



LIFE SPAN DEVELOPMENT

PSY 364 ON-GROUND COURSE SYLLABUS; FALL 2024

This syllabus is subject to change. Changes (if any) will be announced via Blackboard.

COURSE INFORMATION

Office: 2128 Au Sable Hall (2nd floor)
 Email: mcdonan2@gvsu.edu
 Contact: *Email is the best way to connect with me.*
 Course Meeting Times: Tuesday & Thursday 1:00-2:15PM (Section 11)
 Classroom Location: B2124 Mackinaw Hall (Basement Level)

GVSU Teaching and Office Hours Schedule - Fall 2024

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30 AM	On-line Course		On-Line Course		WRITING	Family Time	Sabbath
9:30 AM	Recording		Recording		and		Rest, Meditate
10:30 AM	Posting		Posting		K-12		Play & Family
11:30 AM	Grading		Grading	Office Hours	School		
12:30 PM	(Virtual)	PSY 364	(Virtual)	PSY364	Evaluations		
1:00 PM		PSY 364		PSY364			
2:30 PM		Office Hours		Flex Appts.			
3:30 PM		Office Hours					
4:00 PM		Office Hours					

Catalog Description

A survey of theories and research on human development from conception through death. Physical, perceptual, cognitive, personality, social, and emotional changes are reviewed, and their interrelationships are discussed. Does not satisfy the requirements for teacher certification. Offered every academic year. Prerequisite: [PSY 101](#).

Course Materials (Required)

E-Text: Arnett, J. and Jensen, L, (2018). Human development: A cultural approach. Pearson.

Films: You will need access to the following films (available on most streaming sites). A DVD of each is also typically available for check-out at Dr. McDonald's office on a first-come first-served basis.

- "In the Womb"
- "Babies"
- "Inside Out 2"
- "A Man Called Otto"

Dr. McDonald's Deep Hope Statement

My deep hope for you in this course is that you will deepen your understanding of and appreciation for the complexity and importance of holistic human development. I am eager for my students to marvel at their humanity and to put their unique time, talents and resources to work to support healthy and flourishing human development in themselves and others within their circles of influence—home/family, educational, faith-related, businesses, community and societal contexts. As your knowledge of developmental psychology broadens and deepens, may your sense of wonder and awe in humanity—both our human commonalities and our diversities—expand and inspire you to engage, understand, collaborate, and serve.

Professor's Statement on Teaching and Learning

Transformative teaching and learning is active, collaborative and mutual; as a professor and an expert in my field, I still constantly learn new insights and perspectives from my students. I am intentional about being a lifelong learner who experiences deep wonder, awe and curiosity about people, ideas, and the world around us. My goal as a professor is to model the joy and transformative nature of lifelong learning; learning and a curiosity mindset have transformed my life and shapes me daily as a person, and I hope to inspire you to become lifelong learners yourselves. From my perspective, learning is

- Central to what it means to be human.
- Constructive.....Each learner sees the world uniquely and builds new learning into their prior knowledge, as schemas develop.
- Non-Linear.....
- Messy and Unpredictable.....
- Curiosity-Driven.....
- Hard and Frustrating at Times.....Authentic learning challenges and seeks advancement; being a novice can feel slow, difficult and sometimes impossible. But arduous learning

will eventually make the awaited “aha moment” and the long-term retention that much more celebratory.

- Both Conscious/Intentional and Unconscious/Unintentional.....
- Self-Perpetuating....the more you learn, the more you want to learn.
- Fun and Rewarding....
- Lifelong.....

My passion as your professor is not to limit your learning to memorization or concept mastery. Rather, I want to create interesting, compelling and motivating learning experiences that will inspire you, challenge you, and excite you about your future work.

Professor’s Statement on Diversity

An integral that every human being was created uniquely and in intentionally diverse ways to reflect creativity, vital personality and the very essence of love. Each individual was born into unique contextual circumstances that further shape us into diverse beings with unique perspectives on the world. I believe that individuals, families, communities and institutions are made better, richer and more effective when diverse people come together toward a common mission or goal.

