



Human Growth and Development

Spring 2023

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Virtual Office hours via Blackboard

Tuesday 4pm-8pm; Thursday 4pm-8pm
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Course Description:

A study of the human life span from conception to death, with emphasis on childhood and adolescence, and the implications for effective academic and interpersonal experiences

Textbooks

Required Text

- Lally, Martha and Valentine-French, Suzanne (2018). Lifespan Development, A Psychological Perspective. Second Edition. Open Education Resource (OER) textbook.
 - This is a Free book: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

Recommended Text

- American Psychological Association (2020). The publication manual of the American Psychological Association. Seventh Edition. Washington, D.C. American Psychological Association.

ISBN-13: 978-1433832161

ISBN-10: 143383216X

Course Objectives

- Identify and correctly list stages of development (biological, cognitive, moral, and social) during the life cycle of the individual as proposed by various psychological theories.
- Describe the developing person at different periods in the life span.

- Identify disturbances in the developmental process along with possible reasons for these disturbances.
- List different methods of studying human behavior along with the strengths and weaknesses of each.
- Apply implications from various developmental models to counseling and/or educational processes and situations.
- Recognize the similarities and differences within and among people of all ages, cultures, and social backgrounds.
- Identify major problems of children and adolescents as they grow toward maturity and think about possible solutions based on specific developmental theories.
- Review research studies related to various aspects of human development and translate their meanings and implications for education and counseling.

Student Learning Outcomes (SACSCOC)

ED 6308 will contribute to the following Student Learning Outcomes (SLOs):

- Demonstrate the ability to critically evaluate assessments and understand the implications of chosen assessments
- Analyze the ethical and professional responsibility to the field of special education.
- Effectively collaborate with all parties involved with the identification placement and ongoing support of students with disabilities

Professional Standards (TEA)

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published Texas Educational Agency (TEA)

Educational Diagnostician

Competency 001: Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).

School Counselor

Standard I Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

Standard II Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

Standard III Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

School Counselor Standard IV Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

Standard V Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Reading Specialist

Competency 001. Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

The student will demonstrate knowledge of the stages of oral and written language development issues by conducting interviews of people of varying ages and writing a report, which analyzes the development of everyone.

Special Education Teacher

Competency 001 The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

The student will demonstrate their understanding of the ways in which physical disabilities and health impairments relate to development and behavior by conducting interviews of people of varying ages and writing a report, which analyzes the development of each individual and comparing development with current theorists.

Principal

Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The student will demonstrate knowledge of the diverse interests and needs of individuals of different ages and developmental levels by conducting interviews of people of varying ages and writing a report, which analyzes the development of each individual and comparing development with current theorists.

Marketable Skills (THECB)

Research Skills and Awareness

- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement

Communication Skills

- Demonstrate effective technical writing skills

- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes
- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

Ethics and Social Justice

- Apply research and principles of ethical conduct

General Course Policies

LMS: This course will be delivered online in an asynchronous and synchronous format via Blackboard Learning Management System with interaction from your instructor throughout the course. This course site opens on the first day of classes. Synchronous office hours will occur and announced in Blackboard for students that need tutoring.

Schedule: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. You may work ahead.

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with SRSU Disability Services. SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Grading Policy: All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g., major medical event, bereavement).

Life Happens/ Late Assignment Policy: "Life Happens/Late Assignment Policy: Students are granted one "1-week extension" during the course of the semester for any personal emergency. Use of the extension means that assignments will be due at next module grading cycle at midnight. It is not required to contact the professor for the extension except for meetings that are scheduled (observations, defenses). Use beyond the one-time policy may result in an incomplete for the course.

Changes to Syllabus: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Copyright: Many of the materials and readings for this class have copyright protections. They are for your sole educational use and should not be shared, copied or distributed without

permission of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, either with colleagues at Sul Ross State University or on the internet, please ask me.

Opportunities for Revision: This course is a writing intensive course. Revision opportunities are available should contributions not meet the standards for this course. The instructor will reach out and either suggest a revision or give guidance for similar activities (e.g., discussion board) for the following module. However, extensions and revisions are not offered for work that is missing. Additionally, should the student not apply suggestions at the next module or complete suggested revisions, no further opportunities will be offered. Revisions must be completed within the next module grading period (Sunday, 11:59 pm) from when feedback is given.

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to login several times each week to the Blackboard course site on the Internet site.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services and activities. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we will get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Libraries

The Bryan Wildenthal Memorial Library in Alpine.

Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass.

Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to turning in work as original that was used in whole or part for another course or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to <https://owl.english.purdue.edu/owl/resource/589/02/>

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

SRSU aims to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Family. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Syllabus Change Policy

The syllabus is only a guide for the course and can change with advance notice.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: www.apple.com/quicktime/download/

Specific Course Requirements

Course Assignments:

Journal (16): The journal activity is a self-reflective activity. Your answer should address the questions that were posed and have a unifying theme. It should be at least a few sentences but no more than two paragraphs. After you submit your response, you will be graded using the following rubric

Journal Rubric

Point Value:	0	2	4
	Missing	Developing	Proficient
There is a unifying theme or idea	The element is missing or incomplete	The response contains a unifying theme or main idea but it is difficult to determine or not stated clearly	The response contains a clearly unified theme or main idea
The response contains connections to life, work or context	The element is missing or incomplete	The response contains connections to your life, work or context that are briefly explained	The response contains connections to your life, work or show context that are thoroughly explained and show how you have

reflected upon those connections

Discussion Board (15): Responses should be about 1 to 1 1/2 pages and be in APA format. It should relate to the reading or instruction of the week and at a minimum one reference should be provided in your reference section (at the end of the bottom of your response).

In discussion board you are required to respond to a minimum of 2 people. Responses should pull from the specific theme or idea the writer wrote. This should be 1/2 page response.

Discussion Board Rubric

	0 points	20 points	40 points
Initial Posting	Posts minimum of assignment; superficial preparation; doesn't address aspects of the task	Posts developed assignment that addresses all aspects; lacks full development of concepts	Posts well developed assignment that fully addresses and develops all aspects of the task
Writing Quality	Grammar or spelling errors	Uses of APA format for writing properly cites and adds reference section for any works cited; appropriate length	Uses APA format for writing properly cites and adds reference section for any works cited. Use of academic language (graduate level) with limited jargon. Appropriate length
Content	Repeats information but does not add substantive information to discussion	Factually correct responses with development of concept or thought	Posts factually correct, reflective and substantive contribution; advances discussion in insightful way
Follow up postings	Posts no follow up to others or does not meet the minimum of 2 responses	Minimum contributions are shallow to discussion (e.g. agree or disagree/ stating "good job") and does not enrich discussion	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous post

Tests (10 x varies in points) There will be 10 tests with approximately 100-150 multiple choice questions. Tests will be approximately 40% of the grade.

Developmental Studies: There will be two developmental studies also known as case studies. Each will require an outline to be completed for a total of 50% of overall grade.

The developmental case studies for this course will serve as both the midterm and final exams and are worth 1050 points each.

- The first case study outline will be due at Week 4.
- The first case study (childhood through adolescence) will serve as the midterm and is due at the end of Week Eight, Sunday at 11:59 pm.
- The first case study outline will be due Week 12.
- The second case study (young adulthood through older adulthood) will serve as the final exam and will be due at the end of Week Sixteen, Sunday at 11:59 pm.

Information and video orientation regarding developmental studies are available in blackboard under WEEK ONE. Use the outline provided as a rubric for what to include in your report.

Graduate Writing Lab – Graduate Students are required to write to a level that is beyond undergraduate writing. If you find that writing is a struggle, please utilize the academic center for tutoring. <https://www.sulross.edu/academic-center-for-excellence/>. They can provide guidance online and recommendations.

SafeAssign

What is the Safe Assignment Tool?

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism.

You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like.

This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

It is expected that you obtain a value below 13%. If you are 25% or higher it means that many of the wording in your report is a "cut and paste" error and you need to put the ideas in your own words. Certain instances will create an error of 100% if this occurs, do not panic, contact the instructor.

Grading

A=100-91%	B=90-81%	C=80-71%	D=70-61%
Chapter Tests			30 %
Journal Self Reflection			5%
Discussion Boards			15 %
Developmental Studies			50 % (25% each)
Total			100%

There are 10070 total points available for the class. That said, there may be slight changes to assignments and requirements that may change the total value. If you are missing assignments or are at risk, I will email you via your Sul Ross email address. It is your responsibility to contact the instructor if you have concerns about your grade. Look under the “my grades tab” in Blackboard to see the assigned value and award of your grade for any test or assignment.

