



LIFE SPAN DEVELOPMENT

PSY 364 ON-LINE 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 (Email is the best way to connect with me.)

Please put “Psych 364 OL” in the email subject line. I do my best to respond to emails within 1 business day. Please make an office hours appointment with me for lengthier concerns.

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					

To Book an Appointment in Dr. McDonald’s calendar, Click the Office Hours link provided in Blackboard.

A Note about Boundaries and Whole-Self Care

As a mental health professional, I deeply value life practices that allow for a healthy rhythm of work/professional projects, home and family life, and personal projects/pursuits. I’m not always perfect at protecting this delicate rhythm, but I have gotten better at making whole-self care and balance a priority. To promote good balance and to encourage you to do the same as students, I do my best to complete my GVSU work between the hours of 8AM-5PM Monday through Friday. I do not guarantee that I will send email responses over the weekend, as that is designated family space, play and rest time, and personal rest/rejuvenation/reflection time. Student emails received after 5PM will generally receive my response the following work day. I also strive to complete my grading during the M-F business week so please keep this in mind in terms of your expectations for the posting of grades in the BB gradebook. I also encourage you as students to be mindful about your whole-self care, boundaries and life rhythm.

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 at a minor cost). A DVD of some films may be available for 24-hour check-out at Dr. McDonald's office on a first-come first-served basis. Watch parties with classmates are a fun way to split viewing costs.

- "In the Womb" (online documentary)
- "Babies" (film/documentary)
- "Inside Out 2" (film)
- "A Man Called Otto" (film)

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.

Student Multi-Disciplinary Teams

Each student in this course will be assigned to a discussion team involving 7-8 students who are pursuing varied professions (nursing, OT, PT, psychology, etc), so that the team is diverse and multi-disciplinary. These teams will work together for discussion forums and various learning activities, as well as for the team fishbowl activity. Working in smaller integrative teams will help the class to feel smaller and more connected, with the goal of 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. I encourage you to work with your teams to review and quiz each other on key concepts, as well as to study for final exams. You can also consult your team members as you are completing weekly assignments, though each student must complete and turn in their own work. Team assignments will be made in the second week of class.

Structure of a Typical PSY364 Class Week (except for 1st week, mid-term week, Thanksgiving week and final exam week) - Starting with Week Two, class weeks will begin on Saturday morning and end on Friday night (11:59PM):

- **Saturday** - New Class Week Begins; New week's folder with assignments is open to students to begin reading, viewing week's video content, and completing weekly written assignment (s)
- **Tuesday** - All students will complete Initial Discussion Post on or before Tuesday @ 11:59PM
- **Tuesday OR Wednesday**: Dr. McDonald will typically post a Mid-Week Update announcement or video nugget (including group assignment feedback, reminders, mini-review points, and/or other course updates) - Please be sure to read/view this mid-week update each week.
- **Thursday** - All students will complete Discussion Forum Peer Responses on or before Thursday @ 11:59PM
- **Friday** - All written assignments for the week are due by 11:59PM; Close-the-Loop posts on the week's discussion forum are due by 11:59PM

Course Format: This is an online asynchronous section of PSY364.

Asynchronous:

You can watch the video lectures and complete course work/assignments online each week, at a time that is convenient for you, however, you must submit assignments by their due dates and take online exams during specific date ranges (see course schedule below). There will be no set time that we meet together for class.

COURSE WEEK: Each week from Week Two on, the week will launch on Saturday morning before noon and conclude on Friday at 11:59PM. Week One is a shortened week running from Monday to Friday,

DUE DATES: Assignments must be turned in ON TIME; NO LATE assignments will be accepted except in cases with instructor approval involving serious emergency circumstances. Unless otherwise noted, **most assignments for this online course are due on Friday @ 11:59PM.**

Webpage:

This class will be administered via GVSU's Blackboard Ultra system; our course **Blackboard Ultra page will contain pertinent course information** including grades, online lecture videos, announcements, assignment documents, dropboxes and exams. Students are responsible for all information provided via Blackboard. The full, detailed description of all assignments, exams, and due dates will be found in Blackboard. **Use of Blackboard Ultra is integral to this course and you must log on a several times each week** (I suggest checking in daily) in order to complete course requirements and to receive important announcements and updates about course content. If you experience technical problems with Blackboard Ultra, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

Required Equipment (owned or accessible):

- Reliable high-speed internet access
- Computer with a sound card and speakers and operating system that meets current Blackboard browser requirements (Windows 7 or above, OS 10.10 or above)
- Computer microphone built in or external (most laptops have a microphone)
- Computer camera - built in or external (most laptops have a camera)

EXAMS and Respondus Lockdown and Monitor

Exams will be taken online, accessed via **BlackBoard**, and will require Respondus Lockdown and Monitor. The software allows for fair, secure tests by preventing students from accessing other programs and ensuring that student knowledge is being validly assessed. It's best to think of this software as a way to simulate the experience of students taking a proctored exam in a regular classroom—where students cannot look at notes or communicate questions and answers with each other—but from the location of the student's choice.