Embracing diversity and celebrating its gift takes incredible humility.

Course Objectives

A PSY 364 student will have the opportunity to work toward the following course objectives:

Objective: Students in this course will	Related GVSU Student Learning Outcome (SLO)	Assessment
Define and explain the interconnectedness of major developmental domains , including biological/physical, cognitive, social, emotional, psychological and spiritual.		Mid-Term Exam Final Exam
Outline the defining assumptions and tenets of major psychological theories of lifespan human development (including but not limited to behaviorism, social learning, cognitive theory, psychosocial theory, psychoanalytic theory, ecological theory, sociocultural theory, and developmental contextualism)		Dev. Theory Exam Mid-Term Exam Final Exam
Explain the role and importance of the scientific method and empirical	SLO #4 - Information Literacy	Written

research in the field, focusing on design and results of seminal research in human lifespan developmental psychology		Assignments Mid-Term Exam Final Exam
Apply developmental theories and research to frame and understand real-world problems, solutions and treatment impacting human beings in all stages of the lifespan (both individually and in a multi-disciplinary team setting).	SLO #1 - Collaboration SLO #5 - Integration SLO #7 - Problem Solving	Written Assignments Team Fishbowl Discussion/Paper
Describe key milestones, stages and transitions evident across the human lifespan, including but not limited to birth, educational milestones, identity development, intimate relationships, vocation/work/career, faith/spiritual journey, and end-of-life.		Developmental Theory Exam Mid-Term Exam Final Exam
Identify the impact of contexts – family/home, school/educational, community, society–on human development across the lifespan.		Written Assignments Dev. Theory Exam Mid-Term Exam Final Exam
Examine developmental/psychological issues and debatable topics critically using empirical evidence, logical reasoning and persuasive communication skills	SLO #2 - Critical Thinking SLO #6 - Oral Communication SLO #9 - Written Communication	Team Fishbowl Discussion/Paper
Identify and discuss ethical responsibilities, challenges and dilemmas within the field of developmental psychology.	SLO #3 - Ethical Reasoning	
Deepen self-insight into one’s own unique developmental story, as well as		Written Assignments

the developmental paths of others in one's life.		Team Fishbowl Discussion/Paper
Student-specific learning objective (Each student will develop and submit one personal objective to guide learning, in addition to the above)		

Student Multi-Disciplinary Teams

Each student in this course will be assigned to a discussion team involving students who are pursuing varied professions, so that the team is diverse and multi-disciplinary. These teams will work together for various in-class activities and discussions, as well as for the team fishbowl activity. Working in smaller integrative teams should help the class to feel smaller and more connected, strengthening each student's sense of collaboration and belonging. It also provides a microcosm of the professional world where many of you will be working with multi-disciplinary teams in places such as clinics, schools, hospitals and agencies..

ASSIGNMENTS & ASSESSMENT

Student learning outcomes will be assessed using the following assignments, each of which will be weighted in the final course grade according to the specified weightings:

- **Developmental Theory Exam (10%)** - Early in the course, following coverage of key lifespan developmental theories, students will complete an exam covering these key theories. The exam will consist of both objective (multiple choice, matching) and essay/application items. An exam review guide will be posted in the week preceding the exam.
- **Mid-Term Exam (15%)** - During GVSU mid-term week, students will review for and complete a mid-term exam covering material from the first half of the semester. The exam will consist of both objective (multiple choice, matching) and essay/application items. A mid-term exam review guide will be posted in the week preceding the exam, though students are encouraged to incorporate weekly exam-focused review each week of the course.
- **Final Exam (25%)** - At the conclusion of the semester, during GVSU final exam week, students will complete a cumulative final exam covering material from the first half of the semester. The exam will consist of both objective (multiple choice, matching) and

essay/application items. A final exam review guide will be posted in the week preceding the exam.

