



Master of Arts in Counseling

Course Syllabus

Course Information

COUN517 - HUMAN GROWTH & DEVELOPMENT
Fall 2022
3 Semester Hours

Location/Date/Time

Room: SB003
Thursdays, 12:30 - 3:30

INSTRUCTOR'S INFORMATION:

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Phone: 540.432.4324

Office Hours: by appointment

COURSE DESCRIPTION:

This course provides an advanced overview of current research and theory in life-span human development. The course will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on standard physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development. Professional, clinical, legal, and ethical issues will also be addressed.

COURSE GOALS AND OBJECTIVES:

Participants who successfully complete this course will have an understanding of:

1. theories of individual and family development across the life span (meets CACREP competency 2.F.3.a.)
2. theories of learning (meets CACREP competency 2F3.b)
3. theories of normal and abnormal personality development (meets CACREP competency 2F.3.c)
4. biological, neurological, and physiological factors that affect human development, functioning, and behavior (meets CACREP competency 2F.3.e.)
5. systemic and environmental factors that affect human development, functioning, and behavior (meets CACREP competency 2F.3.f)
6. effects of crisis, disasters, and trauma on diverse individuals across the lifespan (meets CACREP competency 2F.3.g)
7. general framework for understanding differing abilities and strategies for differentiated interventions (meets CACREP competency 2F.3.h)
8. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (meets CACREP competency 2F.3.i)
9. self-care strategies appropriate to the counselor role (meets CACREP competency 2.F.1.l; this requirement is met through frequent in-class mindfulness and meditation activities, journaling and discussion about self-care)
10. multicultural counseling competencies (meets CACREP competency 2.F.2.c; this competency is met through discussions about culturally relevant perspectives on development and intervention as well as through required readings)
11. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (meets CACREP competency 2.F.2.d; this requirement is met through journaling, discussion, and required reading)
12. impact of crisis and trauma on individuals with mental health diagnoses (meets CACREP competency 5.C.2.f; this topic is covered through student presentation, and required readings)
13. cultural factors relevant to clinical mental health counseling (meets CACREP requirement 5.C.2.j; this requirement is met through discussion/lecture as well as through required reading of the textbook)

TEACHING APPROACH:

This course combines experiential activities, class discussion, student and instructor presentation and select media for exploring developmental psychology. It is important that you come to class having read all assignments and responded to journal prompts in order to gain the most from this course.

The class structure will generally include lecture, student-led discussion and student presentation for much of the class. Class periods will frequently include the exploration of tools and activities designed to lend personal insight and offer practice opportunities for intervention activities related to the daily topic or topics.

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXTS:

Please have all readings completed by the day listed on the syllabus.

Broderick, P.C. & Blewitt, P. (2015). *The life span: Human development for helping professionals*, 4th ed. Boston, MA: Pearson.

Additional readings will be assigned throughout the semester.

REQUIRED COURSE MATERIALS:

Journal: you will want to select a journal with pages suitable for drawing and holding media such as watercolor, markers and glue. Sketching journals are available for as little as \$7 at local bookstores such as Barnes and Noble. **Please no lined notebooks designed for note taking.**

RECOMMENDED READING:

Angrosino, M. V. (2007). *Naturalistic observation*. Walnut Creek, CA: Left Coast Press.

Armstrong, T. (2007). *The human odyssey: Navigating the Twelve stages of life*. New York: Sterling Publishing.

Berlin, L. J., Ziv, Y., Amaya-Jackson, L., & Greenberg, M. T. (2005). *Enhancing early attachments: Theory, research, intervention and policy*. NY: Guilford Press.

Brazelton, T. B. (1992). *Touchpoints*. New York, NY: Harper Collins.

Chapman, G. (2010). *The five love languages of teenagers: The secret to loving teenagers effectively*. NY: Norton.

Conway, J. K. (1989). *The road from Coorain*. New York, NY: Random House.

- Galster, G., Marcotte, D.E., Mandell, M., Wolman, H. (2007). The influence of neighborhood poverty during childhood on fertility, education, and earnings outcomes. *Housing Studies*, 22 (5), pp. 723-751.
- Greenspan, S. I. & Benderly, S. L. (1998). *The growth of the mind and the endangered origins of intelligence*. New York, NY: Da Capo Press.
- Greenspan, S. I. & Salmon, J. (1994). *Playground Politics: Understanding the emotional life of your school-aged child*. NY: Da Capo Press.
- Hollis, J. (2006). *Finding meaning in the second half of life: How to finally, really grow up*. NY: Gotham.
- Hollis, J. (1993). *The middle passage: Studies in Jungian psychology by Jungian analysts*. NY: Inner City Books.
- Hughes, D. (2000). *Facilitating developmental attachment: The road to emotional recovery and behavior change in foster and adopted children*. NY: Jason Aronson.
- Kindlon, D. J. (2000). *Raising Cain: Protecting the emotional life of boys*. New York, NY: Ballantine.
- LaDoux, J. (2003). *The synaptic self: How our brains become who we are*. NY: Penguin Books.
- McLeod, B.D., Wood, J.J., & Weisz, J.R., (2007) Examining the association between parenting and childhood anxiety: A meta-analysis. *Clinical Psychology Review*, 2, 155-172.
- Monette, P. (1992). *Becoming a man*. San Francisco, CA: Harper.
- Montgomery, A. (2013). *Neurobiology essentials for clinicians: What every therapist needs to know*. NY: Norton.
- Pipher, M. B. (1995). *Reviving Ophelia: Saving the selves of adolescent girls*. New York, NY: Ballantine.
- Sears, J., Sears, M., Sears, R., & Sears, W. (2003). *The baby book* (rev. ed.). New York, NY: Little Brown.
- Sheehy, G. (1995). *The silent passage: Menopause* (rev.ed.). New York, NY: Pocket Books.
- Shore, A. (2012). *Pocket guide to interpersonal neurobiology: An integrative handbook of the mind*. NY: Norton and Company.
- Siegel, D. J. (2014). *Brainstorm: The power and purpose of the teenaged brain*. NY: Tarcher.
- Siegel, D. J. (2020). *The developing mind: How relationships and the brain interact to shape who we are (3rd ed.)*. New York, NY: Guilford.
- Sroufe, L.A., Egeland, B., Carlson, E.A., & Collins, W.A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood*. New York, NY: The Guilford Press.
- Wallin, D. (2007). *Attachment in psychotherapy*. NY: Guilford.