Graduate students must maintain a 3.0 GPA to remain in good standing. Grades of Incomplete (I) are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

Course Schedule

	Topic/ Learning Objective	Activities
Week One Due 11:59pm 1/22	Overview of Developmental Psychology Learning Objectives <ul style="list-style-type: none"> • Explain the expectations of the course • Overview of theorists discussed in the course • Explain the lifespan perspective and its assumptions about development. • Differentiate periods of human development. • Explain the issues underlying lifespan development • Identify the historical and contemporary theories impacting lifespan development 	Chapter 1 Journal Self Reflection Discussion Board Classmates Discussion Board
Week Two Due 1/29 11:59pm	Research Learning Objectives: <ul style="list-style-type: none"> • Define the scientific method • Compare research methods noting the advantages and disadvantages of each. • Explain research involving time spans • Explain ways to conduct ethical research 	Chapter 1 Journal Self Reflection Discussion Board Test
Week Three Due 2/5 11:59pm	Heredity and Genetics Learning Objectives: <ul style="list-style-type: none"> • Define genes 	Chapter 2 Journal Self Reflection Discussion Board Test

	<ul style="list-style-type: none"> • Distinguish between mitosis and meiosis, genotype and phenotype, homozygous and heterozygous, and dominant and recessive • Describe some genetic disorders, due to a gene defect, and chromosomal disorders • Define polygenic and incomplete dominance • Describe the function of genetic counseling and why individuals may seek genetic counseling • Define behavioral genetics, describe genotype-environment correlations and genotype-environmental interactions, and define epigenetics • Describe how expectant parents prepare for childbirth • Describe the two common procedures to assess the condition of the newborn • Describe problems newborns experience before, during, and after birth 	
Week Four Due 2/12 11:59pm	Infancy to Toddler Learning objectives: <ul style="list-style-type: none"> • Summarize overall physical growth during infancy • Describe the habituation procedure • Discuss the nutritional concerns of marasmus and kwashiorkor • Compare the Piagetian concepts of schema, assimilation, and accommodation • List and describe the six substages of sensorimotor intelligence • Describe the characteristics of infant memory • Identify and compare the theories of language • Psychosocial Development in Infancy and Toddlerhood • Describe the early theories of attachment • Use Erikson's theory to characterize psychosocial development during infancy 	Chapter 3 Journal Self Reflection Discussion Board Test Research Paper Outline
Week 5 Due 2/19 11:59pm	Early Childhood Physical and Cognitive Impairment Learning objectives: <ul style="list-style-type: none"> • Physical Development in Early Childhood • Cognitive Development in Early Childhood • Describe Piaget's preoperational stage and the characteristics of preoperational thought • Summarize the challenges to Piaget's theory • Describe Vygotsky's theory of cognitive development • Describe the views of the neo-Piagetians • Describe theory-theory and the development of theory of mind • Describe the various types of early childhood education 	Chapter 4 Journal Self Reflection Discussion Board

Week 6 Due 2/26	Early Childhood Psychosocial development and parenting styles Learning Objectives: <ul style="list-style-type: none"> • Psychosocial Development in Early Childhood • Describe Erikson's third stage of initiative vs. guilt • Describe the major parenting styles and their consequences for children • Describe the role of siblings in children's development • Summarize the types of play in which children engage • Describe the influence of the media on young children's social development • Describe Baumbrind Parenting Styles 	Chapter 4 Journal Self Reflection Discussion Board Test
Week 7 Due 3/5	Mid Late Childhood Learning Objectives: <ul style="list-style-type: none"> • Physical Development in Middle and Late Childhood • Explain current trends regarding being overweight in childhood, the negative consequences of excess weight, the lack of recognition of being overweight, and interventions to normalize weight • Cognitive Development in Middle and Late Childhood • Describe Piaget's concrete operational stage and the characteristics of concrete thought • Describe metacognition, and critical thinking • Describe language development and explain the three types of communication disorders • Describe the theories of intelligence • Identify common disabilities in childhood and the legislation that protects them educationally • Socioemotional Development in Middle and Late Childhood • Describe Erikson's fourth stage of industry vs. inferiority • Explain Kohlberg's stages of moral development • Describe the importance of peers, the stages of friendships, peer acceptance, and the consequences of peer acceptance • Describe the characteristics and developmental stages of blended families 	Chapter 5 Journal Self Reflection Discussion Board Test
Week 8 Due 3/12	Adolescence Learning Objectives <ul style="list-style-type: none"> • Physical Development in Adolescence • Describe eating disorders • Explain the prevalence, risk factors, and consequences of adolescent pregnancy • Cognitive Development in Adolescence 	Chapter 6 Journal Self Reflection Discussion Board Test Midterm Research Paper