- **Team Fishbowl Activity & Paper (20%)** - Each student will work with a multi-disciplinary team of students to research a developmental issue and related case study. The students will then have an in-class discussion in the “fishbowl”, meaning that the student team will discuss the issue amongst themselves while their peer students surround them listening and taking notes. Students will work with peers from other disciplines (OT, PT, nursing, etc.), each of whom bring diverse and valuable perspectives to the discussion. For this project, teams will work together to:

1. Choose a developmental problem, controversy or challenge that impact humans
2. State your chosen topic, problem or controversy in question form; the stated question will be the focus of your fishbowl discussion
3. Define the problem and explain how it can impact one’s development in multiple developmental domains.
4. Present a case study illustrating the problem
5. Explain how each team member might see the problem uniquely
6. Cite at least 3 empirical research studies during the discussion
7. Discuss at least 2 potential solutions to the case study problem

A discussion checklist will be provided to guide each team’s preparation and .

- **Weekly Written Assignments (20%)** - Students will complete a series of assignments (every 1-2 weeks) wherein they will explore the week’s key concepts, research and theories. For the weeks wherein written assignments are due, assignments must be submitted via Blackboard by the end of Friday (11:59PM). Students can miss or opt out of two weekly assignments without penalty; late assignments are not accepted and no make-up assignments will be given. An assignment missed due to an emergency or illness will count as one of the two allowed misses. Each assignment is worth 2% of your final course grade. Weekly written assignments will be assigned points using the following system:

10/10	Excellent/Exceeds Expectations
8/10	Good/Solid/Meets Expectations
5/10	Attempted, but Incomplete or Falls Below Expectations
0/10	Incomplete/Not Submitted/No Serious Attempt

Weekly Written Assignments will consist of the following 12 assignments (note due dates, which are also indicated in the course schedule:

- Letter to my Developmental Self (DUE)
 - Worldview Assessment & Reflection (DUE)
 - Developmental Theory Matrix & Personal Theory Statement (DUE)
 - Case Study Analysis: Pregnancy (DUE)
 - Film Response: “In the Womb” (DUE)
 - Film Response: “Babies” (DUE)
 - Mid-Semester Feedback Google Form (DUE)
 - Family Analysis Paper (DUE)
 - Play Date & Reflection (DUE)
 - Identity Mandala & Explanation Statement (DUE)
 - Film Response: “Inside Out 2” (DUE)
 - Film Response: “A Man Called Otto” (DUE)
- **Class Engagement, Participation & Attendance (10%)** - It is my goal that we create a safe community space of learning, listening, considering and respecting where every voice can be heard and valued. Learning is an active process, and a college course is made stronger when every student in the course engages and participates on an ongoing basis. We need the input and perspective of every single person in the course. I encourage the sharing of perspectives and ideas, even those that feel “half-baked.” I will be looking for evidence of student engagement and participation which includes the following specific behaviors:
 - Timely arrival to class
 - Limiting absences to unavoidable situations such as illness
 - Verbal participation in class
 - Verbal participation in small group activities/discussions
 - Active notetaking
 - Posting articles or other sources in the “Weekly Participation” thread posted in Blackboard each week
 - Sending class-related articles and links to Dr. McDonald with your comments
 - Respectful attitude and behavior toward the professor
 - Respectful attitude and interactions with peers
 - Avoiding unnecessary distraction (i.e. in regard to phone/laptop use)
 - Present and active engagement in fishbowl discussions

In terms of class attendance, please plan to be in class and to save your allowed absences for when you really need them. Life happens and each student is allowed 3 absences to

use for illness, mental health days, etc. Any additional absence beyond 3 will result in a grade reduction in your final course grade. Consistent with GVSU policy, student absences for the following circumstances are excused:

- 1) Active participation in an intercollegiate event;
- 2) Observance of religious holidays
- 3) Military duty
- 4) Jury duty, or appearance in court or other government hearings
- 5) Student illness or medical conditions that preclude class attendance
- 6) Birth or adoption of child
- 7) Academic and/or professional conference
- 8) Bereavement for an individual of significant relationship.