In addition: 17 Studies that Revolutionized Child Psychology

Culled from: Dixon, W.E. (2002). *Society for Research in Child Development: Developments*, 45 (2).

- Anastasi, A. (1958). Heredity, environment, and the question "How?" *Psychological Review*, 89, 976 - 984.
- Baillageon, R. (1987). Object permanence in 3.5- and 4.5-month-old infants. *Developmental Psychology*, 23, 655-664.
- Bandura, A., Ross, D., & Ross, S. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 375-382.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monographs*, 4 (1, part 2).
- Bell, R. Q. (1968). A reinterpretation of the direction of effect in studies of socialization. *Psychological Review*, 75, 81-95.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.
- Brown, R. (1973). *A first language: The early stages*. Cambridge, MA: Harvard University Press.
- Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.
- Fantz, R. L. (1961). The origin of form perception. *Scientific American*, 204, 66-72.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Harlow, H., & Harlow, M. (1965). The affectional systems. In A. Schrier, H. Harlow, & F. Stollnitz (Eds.), *Behavior of non-human primates*. New York, NY: Academic Press.
- Hubel, D. H., & Wiesel, T. N. (1965). Receptive fields of cells in striate cortex of very young, visually inexperienced kittens. *Journal of Neurophysiology*, 26, 944-1002.
- Piaget, J. (1952). *The origins of intelligence in children*. New York, NY: International Universities Press.
- Premack, D., & Woodruff, G. (1978). Does the chimpanzee have a theory of mind? *The Behavioral and Brain Sciences*, 1, 515-526.
- Sameroff, A. J., & Chandler, M. J. (1975). Reproductive risk and the continuum of caretaker causality. In F. D. Horowitz (Ed.), *Review of child development research (Vol. 4)*. Chicago, IL: University of Chicago Press.
- Thomas, A., Chess, S., & Birch, H.G. (1968). *Temperament and behavior disorders in childhood*. New York, NY: New York University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Werner, E. E., & Smith, R. S. (2001). *Journeys from childhood to midlife: Risk, resiliency, and recovery*. Ithaca, NY: Cornell University Press.

Course Schedule

Date	Subject	Reading/Assignments Due
9/1/22	Introduction Course Organization Group Assignments Curiosities	JP due 9/8: <i>As best you can, describe some of the beliefs and assumptions you have about how people come to be who they are. Reflect on your own journey – as we begin this semester, what are some of the key elements of your own development, and how do you understand those elements' influence on who you are today?</i>
9/8/22	Organizing Themes Theories Interpersonal Neurobiology (IPNB)	READ Ch 1 & 2 READ Rogoff JP due 9/15: <i>As a cultural being, how do you understand your unfolding development in the context of your family and culture of origin?</i>
9/15/22	Infancy and Toddlerhood	READ Ch 3 & 4 READ Siegel JP due 9/22: <i>Interview your caregivers, if possible, about your development from the prenatal period through 18 mos. What about this important period of your development stands out for you and informs who you are today? How close to your age now were your parents when you were born? What is your best guess as to what having an infant was like for them?</i>
9/22/22	Early Childhood	READ Ch 5 & 6 JP due 9/29: <i>How might cultural differences impact your own assumptions about parenting especially around issues likehow discipline, co-sleeping, elimination communication, etc.? Regarding emotional self-regulation, reflect upon the connection between your own emotional experiencing and what you sense in your body. Are you able to easily identify bodily sensations and theirconnections to your feeling states or are these connections less evident to you?</i>
9/29/22	Pre-Adolescence Guest Lecture: Dr. Somer George, LPC <i>Attachment Processes and Child Development</i>	READ Ch 7 & 8 WRITE Narrative 1 CREATE Presentation Proposal JP due 10/6: <i>Present five adjectives that describe your relationship to each caregiver during this time. (1) Why did you choose these adjectives? (2) To which parent did you feel the closest? (3) What did you do as a pre-adolescent when you were upset, hurt, or ill? and (4) What do you remember about any separation that you experienced as a pre-</i>

