feelings. OR I may choose a book on recovering for substance use for a client in their middle adulthood years. Your instructor will provide a sign-up sheet the first day of class for you to assign yourself a life stage. While is not required, it is recommended having your book selection pre-approved by your instructor. You will submit a 2-page essay reviewing and evaluating the book, including how this book is best used in counseling with a caregiver or client. In addition, you will do a short 5-10 minute presentation to your peers about the book. There are no specific guidelines regarding the presentation. It could be a short discussion, slide deck, or video review.

**Case Conceptualization:** For this assignment, you will make up an imaginary client from a particular life-stage. Please include detailed demographics within your case (age, gender identity, race/ethnicity, sexual orientation, socio-economic class, etc.) You must cover the following:

* Life-stage considerations
* Demographic/identity considerations
* Theoretical framework for your conceptualization of the client
* Systemic Influences of development (See Bronfenbrenner Systems Approach)
* Potential Interventions (consider different systemic interventions, not just one-on-one)

**It must follow APA (7th ed.) style and include at least 5 empirical surces that backup your claims.**

**Bring a MEME!** Bring a MEME, short video, or fun article that pertains to week’s reading. Choose 2 weeks of your preference.

**Weekly Reflection and Questions: *Due the Sunday before class,*** you must enter in a class google document your thoughts, reflections, and questions of the class assigned chapter. Your entry must be a ***minimum*** of 150 words per/week.

**Student Learning Outcomes / Key Performance Indicators**

There are four signature assignments for this course, Virtual Child (VC), that are to be submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program. virtual Child (VC), assignment will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcome on which you will be evaluated for the Virtual Child assignment is 3.a.c.1.2.4.6.9.10.11.12. Students demonstrate knowledge of the following:

1. theories of individual and family development, cultural identity and personality and psychological development
2. structures for affective relationships, bonds, couples, marriages, and families
3. models of resilience, optimal development, and wellness in individuals and families
4. the role of sexual development and sexuality
5. biological, neurological, and physiological factors that affect lifespan development,
6. functioning, behavior, resilience, and overall wellness
7. systemic, cultural, and environmental factors that affect lifespan development,
8. functioning, behavior, resilience, and overall wellness

Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

The student learning outcomes map can be found on page 9 of the [program evaluation report](https://www.google.com/url?q=https://prod.wp.cdn.aws.wfu.edu/sites/306/2023/07/Program-Evaluation-Report-2023.pdf&source=gmail-imap&ust=1692292761000000&usg=AOvVaw3iXCMoo7jr9tPuky8W4psm).

**TENTATIVE Schedule of Classes and Assignments**

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC** | **READING & ASSIGNMENTS** |
| 8/29 | Introductions/Expectations/Syllabus/Celebration | * Have access to syllabus
 |
| 9/5 | Human Development and Theories | * Ch-1 & 2
 |
| 9/12 | Prenatal Development  | * Ch-3
 |
| 9/19 | Infancy & Toddlerhood | * Ch-4
* Ch-5
* **VC 1**
 |
| 9/26 | Preschool | * Ch-6

**VC 2** |
| 10/3 | Middle Childhood | * Ch- 7
* **VC 3**
 |
| 10/10 | Early Adolescence | * Ch- 8
 |
| 10/17 | Late Adolescence | * Ch- 9
* **VC 4**
 |
| 10/24 | Emerging Adulthood | * Ch- 10
* **VC Reflection**
 |
| 10/31 | Middle Adulthood | * Ch- 11
 |
| 11/7 | Late Adulthood | * Ch- 12
 |
| 11/14 | Elderhood & Death and Dying | * Ch- 13
 |
| 11/21 | Thanksgiving Break |  |
| 11/28 | Bringing it all Together | * **Case Conceptualization Due**
 |
| 12/5 | **Final Exam** |  |