Regardless of the reason for absence, it is the student's responsibility to catch up on any missed work and, if needed, to initiate connection with Dr. McDonald to discuss missed work. If you have concerns related to attendance, please make an appointment to have a conversation about it with Dr. McDonald.

Instructor Feedback to Students

Students in this course will receive feedback on their work and course progress through the following channels:

- 1) Weekly whole-group feedback provided in class by Dr. McDonald
- 2) Individual grades on exams (provided through Blackboard gradebook; allow one week for exam grades involving essays)
- 3) Criterion-measured grades on weekly written application assignments
- 4) Verbal and written feedback on team fishbowl discussion (verbal comments provided immediately following presentation; written grading within one week of final student presentation date)
- 5) Student appointment discussion with Dr. McDonald (by student request)

POLICIES & PROCEDURES

Grading Scale

The following program-adopted grading scale will be used to assign final course grades:

A	=	100 – 93
A -	=	92 – 90
B +	=	89 – 87
B	=	86 – 83
B -	=	82 – 80
C+	=	79 – 77
C	=	76 – 73
C -	=	72 – 70
D+	=	69 – 65
D	=	64 – 60
F	=	< 60

Professor Policies on Written Work

All written assignments submitted to Dr. McDonald should adhere to the following guidelines:

- Heading should include student’s name (first and last), Course and section #, and date of submission.
- Cite all sources fully and correctly using APA 7th edition.
- Include a complete APA-formatted References page for any paper that cites external sources.
- Unless noted otherwise, written assignments should be submitted electronically via Blackboard Ultra.
- Assignment due dates should be respected. Late work is generally not accepted, unless a student has an unavoidable emergency that has been communicated to Dr. McDonald and an assignment extension approved. Please do everything that you can to turn assignments in on time, according to the stated due date.
- When you submit a written assignment with your name on it through your Blackboard Ultra account, I assume that it is solely your work and that you have cited to give credit to others’ work that you have integrated into your paper. Any instance of plagiarism will be reported and handled according to GVSU policy. Please, if you are in a bind and tempted to cheat/plagiarize, come and talk with me honestly. It is never a good idea to cheat and plagiarize, and it is always the best choice to operate in a way that upholds your integrity.
- Further information on GVSU academic honesty policies can be reviewed here: <https://www.gvsu.edu/catalog/navigation/academic-policies-and-regulations.htm#anchor-29>

Professor Policies on Exams

All exams completed for Dr. McDonald should adhere to the following guidelines:

- Course exams will be administered electronically through Blackboard Ultra.
- Exams should be completely according to the syllabus schedule.

- Please do not make travel plans that conflict with course exam dates/times. Final exams are scheduled in accordance with GVSU's master final exam schedule and cannot be adjusted.
- Make-up exams are given only in unavoidable emergency circumstances.
- When you submit an exam with your name on it through your Blackboard Ultra account, I assume that it is solely your work. Any instance of cheating on exams will result in an exam grade of "0" and possible other penalties; it will further be reported and handled according to GVSU policy. It is never a good idea to cheat on an exam, and it is always the best choice to operate in a way that upholds your integrity. It is better to fail an exam honestly than to pass it by cheating.
- The final exam is cumulative.
- Incentive: Those students who hold a straight-A going into the final exam can opt out of the final exam. In addition, as a graduation token of congratulations, seniors graduating at the end of the semester in which they are taking the course can choose to take their pre-final exam grade and opt out of the final exam.

Extra Credit Policy

Extra credit will not be offered in this course. There are many scheduled assignments where you can earn points, so please take full advantage and do your best work throughout the course to avoid a panicked situation near the end of the course. If you have concerns about how you are doing in the course, please make an appt. to talk with Dr. McDonald early to formulate a plan to improve your course performance.