		<i>adolescent?</i>
10/6/22	Adolescence	<p>READ Ch 9 COMPLETE Responses to Narrative 1</p> <p>JP due 10/13: <i>Were you an early, an on-time, or a late-maturing adolescent? What impact did your physical development have on your adjustment and your peer group relationships? Recount an example of the imaginary audience or the personal fable from your own adolescence. Finally, consider your own level of media consumption. What portion of your day is spent consuming media? What are its benefits to you? What are its drawbacks? How does the prevalence of media in our culture affect our ability to focus, sustain attention, and be connected?</i></p>
10/13/22	Adolescence II	<p>READ Ch 10</p> <p>JP due 10/20: <i>How would you describe your caregivers' parenting style during this time in your life? What kinds of discipline were used in your family of origin and how does that inform who you are today? As an adolescent, how were messages about what it means to be a boy or a girl communicated to you through your family and culture? What were some of those messages?</i></p>
10/20/22	<p>Young Adulthood</p> <p>FALL BREAK – No Class Meeting</p>	<p>READ Ch 11</p> <p>JP due 10/27: <i>Describe the nature of your peer relationships in young/early adulthood. What changes have you noticed when you compare these relationships with relationships from earlier in your life? Do/did you feel supported by peers during these years? Are there ways in which you are still “growing up?” Recently, the term ‘adulthood’ has been coined to describe a specific generation’s experience of growing up. How “grown up” are late adolescents in the United States? Might adolescence stretch into the mid to late 20s? Where are you with this?</i></p>

10/27/22	Young Adulthood II	<p>READ Ch 12 WRITE Narrative 2</p> <p>JP due 11/3: Give examples of your own thinking, at one or more points in your life, that reflected dualism, multiplicity, and relativism. In what respect and in what areas have you achieved the states of committed relativism? Discuss this process from your personal experience.</p>
11/3/22	Middle Adulthood	<p>READ Ch 13 COMPLETE Responses to Narrative 2</p> <p>JP due 11/10: Most people's ideal age happens to be around 40 years of age, which marks the beginning of middle adulthood. Why do you think people consider this the ideal age?</p>
11/10/22	Middle Adulthood	<p>READ Ch 14</p> <p>JP due 11/17: Describe how you solve conflicts in your closest relationship. How do you deal with stress in this relationship? Explain how these patterns relate to what you experienced in your family of origin. What potential for growth do you see in your ability to connect deeply and fully with others? How have your career plans changed over time? What were the influences (both internal and external) on your career trajectory?</p>
11/17/22	Middle to Late Adulthood	<p>WRITE Narrative 3</p> <p>JP due 12/1: The journal is on holiday this week!</p>
11/24/22	Thanksgiving Break – No Class	-
12/1/22	Late Adulthood	<p>COMPLETE Responses to Narrative 3</p> <p>JP due 12/8: JP: Most Americans are reluctant to talk about death, dying, and bereavement. What does this topic bring up for you? What kind of ceremony or ritual would you like when you die? Explain its importance to you.</p>
12/8/22	Late Adulthood	<p>READ Ch 15</p> <p>JP due 12/15: Rabbi Zalman Schachter-Shalomi describes the late adulthood developmental process as "sage-ing," in which a person has the potential to become "...spiritually radiant, physically vital, and socially responsible 'elders of the tribe'." Describe someone known to you who seems to reflect a life well-lived. What do you</p>

		<i>imagine the “sage-ing process” would look like for you? If you could live to be as old as you want, how old would that be and under what conditions?</i>
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12/15/22	Death & Dying	WRITE Narrative 4 PREPARE for Group Presentation
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Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

GRADING & BREAKDOWN OF EVALUATION:

A+ = 437-450 A= 419-436 A- = 405-418 B+ = 392-404 B = 374-391 B- = 360-373 C = 315-359

Classroom Participation & Discussion	130	} 450 points possible
Group Presentation	100	
Character Narratives	120	
Journal	100	

ASSIGNMENTS:

Classroom Participation & Discussion (10 points per class = 130 points): In this class we will learn from one another. Each student is required to bring to class *notes you have taken on your reading* which may be used to earn up to 10 points per class of participation credit. You should plan to offer at least TWO (2) substantive comments each class period that reflect your understanding of the material from your texts and/or from assigned articles; at times, I may ask to see your notes. An absence of observable notes will result in a grade of “1” (out of 10) for that day’s participation. Mutual respect, honesty and authenticity are all highly valued in this course. Part of being respectful to one-another is being on time, attending regularly, and maintaining one another’s confidences as we share our own experiences.

Group Presentation (100 points and constitutes a competency): You will work in groups of 3-5 to develop and present a 60 minute group presentation designed to enhance the classes’ understanding of a particular time period and/or specific issue in the developmental process. Your group presentation will make use of your character narrative as a case study.

Part I: Observational Research – Explore a particular developmental time period and/or milestone and search through popular media to gather images, sounds, videos, phrases, anecdotes, and any representation that you believe captures the essence of that stage or milestone as seen through the eyes of society. Consider what societal institutions are communicating to and about members of this group as well as what members are communicating about themselves.

Part II: Formal Research – Compare and contrast your popular media findings with recent research publications (a minimum of four) from *peer-reviewed* sources about your topic. According to the research, how accurately does the media represent your topic? What misconceptions are presented in the media and how might those misconceptions affect members of this developmental time period?

Part III: Group Presentation – Each of you will participate in a presentation of about 60 minutes. The presentation should be *conference ready*. Your presentation should include handouts, media, and

interactive components. Guidelines for developing a conference ready presentation can be found at the end of this syllabus. Groups that don't follow the guidelines tend to score much lower than those who do. **Please place your presentation materials and a copy of your presentation feedback in your competency portfolio.** This assignment fulfills CACREP standards: 2.F.3.i.; 2.F.3.g.; 2.F.3.f.; 2.F.3.e.; 2.F.3.a- c.