**Virtual Child Rubrics**

**Virtual Child - Infants and Toddlers Questionnaire**

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome  | Below Expectation | Meets Expectations  | Exceeds Expectations  |
| Temperament22.5% | EITHER provides poor explanation of the following OR does not include one of the following:Identification of child’s temperamentExplanation of identified category (Thomas & Chess)1 example of basis of judgment | Provides all of the following:Identification of child’s temperamentExplanation of identified category (Thomas & Chess)1 example of basis of judgment | Provides all of the following:Identification of child’s temperamentThorough explanation of identified category (Thomas & Chess)2 or more examples of basis of judgment |
| Attachment22.5% | EITHER provides poor explanation of the following OR does not include one of the following:Explanation of development at 3 monthsExplanation of development at 8 monthsConnection to BowlbyConnection to Ainsworth | Provides all of the following:Explanation of development at 3 monthsExplanation of development at 8 monthsConnection to BowlbyConnection to Ainsworth | Provides all of the following:Explanation of development at 3 monthsExplanation of development at 8 monthsConnection to BowlbyConnection to AinsworthConnection to other research/attachment theorist |
| Cognitive22.5% | EITHER provides poor explanation of the following OR does not include one of the following:Explanation of changes from 8-18 monthsPiagetian categorizationInformation processing categorization  | Provides all of the following:Explanation of changes from 8-18 months including 2 examplesPiagetian categorizationInformation processing categorization | Provides all of the following:Thorough explanation of changes from 8-18 months including 3 or more examplesPiagetian categorizationInformation processing categorization |
| Temperament22.5% | EITHER provides poor explanation of the following OR does not include one of the following:Description of 5 aspects of temperament used by VC (activity, sociability, emotionality, aggressiveness vs. cooperativeness, self-control) inrelation to your childExplanation of stability of your child including exampleThorough definition of goodness-of-fitExplanation of how goodness-of-fit applies to your interactions with your child | Provides all of the following:Description of 5 aspects of temperament used by VC (activity, sociability, emotionality, aggressiveness vs. cooperativeness, self-control) inrelation to your childExplanation of stability of your child including exampleThorough definition of goodness-of-fitExplanation of how goodness-of-fit applies to your interactions with your child | Provides all of the following:Thorough description of 5 aspects of temperament used by VC (activity, sociability, emotionality, aggressiveness vs. cooperativeness, self control)in relation to your childThorough explanation of stability of your child including exampleThorough definition of goodness-of-fitThorough explanation of how goodness-of-fit applies to your interactions with your childInclusion of information from text or other source |
| APA, Formatting, and Grammar10% | A variety of typos and/or grammatical errors are present. Frequently, the writing is vague and difficult to follow. Does not use citations to back up their claims or cites incorrectly. Frequent APA and formatting errors | Few typos and grammatical errors are present, making sentences easy to comprehend. Minimal APA and formatting errors. Cites sources consistently. | Demonstrates consistent and advanced command of written language. No errors APA and formatting found. Cites sources consistently and accurately. |