Student Accessibility Policy and Resources

Grand Valley State University strives to provide an inclusive environment across campus that is accessible to all individuals with a diverse range of abilities. As your instructor, it is my objective to facilitate opportunities within all class activities and programs because your success is important to me. If you are encountering difficulties that are interrupting your learning experience please feel free to make those known to me as soon as possible, as early planning is essential. If you feel that you need accommodations in this course, you must present a memo to me from Accessibility Resources, indicating the existence of a disability and the approved accommodations. If the class meets in person, you should schedule a meeting with me during office hours to discuss your accommodations. If your class is online or hybrid, please forward your memo to me in an email and schedule a virtual or phone appointment with me to discuss your accommodations. Accommodations are not retroactive. If you have not already done so, please contact the Accessibility Resources office (215 CON) by calling (616) 331-2490 or by email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the Accessibility Resources issued memo. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or

building in an emergency, please make me aware so that the university and I can develop a plan to assist you. All discussions will remain confidential.

As your professor, I have a deep commitment to creating a safe learning space where everyone belongs and feels heard and valued. Even when (especially when) we don't agree, we can still practice civility and demonstrate respect and acceptance for our fellow humans.

Important GVSU Policies

All GVSU Academic policies can be viewed at the following link:

<https://www.gvsu.edu/catalog/navigation/academic-policies-and-regulations.htm>

This includes but is not limited to

RESOURCES

GVSU provides a large range of valuable resources to support students in their academic and vocational pursuits. Here are just a few of the key resources that are available to you, so please take advantage of them as the need arises:

- The Knowledge Market (Located in the Library: Assistance with Research, Writing and Presentations) <https://www.gvsu.edu/library/km/>
- The Tutoring and Reading Center <https://www.gvsu.edu/trc/>
- Mental Health Needs (Counseling Center) <https://www.gvsu.edu/counsel/>
- Financial Wellness (Money Smart Lakers) <https://www.gvsu.edu/moneysmart/>
- Financial Aid Issues <https://www.gvsu.edu/financialaid/>
- COVID information <https://www.gvsu.edu/lakerstogether/>
- Career Services (Career related events, resume writing, sample interviews): <https://www.gvsu.edu/careers/>
- Professional Advising (for major and graduation requirements, etc.): <https://www.gvsu.edu/clasadvising/>

Psych Friends Peer-to-Peer Mentors: Psych Friends mentors are upper-level psychology and behavioral neuroscience students who provide guidance and support in many areas, such as: effective studying and time management techniques, understanding the PSY and BNS major requirements, careers in the field, and the process of applying for graduate school. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today! Mentoring is available to psychology majors and to any student taking a psychology course.

Policy on Artificial Intelligence (AI)

In the GVSU Psychology program, we treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.

However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following:

1. Never hit "Copy" within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
2. Do not have your assignment and the AI agent open at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission, so also avoid using tools that directly add content to your submission.

Typical Class Session Structure: I value creativity and engagement in my teaching; I also seek to help you build your “psychological tool belt” of strategies that you can use in your internship and work settings now and into the future. I work diligently to employ a spectrum of teaching methods to engage a diverse student group with a wide range of preferred modalities. As I plan each class session, I tend to draw from a menu of activities including but not limited to:

- Mini-skills demonstrations (each class session will begin with a brief skill description of demonstration)
- Direct instruction/lecture “nuggets” (no more than 15 minutes, typically)
- Think, pair and share (learning in pairs)
- Thought-writes (quick papers)
- Small group activities and discussions

- Case Study Application
- Problem-based learning
- Other creative teaching strategies such as jigsaw methods, debates, games
- Exit reflections in Google forms (we will do this every class session as part of your course engagement grade)