Character Narratives (120 points): Human development can be conceptualized as a great story. If we look to our entire history and our evolution as human beings, one wonders whether the story is a comedy or a tragedy – most likely, it is simultaneously both/and. In order to take away from this course the complexity of development, a flavor of how it ebbs and flows and the importance of creatively interpreting the stories of others, I ask you to tell a story of a possible human life. CACREP standards: 5.C.2.f.; 5.C.2.j.; 2.F.2.d.; 2.F.3.a-i.

Throughout the semester, you will create together virtual humans who we will collectively follow. These humans will exist only on their individual Google Docs (or “blogs”) and in our collective imaginations; each will experience the lifespan *as a typically-developing person* in the 21st century in the context of the United States. To accomplish this task, each of you will be a part of a small group of students who will work together to craft a narrative. While you will have only FOUR(4) narratives over the course of the semester, each week, we will check in on your character, hearing from each group. Please be prepared weekly to share elements of your narrative, your substantive questions, and your decision point (see below.)

I will support your narrative creativity by offering “The News from Chester, PA” each week as a 15-20 minute spoken word story, the inspiration for which coming from an old radio show. My hope is to engage you creatively and to model how you can integrate an academic understanding of human development into an ongoing narrative about how life unfolds and is made meaningful over time.

You are challenged to develop what I am calling *empathic imagination* to attempt to enter into the lives of people whose circumstances are (most likely) vastly different from your own. Not only do I ask that you attempt to “put yourself in the shoes” of others, but, going further, I ask that you imagine how lives may unfold given the challenges and opportunities encountered. Remember that we are after *typical* development which is to say development *under conditions of average stress*.

Each group will earn grades each week based on its narrative installment and the extent to which elements of development that we explore in class and that you read about are embedded in the narratives. I will provide specific information through Moodle for your use; however, you are encouraged to make use of widely available, authoritative information from scholarly or professional sources to craft your narrative. You are expected to consult and collaborate regularly with your group members. This may be done via Zoom, Skype, FaceTime, or phone. Google Docs has useful collaboration tools when writing.

Your group must collaboratively create narrative installments which contain:

- Aspects of physical, cognitive, and socio-emotional development consistent with the developmental period for that week/s AND reference to developmental milestones using developmental language and concepts;
- Aspects of systemic influences on development including considerations of demographic characteristics and how they impact the family of origin (presence of siblings, financial factors including ongoing awareness of socio-economic constraints and opportunities, interactions with systems of care as appropriate to narrative [mental health, justice, educational, and social services systems]),
- Consideration of risk and resiliency factors;
- 3-5 substantive questions that emerge from your writing of the narrative and one “Decision Point” question in which you end the week’s narrative with a developmental ‘fork in the road;’

Each student is required to create a new Gmail email/account specifically for this course. The format of your Gmail will be:

emuhgdfall2022[lastname]@gmail.com

For example, were I a student in the course, my email would be emuhgdfall2022czyszczon@gmail.com

If your last name happens to be Elvis, your email would be emuhgdfall2022elvis@gmail.com

After you create your email/google account, you can then use it to access the shared folder at <https://tinyurl.com/28vsmh8m>

Criteria	Value	Grade
<p><u>1. Narrative style; tells a coherent story; is of adequate length & detail</u></p> <p>1 = length and detail lacking; story lacks coherence 2 = length and detail adequate; some coherence 3 = length and detail substantial; story coheres well</p>	3	
<p><u>2. Physical development referenced/described</u></p> <p>0 = no mention or reference to physical development 1 = passing mention of physical development; unclear that group is integrating physical milestones with intention and understanding 2 = physical development included and articulated; possible inaccuracies 3 = excellent integration of physical developmental milestones into narrative & <u>use of developmental terminology</u> 4 = outstanding integration of physical developmental milestones into narrative & <u>use of developmental terminology</u></p>	4	
<p><u>3. Cognitive development referenced/described</u></p> <p>0 = no mention or reference to cognitive development 1 = passing mention of cognitive development; unclear that student is integrating cognitive milestones with intention and understanding 2 = cognitive development included and articulated; possible inaccuracies 3 = excellent integration of cognitive developmental milestones into narrative & <u>use of developmental terminology</u> 4 = outstanding integration of cognitive developmental milestones into narrative & <u>use of developmental terminology</u></p>	4	
<p><u>4. Socio-emotional development referenced/described</u></p> <p>0 = no mention or reference to socio-emotional development 1 = passing mention of socio-emotional development; unclear that student is integrating socio-emotional milestones with intention and understanding 2 = socio-emotional development included and articulated; possible inaccuracies 3 = good integration of socio-emotional developmental milestones into narrative & <u>use of developmental terminology</u> 4 = outstanding integration of socio-emotional developmental milestones into narrative & <u>use of developmental terminology</u></p>	4	
<p><u>5. Systemic/demographic influences; consideration of risk and resiliency factors</u></p> <p>1 = poor reference to systemic factors and/or demographics; lack of understanding of risk and resiliency factors 2 = some reference to systemic factors and/or demographics; some understanding of risk and resiliency factors 3 = solid reference to systemic factors and/or demographics; demonstrated understanding of risk and resiliency factors</p>	3	

<u>6. Thoughtful and appropriate questions including a decision point</u> 1 = good question quality and/or suitable decision point 2 = excellent question quality and/or well-integrated decision point	2	
		/20

Journal (100 points): You will be given a series of activities, many in-class and some out-of-class, designed to help bring the content of the course to a more personal level. Your journal, will include your responses to the weekly journal prompts as well as explorations and reflections of your personal journey. I encourage you to use your journal to engage with the reading and learning process; write about things that you find interesting, confusing, doubtful, or incredible throughout the semester. We will share elements of our journal during our final day of class. Ultimately, this journal is for you; you are encouraged to make it into something meaningful to you. Again, you may want to find a journal that is visually and tactilely appealing to you. This assignment will demonstrate competency in CACREP standards: 2.F.3.a.; 2.F.3.e-g.; 2.F.3.i.