**Virtual Child - Early Childhood Questionnaire**

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome  | Below Expectation | Meets Expectations  | Exceeds Expectations  |
| Social, Behavioral, Environmental22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Explanation of environmental events****Explanation of how events have influenced child’s behavior****1 example of what you base your hypotheses on** | **Provides all of the following:****Explanation of environmental events****Explanation of how events have influenced child’s behavior****1 example of what you base your hypotheses on** | **Provides all of the following:****Thorough explanation of environmental events****Thorough explanation of how events have influenced child’s behavior****2 or more examples of what you base your hypotheses on** |
| Parenting & Theories22.5% | **Provides all of the following:****Thorough explanation of parenting philosophy and practices using 4 or more principles/theorists.** | **Provides all of the following:****Explanation of parenting philosophy and practices using 3 principles/theorists.** | **Provides all of the following:****Thorough explanation of parenting philosophy and practices using 4 or more principles/theorists.** |
| Social, Environmental, Behavioral22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Explanation of how child adapting to social situations IN the home****Explanation of how child adapting to social situations OUTSIDE of home** **Explanation of any behavioral or emotional problems****Explanation of why you think they are occurring****Explanation of what you are doing about them** | **Provides all of the following:****Explanation of how child adapting to social situations IN the home****Explanation of how child adapting to social situations OUTSIDE of home****Explanation of any behavioral or emotional problems****Explanation of why you think they are occurring****Explanation of what you are doing about them** | **Provides all of the following:****Thorough explanation of how child adapting to social situations IN the home****Thorough explanation of how child adapting to social situations OUTSIDE of home****Thorough explanation of any behavioral or emotional problems****Thorough explanation of why you think they are occurring****Thorough explanation of what you are doing about them** |
| Parenting Style, Cultural Aspects22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Explanation of parenting style****Explanation of how style has changed since child was infant****1 example of how parenting has been influenced by cultural background or other experiences** | **Provides all of the following:****Explanation of parenting style****Explanation of how style has changed since child was infant****1 example of how parenting has been influenced by cultural background or other experiences** | **Provides all of the following:****Thorough explanation of parenting style****Thorough explanation of how style has changed since child was infant****2 or more examples of how parenting has been influenced by cultural background or other experiences** |
| APA, Formatting, and Grammar10% | A variety of typos and/or grammatical errors are present. Frequently, the writing is vague and difficult to follow. Does not use citations to back up their claims or cites incorrectly. Frequent APA and formatting errors | Few typos and grammatical errors are present, making sentences easy to comprehend. Minimal APA and formatting errors. Cites sources consistently. | Demonstrates consistent and advanced command of written language. No errors APA and formatting found. Cites sources consistently and accurately. |

**Virtual Child - Middle Childhood Questionnaire**

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome  | Below Expectation | Meets Expectations  | Exceeds Expectations  |
| Personality, Behavior, Continuous vs. Discontinuous22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Describe aspects of child’s personality and behavior that reflect continuities****Describe aspect of child’s personality and behavior that are novel** | **Provides all of the following:****Describe aspects of child’s personality and behavior that reflect continuities****Describe aspect of child’s personality and behavior that are novel** | **Provides all of the following:****Thoroughly describe aspects of child’s personality and behavior that reflect continuities****Thoroughly describe aspect of child’s personality and behavior that are novel****Thoroughly explain your decision of continuous vs. novel** |
| Cultural Aspects, Behavior, Socialization22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Describe 2 examples of child’s behavior or thinking that reflect typical American gender role socialization****Explain why you think the examples reflect typical American gender role socialization****Describe how closely your own attitude aligns with typical American attitudes****If there is a discrepancy – explain to what you attribute that discrepancy** | **Provides all of the following:****Describe 2 examples of child’s behavior or thinking that reflect typical American gender role socialization****Explain why you think the examples reflect typical American gender role socialization****Describe how closely your own attitude aligns with typical American attitudes****If there is a discrepancy – explain to what you attribute that discrepancy** | **Provides all of the following:****Thoroughly describe 3 or more examples of child’s behavior or thinking that reflect typical American gender role socialization****Thoroughly explain why you think the examples reflect typical American gender role socialization****Thoroughly describe how closely your own attitude aligns with typical American attitudes****If there is a discrepancy – thoroughly explain to what you attribute that discrepancy** |
| Cultural Aspects22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Explain how your child’s development may have been different if raised in a different SES, ethic, or cultural background – provide 1 example****Provide evidence from your text and/or classroom lectures/discussions** | **Provides all of the following:****Explain how your child’s development may have been different if raised in a different SES, ethic, or cultural background – provide 1 example****Provide evidence from your text and/or classroom lectures/discussions** | **Provides all of the following:****Thoroughly explain how your child’s development may have been different if raised in a different SES, ethic, or cultural background – provide 2 or more examples****Provide evidence from your text, classroom lectures/discussions and other appropriate resources** |
| Parenting22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Explain if your parenting has changed or not since your child was in preschool****Provide 2 examples to support this explanation****Explain how the change or lack thereof may affect your child** | **Provides all of the following:****Explain if your parenting has changed or not since your child was in preschool****Provide 2 examples to support this explanation****Explain how the change or lack thereof may affect your child** | **Provides all of the following:****Thoroughly explain if your parenting has changed or not since your child was in preschool****Provide 3 or more examples to support this explanation****Thoroughly explain how the change or lack thereof may affect your child****Include information from resources such as text, lectures/discussions and other appropriate resources** |
| APA, Formatting, and Grammar10% | A variety of typos and/or grammatical errors are present. Frequently, the writing is vague and difficult to follow. Does not use citations to back up their claims or cites incorrectly. Frequent APA and formatting errors | Few typos and grammatical errors are present, making sentences easy to comprehend. Minimal APA and formatting errors. Cites sources consistently. | Demonstrates consistent and advanced command of written language. No errors APA and formatting found. Cites sources consistently and accurately. |