Download and Install link:

<https://download.respondus.com/lockdown/download.php?id=936312756>

Professor's Statement on Teaching and Learning

Transformative teaching and learning is active, collaborative and mutual; as a professor and an experienced expert in my field, I still constantly learn new insights and perspectives from my students in every single interaction. I am intentional about being a lifelong learner who experiences deep wonder, awe and curiosity about people, ideas, nature 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.
- **Connecting**.....Learning is inherently connective, bringing together concepts, ideas, people, cultures.
- **Creative**.....Each person perceives, connects ideas, and makes meaning in uniquely individual ways. Innovation, invention and creative problem-solving abound through brainstorming, reframing, and divergent thinking.
- **Relational**.....The best type of learning happens in relationships of trust/mutuality with an edge of challenge and inspiration.
- **Non-Linear**.....learning does not always progress from Point A to Point B.
- **Messy and Unpredictable**.....the brain is capable of making order and meaning out of even the most random information, experiences and perceptions.
- **Curiosity-Driven**.....Sheer motivation to make sense of the world comprises a well of exhilarating joy, discovery, wonder and awe.
- **Growth-Minded**.....Some of the most powerful and transformative learning experiences of our human lives come out of mistakes, misunderstandings and failures.
- **Inclusive**.....All humans—whether neurotypical or neuroatypical—can learn. Adjustments to teaching and learning approaches and strategies can open access to learning for all.
- **Hard and Frustrating at Times**.....Authentic learning challenges and seeks advancement in understanding and insight; 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. Tenacity and grit are important in the learning process.
- **Both Conscious/Intentional and Unconscious/Unintentional**.....I am amazed when I read research on how the brain processes meaningful learning during sleep. It forages for information and understanding, even when we are not consciously aware of it doing so.
- **Self-Perpetuating and Inspiring**....the more you learn, the more you want to learn. And the more you want to learn, the more you are motivated to keep seeking, pursuing and exploring new places, people and experiences.
- **Not limited to formal classroom settings**.....Learning is not constricted within four walls and formal classrooms; learning is dynamic and ongoing regardless of context and thrives in experiential environments and real-world settings.
- **Fun and Rewarding**...Inherent joy, delight and hope for the best possible future characterize learning. Authentic learning is enjoyable, engaging, playful and exhilarating.

- **Lifelong**.....The foundation of a learning lifestyle often starts with formal schooling; but it continues well beyond the structured high school and college experience into the wide-open possibilities of organic learning and exploring across the lifespan.

My goal as your professor is to refrain from limiting your learning to memorization or concept mastery or a formal academic classroom. Rather, I work to create interesting, challenging and compelling learning experiences that will inspire you, motivate you, and excite you about your current and future work. As your instructor, I strive to live out passionate lifelong learning in my own life so that I can model for you the deep joy, inspired awe, and rich satisfaction of learning and growing as a way of life. As I write this, I am researching to learn more about the Hawaiian island of Molokai and its role as an historical leper colony; the Biblical book of Psalms; embodied human experience; how to make sourdough bread; the immigration crisis at the South-American/Central America border; and jellyfish. I simply love to learn, explore and be inspired by new topics, insights and experiences. Someone once said that “We don’t teach students to learn simply to get a degree, a job or a career; we teach them to learn so that they are inspired to keep on learning and growing throughout their lives.” I wholeheartedly agree. If you ever want to chat about ways to create and embrace a learning-focused lifestyle, let’s make an office hour, lunch or coffee date!

Professor’s Statement on Diversity

An integral core belief that I hold is that every human being was created uniquely and in intentionally diverse ways to reflect creativity, personality, vitality and the very essence of love and belonging. 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. When people approach learning and discourse with civility, an honest desire to learn, and respectful humility toward others, there is true potential for transformative learning.

In any university classroom, the participants embody incredible diversity of personhood, neurology/cognition, life experience, identity, relational contexts, values/beliefs/spirituality and many more factors. Embracing diversity and celebrating its gift takes incredible humility, respect for self and others, and measured self-control. Deep learning flourishes in an environment where diverse ideas and perspectives are shared, considered, and debated. In my courses, I hold myself to the following standards and ask for every student to promote healthy diversity and belongingness by committing themselves to:

- Respecting self and others in all behaviors and interactions;
- Listening actively for understanding;
- Talking about differences in a respectful manner without shying away from them;