SAMPLE

Presentation Guidelines

(This assignment is a Competency Assignment. Your presentation feedback as well as your handouts should be placed in your competency folder. This assignment meets CACREP Standards: 2.F.3.i.; 2.F.3.g.; 2.F.3.f.; 2.F.3.e.; 2.F.3.a-c.)

The following are some questions to ask yourselves as you prepare your presentations:

1. Does your media synthesis include an in-depth exploration of a particular developmental stage or milestone?
 - a. Have you included a variety of current representations of images that reflect a through exploration of your topic?
 - b. Does your media presentation lead the class to a logical hypothesis or conclusion based on the representations presented?
2. Did you compare and contrast your media findings to relevant current research?
 - a. Does your research include at least four or more peer-reviewed sources?
 - b. Does your presentation lead the class to a logical hypothesis or conclusion based on the research presented?
3. Is your presentation engaging and interesting and easy to follow?
4. Are your handouts useful and easy to understand and apply?

Below is a compiled a list of suggestions drawn from feedback given to past presenters in a number of classes. If you have any questions, please let me know!

Presentation:

- a. If you are working as group presenters, each of you should understand all of what you are presenting. Sometimes busy students collaborate by splitting the presentation down the middle and some of the cohesiveness is lost. While you can “pass the baton” back and forth in terms of discussing your topic, avoid giving a presentation that looks like each of you knows half or a quarter of your topic and you are “taking turns” at presenting.
- b. Consider merely referencing information that the group should know by this point of the class (ex: information in your book that has been assigned prior to your presentation) rather than using precious time to review basic information.
- c. Presenters often talk about issues and concerns that have directly impacted their own lives. A mistake some presenters make is to draw too heavily on their own experiences to illustrate their topics rather than on the experiences of others, or on eliciting experiences from the audience. It is fine to talk about your own experiences, but remember that in order to reach your audience best you need their participation.
- d. Work on smooth and intuitional transitions from one topic to the next
- e. Strong presentations integrate clear counseling implications into the presentation. Sometimes this is as simple as saying something about why the information is important/foundational knowledge for working with a particular population, it may require a more thorough discussion of counseling interventions that are recommended in light of the information provided, or may feature the counseling implications with concepts and themes woven into it.
- f. Watch your time! At a conference you will probably have about 50 minutes from start to finish. If you go over, you don't leave enough time for the person who follows you to set up and you don't leave your participants time to get to another session on time. Going over will irritate everyone at the conference and reflect badly on you.

PowerPoint/Keynote:

1. Be prepared for the possibility that your PowerPoint would not run and you would have to “fly solo.” Consider making an “Emergency Outline” that will guide you through your most important points. Remember that at conferences, the overhead projectors are often unreliable and sessions run back to back and you will have almost no set-up time. You won’t have time to fumble around with your PPT and projectors, if something isn’t working you need to be able to start your discussion before losing too much time!
2. Be sure that your slides are not “too full” of information and that each slide can be read easily from the back of the room.
3. Some “action” on the slides is nice, but too much action (like move in bullets for every point throughout your 60 minute presentation) is too much and takes up your time. Think balance.
4. Never read from your slides. Your audience will assume you don’t know your topic and will be annoyed.
5. Be sure that your slide background is easy to read. Darker backgrounds look very nice and show up somewhat better on plasma screens, lighter ones with darker print show up better on white screens.
6. Be sure to include in-text citations in your slides and a reference page handout.

Discussion:

1. Some topics bring up strong emotions for participants, such as death and dying. Be prepared to “hold” the emotions that might come up during the discussion. You might even consider mentioning that the topic sometimes evokes strong emotion, so that participants are not caught off guard.
2. Use your developing reflection skills to acknowledge and link participant comments to one another and to your topic. Avoid “leaving people hanging.”
3. Decide how formal you want your presentation to look. If you want to encourage more discussion and a less formal tone, you might consider sitting in front of your audience and talking in a more casual tone. If you have a very structured presentation and a lot of information you may want to take on a more formal, but accessible disposition.
4. Sometimes a discussion question brings more discussion than you really have time to accommodate. Consider thinking of some responses that will help you to transition from open discussion and back to your presentation points such as, “So we can see from the excitement in the room that this topic raises a lot of important questions. But there is more to this puzzle that we would like you to consider. If we can draw your attention to ...”
5. Sometimes we expect a lot of discussion but instead we can hear the crickets chirping in the corner every time we pause. Consider having an emergency activity or add-on information for “quiet” groups. Be sure that this activity or added information is something that you can do without if things run more smoothly.

Handouts:

1. Consider whether creating a handout, rather than using powerpoint note pages, is better for your presentation. Sometimes the slides printed on handouts are impossible to read because the print is so small—which is frustrating to your audience. (Consider the average age of attendees—professional conferences tend to have older people may see less well than younger people ...)