**Virtual Child - Adolescence Questionnaire**

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome  | Below Expectation | Meets Expectations  | Exceeds Expectations  |
| Temperament22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Identify your child as under-controlled, over-controlled or resilient****Provide 2 examples that support your choice of category****Describe any changes that may have occurred since preschool****Explain why these changes may have occurred** | **Provides all of the following:****Identify your child as under-controlled, over-controlled or resilient****Provide 2 examples that support your choice of category****Describe any changes that may have occurred since preschool****Explain why these changes may have occurred** | **Provides all of the following:****Identify your child as under-controlled, over-controlled or resilient****Provide 3 or more examples that support your choice of category**T**horoughly describe any changes that may have occurred since preschool****Thoroughly explain why these changes may have occurred** |
| Cognitive, Physical, Social, Emotional Connections22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Provide 2 examples of how your child’s cognitive and physical changes in early adolescence relate to their social or emotional behavior** | **Provides all of the following:****Provide 2 examples of how your child’s cognitive and physical changes in early adolescence relate to their social or emotional behavior** | **Provides all of the following:****Provide 3 or more examples of how your child’s cognitive and physical changes in early adolescence relate to their social or emotional behavior** |
| Adolescent Issues; Risk-Taking Behaviors22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Provide 2 examples of how your teen has adjusted to typical adolescent issues (e.g., risk taking, drugs, alcohol, sexual interests, etc.)****Explain how you have responded to your teen** | **Provides all of the following:****Provide 2 examples of how your teen has adjusted to typical adolescent issues (e.g., risk taking, drugs, alcohol, sexual interests, etc.)****Explain how you have responded to your teen** | **Provides all of the following:**P**rovide 3 or more examples of how your teen has adjusted to typical adolescent issues (e.g., risk taking, drugs, alcohol, sexual interests, etc.)****Thoroughly explain how you have responded to your teen** |
| Genetic and Environmental Influences22.5% | **EITHER provides poor explanation of the following OR does not include one of the following:****Provide 2 examples of ways in which your child developed that appear to be influenced by factors outside your control (e.g., genes, random environmental events, American culture, etc.)** | **Provides all of the following:****Provide 2 examples of ways in which your child developed that appear to be influenced by factors outside your control (e.g., genes, random environmental events, American culture, etc.)** | **Provides all of the following:****Provide 3 or more examples of ways in which your child developed that appear to be influenced by factors outside your control (e.g., genes, random environmental events, American culture, etc.)** |
| APA, Formatting, and Grammar10% | A variety of typos and/or grammatical errors are present. Frequently, the writing is vague and difficult to follow. Does not use citations to back up their claims or cites incorrectly. Frequent APA and formatting errors | Few typos and grammatical errors are present, making sentences easy to comprehend. Minimal APA and formatting errors. Cites sources consistently. | Demonstrates consistent and advanced command of written language. No errors APA and formatting found. Cites sources consistently and accurately. |