	<ul style="list-style-type: none"> • Describe Piaget's formal operational stage and the characteristics of formal operational thought • Describe Information Processing research on attention and memory • Describe the developmental changes in language • Describe the various types of adolescent education • Identify changes in high school drop-out rates based on gender and ethnicity • Psychosocial Development in Adolescence • Summarize Erikson's fifth psychosocial task of identity versus role confusion • Describe Marcia's four identity statuses • Summarize the three stages of ethnic identity development • Describe the parent-teen relationship • Describe the role of peers • Describe dating relationships 	
Week 9 Due 3/19	Emerging and Early Adulthood Learning Objectives <ul style="list-style-type: none"> • Explain emerging adulthood • Explain how emerging adulthood differs from adolescence and adulthood • Describe economic and cultural variations of emerging adulthood • Identify the markers of adulthood • Describe gender in adulthood, including gender minorities and stress • Describe the brain areas and hormones responsible for sexual behavior • Describe cultural views related to sexuality 	Chapter 7 Journal Self Reflection Discussion Board
Week 10 Due 3/26	Early Adulthood Learning Objectives <ul style="list-style-type: none"> • Cognitive Development in Emerging and Early Adulthood • Describe dialectical thought • Explain personality in early adulthood • Explain the five factor model of personality • Describe adult attachment styles • Describe Erikson's stage of intimacy vs. isolation 	Chapter 7 Journal Self Reflection Discussion Board Test
Week 11 Due 4/2	Middle Adulthood Learning Objectives <ul style="list-style-type: none"> • Physical Development in Middle Adulthood • Cognitive Development in Middle Adulthood • Describe crystalized versus fluid intelligence • Describe the changes in the U.S. work force, especially among middle adults • Explain the importance of leisure to mental health and a successful retirement 	Chapter 8 Journal Self Reflection Discussion Board
Week 12 Due 4/9	Middle Adulthood Learning Objectives	Chapter 8 Journal Self Reflection Discussion Board

	<ul style="list-style-type: none"> • Explain Psychosocial Development in Middle Adulthood • Explain the controversy surrounding the concept of a midlife crisis • Explain the sources of stress confronting adults in midlife and the strategies to cope • Summarize Erikson's seventh psychosocial task of generativity vs stagnation 	<p>Test Final Paper Outline Due</p>
<p>Week 13 Due 4/16</p>	<p>Late Adulthood Learning Objectives</p> <ul style="list-style-type: none"> • Late Adulthood Definition and Demographics • Explain the different ways developmental psychologists describe aging • Define the four age categories for late adulthood • Explain what factors contribute to becoming a centenarian • Describe different theories of aging • Explain what happens in Parkinson's disease • Explain how sleep patterns change in late adulthood 	<p>Chapter 9 Journal Self Reflection Discussion Board</p>
<p>Week 14 Due 4/23</p>	<p>Late Adulthood Learning Objectives:</p> <ul style="list-style-type: none"> • Define ageism • Describe Cognitive Development in Late Adulthood • Define what is a neurocognitive disorder • Explain Alzheimer's disease and other neurocognitive disorders • Describe work and retirement in late adulthood • Describe Psychosocial Development in Late Adulthood • Explain the stereotypes of those in late adulthood and how it impacts their lives • Summarize Erikson's eighth psychosocial task of integrity vs despair • Explain concerns experienced by those in late adulthood, such as abuse and mental health issues • Explain how those in late adulthood use strategies to compensate for losses 	<p>Chapter 9 Journal Self Reflection Discussion Board Test</p>
<p>Week 15 See below due 4/30</p>	<p>Grief Learning Objectives:</p> <ul style="list-style-type: none"> • Describe what characterizes physical and social death • Differentiate among grief, bereavement, and mourning • List and describe the stages of loss based on Kübler-Ross's model and describe the criticisms of the model <ul style="list-style-type: none"> • Explain the dual-process model of grief • Identify the four tasks of mourning 	<p>Chapter 10 Journal Self Reflection Discussion Board Test</p>

	<ul style="list-style-type: none">• Explain the importance of support groups for those in grief	
Week 5/7	Final Paper Submission	Journal Self Reflection
Due		Final Paper submission