2. Consider using full sentences in your handouts so that people who return to the handout later can remember the context and meaning of the ideas you presented.
3. Excellent handouts provide needed resources, brief discussions of information that people should know but you may not have time to present in your 60 minutes, as well as full citations for all information in your slides.
4. Sometimes, at a conference people will walk out of the session if they realize the handout has all the information that will be presented and they don't need to stay for the session—it is rude but not uncommon. You can address this by controlling when you pass out your handouts or by creating handouts that are not obvious scripts for your presentation.
5. For group presenters: your handouts should represent your work together (rather than two handouts that have been pasted together). Decide on a format, font etc. and use that throughout. Remember that everyone is responsible for what goes into the handout as far as your audience is concerned, so please read all information on the handout and ask questions of your co-presenters if something is unclear to you.
6. For a conference you will want to put your name and contact information on the handout.

Activities:

Activities can be helpful to illustrate the complexity or meaning of your topic and to orient your audience to the tone and content of the ideas you will explore. However, activities take time and should be used optimally. Here are some things to think about that will help you maximize the use of activities:

1. Make the connections between your activity and your topic clear to your audience.
2. When planning your activity consider the time it will take for people to arrange themselves, if the activity involves movement, for you to give directions, and to summarize briefly what happened in the activity (process).
3. If your activity raises emotion, be prepared to process that emotion with your participants.
4. If your activity is one that you recommend that your audience do with others (children in the school setting, for example) consider providing instructions and materials list (if relevant).

Media:

1. Check, double check and triple check your media to be sure it is working. Have a plan for an event when the media is not working. Think about how you would engage your audience while you make adjustments if something were to go wrong while the media is playing. You can't plan for every crisis, but you can look like you did!
2. Be sure that you don't over-use media; 30 minutes of video in a 60 minute presentation does not leave enough time to discuss your topic. Consider showing a key part of the clip if it is too long to show in its entirety. Don't forget to reference your media and to include a link somewhere in your handouts.
3. Don't forget that music, art, poetry, and other forms of media as interesting ways of adding meaning and interest to your presentation.

Group Presentation Self-Evaluation

Your Name:

Describe your role in your group:

What ideas did you contribute to the creation and development of the presentation:

What research were you responsible for in the presentation:

To what part of the handout did you contribute?

How many of the total group sessions did you attend? If you missed one or more sessions please explain why and what you did to make it up:

Were the contributions of all members of the group equitable? Did all members attend all sessions? Explain:

What grade do you feel you deserve?

Your group members?

How do you feel your peers would evaluate your contribution?

Character Narratives – Additional Considerations

(This assignment meets CACREP Standards: 5.C.2.f.; 5.C.2.j.; 2.F.2.d.; 2.F.3.a-g.)

Experiences of the Body & Physical development:

Discuss briefly aspects of your character's salient physical development:

- Birth (was the birth a difficult one; born earlier than expected, for example)
- Early development (crawling, walking, talking, etc. were these on time, were there aspects that concerned the parents or created a difference in dynamic of care?)
- Middle childhood (experiences of physical development such as advancing coordination, learning to ride a bike, swim, and other experiences that stand out as important)
- Challenges faced over the life span with physicality (declining hearing, difficulties with movement, illness, significant allergies or dietary needs)
- Talents and strengths (strengths in physicality that have helped to define your character, such as athletics, yoga and so on)
- Aging (challenges specifically related to decline in body function related to aging)

Experiences of Parenting and Family:

- Describe the parenting received as a child. What were the strengths and weaknesses of this parenting?
- Describe sibling relationships and how those have shaped your character.
- Describe the importance of extended family in your character's life growing up.

Experiences of Mind:

- Describe early experiences of school. What feelings does your character experience about the prospect of school? How does your character experience your teachers and peers? How does this change over time?
- What expectations were made of your character by parents, teachers and peers for academic achievement? How does your character experience these expectations?
- What were your character's strengths? Where does your character struggle?
- What long term learning goals does your character have?—is your character a life-long learner? What does your character hope to learn one day?

Experiences of Emotion:

- Describe your character's early emotional temperament (shy, reflective, somewhat/very sad, joyful, unflappable, highly anxious)
- What emotions were expressed most openly in your character's home/community? Which were less acceptable or expressed in more subtle ways?
- What emotions is your character most comfortable with in themselves and in others? Which are least comfortable?

Experiences of Community:

- Describe your character's community growing up. Describe any community tensions that your character was aware of, such as racial/ethnic tension, religious differences or other schisms. How do these influence your character's experience of community?
- Describe aspects of community that have offered a sense of affirmation and welcoming.

Experiences of Love and Belongingness:

- Describe the significant events that have shaped your character relative to the love your character has received (or was withheld) and your character's sense of belongingness.
- When and where does your character feel the most comfortable? Where does your character feel the least belonging?
- When is it easy to offer love to others? What stands in the way of giving love freely to others? How does this change over time?

Experiences of the Spiritual & Religious:

- Describe your character's early memories of spiritual or religious experiences that had an influencing effect.
- Describe the religious/spiritual education your character had.
- Describe the role of faith or religious practice in your character's life.