PSY364 SCHEDULE - FALL 2024

DATE	FOCUS	TOPICS	READING (Complete before class)	ASSIGNMENT (DUE Friday @ 11:59 each week)
Tuesday, 8/27	Course Introduction Activities	<ul style="list-style-type: none"> ● Defining Development ● Human Development Overview 	Course Syllabus	Letter to My Developmental Self (Bring to class on Thursday 8/29)
Thursday, 8/29	Worldview & Developmental Theory	<ul style="list-style-type: none"> ● Worldview: Everybody has one ● Developmental Theory: Lenses of understanding 	Arnett & Jansen, Chapter 1 Worldview Assessment Handout	Worldview Assessment & Reflection (DUE Friday 8/30@11:59PM)
Tuesday, 9/03	Key Developmental Theories Multi-Disciplinary Team Assignments	<ul style="list-style-type: none"> ● Behaviorism & Conditioning ● Social Learning Theory (Bandura) ● Cognitive Theory (Piaget) 		
Thursday, 9/05	Key Developmental Theories	<ul style="list-style-type: none"> ● Psychoanalytic/ Psychosexual Theory (Freud) ● Psychosocial Theory (Erikson) ● Ecological Theory (Bronfenbrenner) 		Begin Developmental Theory Matrix & Personal Theory Statement (DUE Friday 9/13 @ 11:59PM)
Tuesday, 9/10	Key Developmental Theories Theory Application	<ul style="list-style-type: none"> ● Sociocultural Theory (Vygotsky) ● Developmental Contextualism (Lerner & 		

	Team Discussion	Lerner) <ul style="list-style-type: none"> Eclecticism 		
Thursday, 9/12	Genetics, Ovulation and Conception Introduction: Team Fishbowl Activity	<ul style="list-style-type: none"> Conception Process Origins of Life Debate Reproductive Technologies Reproductive Ethics Genetic Disorders 	Arnett & Jensen, Chapter 2	Developmental Theory Matrix & Personal Theory Statement (DUE Friday 9/13 @ 11:59PM)
Tuesday, 9/17	Developmental Theory Exam	Covers Materials from Chapters 1 and 2, plus additional theory readings, videos and notes		
Thursday, 9/19	Pregnancy - Myths and Reality	<ul style="list-style-type: none"> Prenatal Care Prenatal Testing Pregnancy Lifestyle Choices Pregnancy Myths and Truths 		Case Study Analysis - Pregnancy Expectations (DUE Friday 9/20)
Tuesday, 9/24	Prenatal Development	<ul style="list-style-type: none"> Stages of Development Developmental Conditions and Anomalies 	Review Arnett & Jensen, Chapter 2	
Thursday, 9/26	Labor, Birth and the Newborn	<ul style="list-style-type: none"> Labor/Delivery Plans and Places Labor Experience Birth Process Stages of Delivery The Human NewBorn 	Arnett & Jensen, Chapter 3	Film Response: "In the Womb" (DUE Friday 9/27)
Tuesday, 10/01	Infancy: Baby's First Year	<ul style="list-style-type: none"> Early Attachment Trust vs. Mistrust Oral Stage Infant Reflexes Brain Development in Year One Fine and Gross Motor Development Early Language Basics Intellectual Development - Habituation 	Arnett & Jensen, Chapter 4	Team Fishbowl Topic & Question Due (1st and 2nd choice)
Thursday, 10/03	Toddlerhood	<ul style="list-style-type: none"> Terrible Twos? Terrifying Threes? Emerging Sense of Self Language Development 	Arnett & Jensen, Chapter 5	Film Response: "Babies" (DUE Friday 10/04 @