ADDITIONAL CONSIDERATIONS:

Consider major influences (e.g., individuals, family/sibling constellation, personal responsibilities, and roles in family/institutions, and circumstances), role models (e.g., at school, at home, in extended family, in neighborhood/community), and nodal life events (e.g., moves, injuries, trauma, illness, death of someone close, changes/losses, successes, failures). Be sure to write about risk factors as well as protective factors. The following questions are offered as jumping off points for the analysis of your data (none are required nor are they conclusive):

- Keeping in mind that "typical" is a social construct, what aspects of your character's development represent typical or atypical development?
- What evidence indicates that your character is moving forward, on hold, or stuck with regard to developmental tasks?
- What was the "easiest" developmental phase?
- What was the "most difficult" developmental phase?
- What were some of the questions, feelings, or concerns that your character experienced during an especially difficult phase?
- What were some of the "problems" that were related to developmental issues that comfortable access to counseling might have been alleviated or lessened?
- What kinds of counseling interventions might have been helpful?
- What developmental theoretical perspectives are reflected in these interventions?

Note: CACREP Standards 2.F.2.c.; 2.F.2.d. are embedded in all discussions; standard 2.F.1.l. is met in self-careactivities embedded in the class environment.

PROFESSIONAL BEHAVIOR:

Attendance This class will abide by program standards for attendance. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence. More than two absences per semester will result in a reduction in the overall course grade.

Participation. Your full participation is requested. Role-plays and discussion are integral components of this class and require your attention and presence. You are expected to demonstrate a professional attitude and participate in a way that is respectful of yourself and others.

During this course, as a student, a future counselor, and as a person, you will be exposed to various sensitive/challenging topics, discussions, videos and other material that will require you to do some personal exploration/evaluation. You are also encouraged to share your personal views and experiences with class/group members, and disclose some personal information if you wish to do so. Your contributions may involve personal challenge and risk, may create discomfort and a sense of vulnerability. In essence, there is risk involved in being a class/group member. It is the same risk and vulnerability that we as facilitators will embrace as members of this class. I see this personal exploration and process as an essential component of your education and your personal growth and also recognize the potential for others to grow as professionals and as human beings.

I have chosen the materials, speakers, texts, and readings for this course very carefully and professionally. However, we cannot control who will be personally offended or uncomfortable with what is presented. If you feel any discomfort, you may always bring it up to the group to be evaluated or with us outside of class. You may also choose to stay silent or leave the classroom environment. However, I encourage you to evaluate your discomfort and face the challenging issues for your personal and/or professional growth. Practicing being immediate has the potential to enlighten those around you, as well as yourself, in addition to informing your future work as a clinician.

UNIVERSITY AND DEPARTMENTAL POLICIES:

Writing Guidelines: Writing *will* be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP): Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

Turnitin: Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

Moodle: Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Academic Support Center: If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. These resources are accessible from the library home page: <https://emu.edu/library/>

Institutional Review Board: All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

Graduate Writing Center: Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

Course Extensions and Outstanding Grades: For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

Title IX: *The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU.* It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Irene Kniss, Title IX Coordinator, can be reached at [540-432-4302](tel:540-432-4302) or irene.kniss@emu.edu.

Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

SAMPLE

Core 3: Human Growth and Development
Human Development: Professional Presentation

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Category	Criterion	1 (Needs work)	2 (Meets minimum expectations)	3 (Demonstrates competence)	4 (Demonstrates proficiency)	5 (Illustrates mastery)
1) Content	Presentation explores the developmental issues associated with a particular stage or milestone	Presentation does not describe an issue related to a developmental stage	Presentation makes brief tie to human development	Presentation articulates the tie between developmental stage well	Presentation offers some insights into developmental stages and related concerns	Presentation offers deep insights into developmental stages and related concerns
	Presentation includes a synthesis of media images representing a particular stage or milestone	Presentation does not include a variety of images	Presentation includes minimal images but they are limited, dated, or narrow in scope	Presentation includes relevant images but focus on only one aspect of a particular stage or milestone	Presentation includes a variety of images that provide a basic representation of a particular stage or milestone	Presentation includes a variety of media images that indicate an in-depth exploration of a particular stage or milestone
	Presentation compares and contrasts media findings to research	Presentation does not make comparison between media finding and current research and/or includes less than two peer-reviewed sources	Presentation makes a minimal comparison between media findings and research but uses inadequate resources	Presentation makes a comparison between media findings and research but is overly simplistic	Presentation makes a reasonable comparison between media findings and current research indicating a basic understanding	Presentation compares and contrasts media findings to relevant current research from four or more peer-reviewed sources indicating a depthful understanding
	Presentation is engaging	Presentation is not engaging	Presenters read from notes or slides or seem disengaged or uninterested	Presenters know their topic well but do not involve participants	Presenters demonstrate a strong knowledge base of the topic and share enthusiasm for their topic	Presenters are knowledgeable, engaging and involve participants in participatory learning
	Presenters provide useful resources and materials for the participants	Materials are not provided	Materials are unclear	Materials provided represent a helpful summary of presentation	Materials clearly summarize presentation and provide helpful resources	Materials serve as potential resource for later work, offer insights, and comprehensive

						resources
2) Synthesis	Makes clear connections across relevant topics	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
3) Rhetoric	Written with a coherent, clear structure that supported the review	Poorly conceptualized and haphazardly written	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
	Followed APA v. 6	Does not follow APA for citation management, paper style, etc. Makes many errors.	Conveys a hint of knowledge regarding APA format, makes several errors in documentation style	Makes a valiant attempt to follow APA for citation management, paper style, etc.	Cites sources for all quotations and makes minimal errors in APA format and style	Makes virtually no errors in APA documentation

Student name: _____

Faculty Reviewer: _____

Date: _____

Total Grade: _____ /5

Group 1

Parent Demographics

	<u>Father</u>	<u>Father</u>
Age:	28	29
Race/Ethnicity:	White	Latino
Couple Status:	Married	
Socio-Economic Status		
Occupation:	Middle prestige	Middle prestige
Education:	Master's	Bachelor's
Income:	Middle	
Wealth:	Bottom 5 th	
Religion:	Catholic	Catholic
Sexual Orientation:	Gay	Gay
Geographic Location:	Small town	Small town
Mental Health History:	Father alcoholic	None known
Immigration History:	5 th generation Irish	Brought to US at age 2
First Language:	English	Spanish

Child Demographics

Biological or Adopted:	Adopted at birth
Birth Order:	Second child (older brother is 3 y/o when this child is born)
Sex of Child:	Male



For information about socio-economic status, please consult the following website:

<https://archive.nytimes.com/www.nytimes.com/pages/national/class/?hp>

specifically, the “Interactive Graphics: Where Do You Fit In?” as a link from the above website. Note that some computers may require you to download a browser that supports Flash (such as Opera) and to download the free Adobe Flash player.

Group 2

Parent Demographics

	<u>Mother</u>	<u>Father</u>
Age:	19	19
Race/Ethnicity:	Asian/Vietnamese	White
Couple Status:	In college/dating	In college/dating
Socio-Economic Status		
Occupation:	Middle prestige*	Middle prestige*
Education:	High School	High School
Income:	Middle	Top fifth
Wealth:	Upper middle	Top fifth
Religion:	Catholic	Presbyterian
Sexual Orientation:	Straight	Straight
Geographic Location:	Small town	Big city
Mental Health History:	Depression	Mother depressed
Immigration History:	5 th generation Vietnamese	3 rd generation Polish-Czech
First Language:	English	English

Child Demographics

Biological or Adopted:	Biological
Birth Order:	First born
Sex of Child:	Female

*Student



For information about socio-economic status, please consult the following website:

<https://archive.nytimes.com/www.nytimes.com/pages/national/class/?hp>

specifically, the “Interactive Graphics: Where Do You Fit In?” as a link from the above website. Note that some computers may require you to download a browser that supports Flash (such as Opera) and to download the free Adobe Flash player.

Group 3

Parent Demographics

	<u>Mother</u>	<u>Father</u>
Age:	22	28
Race/Ethnicity:	Arab	Arab
Couple Status:	Married	
Socio-Economic Status		
Occupation:	Low prestige*	Middle prestige*
Education:	High School	High School
Income:	Lower middle	
Wealth:	Lower middle	
Religion:	Muslim	Muslim
Sexual Orientation:	Straight	Straight
Geographic Location:	Big city	Big city
Mental Health History:	Depression	None known
Immigration History:	1 st generation Iranian	2 nd generation Jordanian
First Language:	Arabic	Arabic

Child Demographics

Biological or Adopted:	Biological
Birth Order:	Third born
Sex of Child:	Male



For information about socio-economic status, please consult the following website:

<https://archive.nytimes.com/www.nytimes.com/pages/national/class/?hp>

specifically, the “Interactive Graphics: Where Do You Fit In?” as a link from the above website. Note that some computers may require you to download a browser that supports Flash (such as Opera) and to download the free Adobe Flash player.

Group 4

Parent Demographics

	<u>Mother</u>	<u>Father</u>
Age:	18	17
Race/Ethnicity:	White	White
Couple Status:	Partnered	
Socio-Economic Status		
Occupation:	N/A	N/A
Education:	Some high school*	Some high school*
Income:	Bottom fifth	Bottom fifth
Wealth:	Bottom fifth	Bottom fifth
Religion:	Mennonite	Mennonite
Sexual Orientation:	Bisexual	Straight
Geographic Location:	Rural	Rural
Mental Health History:	Witness to domestic violence	Father alcoholic
Immigration History:	7 th generation German	7 th generation Scots-Irish
First Language:	English	English

Child Demographics

Biological or Adopted:	Biological
Birth Order:	First born
Sex of Child:	Female



For information about socio-economic status, please consult the following website:

<https://archive.nytimes.com/www.nytimes.com/pages/national/class/?hp>

specifically, the “Interactive Graphics: Where Do You Fit In?” as a link from the above website. Note that some computers may require you to download a browser that supports Flash (such as Opera) and to download the free Adobe Flash player.

Group 5

Parent Demographics

	<u>Mother</u>	<u>Father</u>
Age:	27	28
Race/Ethnicity:	African-American/Latina	African-American
Couple Status:	Married	
Socio-Economic Status		
Occupation:	Teacher*	Social worker*
Education:	Master's degree	Master's degree
Income:	Middle	Middle
Wealth:	Bottom fifth	Bottom fifth
Religion:	Christian	Muslim
Sexual Orientation:	Straight	Straight
Geographic Location:	Rural	Rural
Mental Health History:	Witness to domestic violence	Father alcoholic
Immigration History:	3 rd generation Salvadoran	5 th generation Haitian
First Language:	Spanish & English (Bilingual)	English

Child Demographics

Biological or Adopted:	Biological
Birth Order:	Third born
Sex of Child:	Female



For information about socio-economic status, please consult the following website:

<https://archive.nytimes.com/www.nytimes.com/pages/national/class/?hp>

specifically, the “Interactive Graphics: Where Do You Fit In?” as a link from the above website. Note that some computers may require you to download a browser that supports Flash (such as Opera) and to download the free Adobe Flash player.