		<ul style="list-style-type: none"> • Locomotion 		11:59PM)
Tuesday, 10/08	Early Childhood/ Preschool Years	<ul style="list-style-type: none"> • Piagetian Demonstrations • Language and Literacy • Early School Contexts • Research Spotlight: Delayed Gratification Revisited 	Arnett & Jensen, Chapter 6 Benjamin et. al article (2020) (Linked in Blackboard)	
Thursday, 10/10 No Class - Dr. McDonald at Conference	Mid-Term Review (independently or in small groups)			Mid-Semester Google Form (DUE Friday 10/11 @ 11:59PM)
Tuesday, 10/15	Mid-Term Exam (via Blackboard, bring fully charged laptop to class)	Covers Arnett Chapters 1-6 and all course activities, materials, and videos through 10/10/24		
Thursday, 10/17	School-Age Child/ Middle Childhood	<ul style="list-style-type: none"> • Industry vs, Inferiority • Family Context and Parenting Styles • Non-shared developmental environments 	Arnett & Jensen, Chapter 7	Family Analysis Paper DUE: Friday 10/18 @ 11:59PM
Tuesday, 10/22	No Class		Fall Break	Play Date!
Thursday, 10/24	Play and Art, Developmental Essentials Guest Speakers: Pamela Marjorie	<ul style="list-style-type: none"> • Play as Developmentally Crucial • Art and Creativity in Development 		Personal Play History and Play Date Reflection (DUE Friday 10/25 @ 11:59PM)
Tuesday, 10/29	Common Childhood Neurodevelopmental Disorders and Treatments Childhood Trauma	<ul style="list-style-type: none"> • Disorders in School • Childhood Trauma, ACES and HOPE • Trauma and the Brain - Owl, Possum, Watchdog Model 		
Thursday,	Tweens, Adolescents	<ul style="list-style-type: none"> • Identity vs. Role 	Arnett & Jensen,	Identity Mandala

10/31	& Identity Development *Practice Fishbowl Discussion on Identity Development	<ul style="list-style-type: none"> Confusion Aspects of Identity Identity Statuses Individuation and Affiliation Positive Youth Development (Lerner) 	Chapter 8	- Art & Explanation Paper (DUE Friday 11/01; bring art to class on 11/07)
Tuesday, 11/05	Team Presentation Work Session			
Thursday 11/07	Emerging Adulthood and Early Adulthood: Intimacy vs. Isolation <i>Guest Speaker - Chris Kelley</i>	<ul style="list-style-type: none"> Intimacy vs. Isolation Vocation and Career Relationship Trends- Cohabitation, Marriage Disability across the Lifespan - Down Syndrome 	Arnett & Jensen, Chapters 9 & 10	Film Response: "Inside Out 2" (DUE Friday 11/08)
Tuesday, 11/12	Team Fishbowl Discussion	<ol style="list-style-type: none"> 1. 2. 3. 4. 		
Thursday 11/14	Middle Adulthood Guest Speaker - Pamela Alderman	<ul style="list-style-type: none"> Mid-Life Crisis? Truth or Myth Common Disorders of Adulthood 	Arnett & Jensen, Chapter 11	Film Response: "A Man Called Otto" (DUE Friday 11/15 @ 11:59PM)
Tuesday, 11/19	Team Fishbowl Discussion	<ol style="list-style-type: none"> 1. 2. 3. 4. 		
Thursday, 11/21	Team Fishbowl Discussion	<ol style="list-style-type: none"> 1. 2. 3. 4. 		Fishbowl Reflection Papers DUE: Friday 11/22 @ 11:59PM
Tuesday, 11/26	Late Adulthood:	<ul style="list-style-type: none"> Integrity vs. Despair Cognitive Development: Wisdom Gratitude, Generosity and Reciprocity Positive Aging 	Arnett & Jensen, Chapter 12	

Thursday, 11/28	No Class		Thanksgiving Break	No assignment due this week due to Thanksgiving
Tuesday, 12/03	Death as a Developmental Phenomenon	<ul style="list-style-type: none"> • Cultural views of dying and death • End-of-life practices and rituals 	Arnett & Jensen, Chapter 13	
Thursday, 12/05	Course Conclusion; Final Exam Review The Game of Life	Review for Cumulative Final Exam using provided review guide		The Core Irreducible Developmental Needs of Humans (Start Final Exam Essay)
Tuesday, 12/	FINAL EXAM (Cumulative)			

(Note: Instructor reserves the right to adjust schedule if the need arises)