- Engaging in the difficult conversation without shutting down valuable dialogue;
- Keeping diversity/neurodiversity in mind when interacting with classmates;
- View every participant as having valuable, important insights, knowledge and contributions;
- Offering grace and the benefit of the doubt to professor and peers; discussing topics from diverse points is challenging and mistakes will be made;
- Practice cultural sensitivity;
- Intentionally reach out and connect with people who are different than you and have had different life experiences than yours;
- Seeking “sacred intersections” by finding ways that your story intersects with others’ stories;
- Seeking constant self-insight into perspectives, assumptions, biases and stereotypes that may limit or harm others, and challenge yourself to learn, grow and do better;
- Calling out and affirming unique strengths, perspectives and insights in others;
- Sharing diversity-related concerns openly and honestly with the professor if problems arise;

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.	SLO #2 - Critical Thinking	Written Assignments Fishbowl Discussion & Paper 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)	SLO #2 - Critical Thinking	Written Assignments Dev. Theory Exam Mid-Term Exam Final Exam
Explain the role and importance of the scientific method and empirical research in the field, focusing on design and results of seminal research in human lifespan developmental psychology	SLO #4 - Information Literacy	Written Assignments Fishbowl Discussion & Paper Mid-Term Exam Final Exam

<p>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).</p>	<p>SLO #1 - Collaboration</p> <p>SLO#2 - Critical Thinking</p> <p>SLO #5 - Integration</p> <p>SLO #6 - Oral Communication</p> <p>SLO #7 - Problem Solving</p>	<p>Written Assignments</p> <p>Fishbowl Discussion & Paper</p> <p>Dev. Theory Exam</p> <p>Mid-Term Exam</p> <p>Final Exam</p>
<p>Describe key <u>milestones, stages and transitions</u> 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.</p>	<p>SLO #2 - Critical Thinking</p>	<p>Written Assignments</p> <p>Dev. Theory Exam</p> <p>Mid-Term Exam</p> <p>Final Exam</p>
<p>Identify the <u>impact of contexts</u> – family/home, school/educational, community, society–on human development across the lifespan.</p>	<p>SLO #2 - Critical Thinking</p>	<p>Written Assignments</p> <p>Dev. Theory Exam</p> <p>Mid-Term Exam</p> <p>Final Exam</p>
<p><u>Examine developmental/psychological issues</u> and debatable topics critically using empirical evidence, logical reasoning and persuasive communication skills</p>	<p>SLO#1 - Collaboration</p> <p>SLO #2 - Critical Thinking</p> <p>SLO#3 - Ethical Reasoning</p> <p>SLO #4 - Information Literacy</p>	<p>Fishbowl Discussion & Paper</p>

	<p>SLO #6 - Oral Communication</p> <p>SLO#7 - Problem Solving</p> <p>SLO #9 - Written Communication</p>	
Identify and discuss <u>ethical responsibilities, challenges and dilemmas</u> within the field of developmental psychology.	<p>SLO #2 - Critical Thinking</p> <p>SLO #3 - Ethical Reasoning</p>	<p>Written Assignments</p> <p>Fishbowl Discussion & Paper</p> <p>Mid-Term Exam</p> <p>Final Exam</p>
Deepen <u>self-insight</u> into one's own unique developmental story from a psychological perspective and informed by varied disciplines, as well as the developmental paths of others in one's life.	<p>SLO #5 - Integration</p>	<p>Written Assignments</p> <p>Fishbowl Discussion & Paper</p>
Student-specific learning objective (Each student will develop and submit one personal objective to guide learning, in addition to the above)	<p>Varies by Student</p>	<p>Final Exam (Essay)</p>

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. Students will have a window of time for taking the exam and will select a 75-minute test-taking period that works in their schedule.

- **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. Students will complete the mid-term exam via Blackboard—without the use of notes, books or consultation with other people—using Respondus Lockdown software. 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. Students will have a window of time for taking the exam and will select a 75-minute test-taking period that works in their schedule.
- **Final Exam (20%)** - At the conclusion of the semester, during GVSU final exam week, students will complete a cumulative final exam covering material from the entire semester. Students will complete the mid-term exam via Blackboard—without the use of notes, books or consultation with other people—using Respondus Lockdown software. The exam will consist of both objective (multiple choice, matching) and a take-home essay. A final exam review guide will be posted in the week preceding the exam. Students will have a window of time between Saturday 12/07 and Tuesday 12/10 for taking the exam and will select a 110-minute testing period that works in their schedule.
- **Team E-Fishbowl Activity & Paper (15%)** - Each student will work with their multi-disciplinary team to research a developmental issue in the form of a core question. The students will then have an hour-long online discussion on an assigned date during WEEK 13, meaning that the student team will discuss the issue amongst themselves in a written Blackboard discussion forum that classmates will be reading and taking notes on. This is an “e-fishbowl” because the team will be discussing the issue at the “center of the class”—as if in a glass fishbowl—while peers are observing the written dialogue from the outside and taking notes on the interaction to learn about the researched topic at hand. Students will work with peers from other disciplines (OT, PT, nursing, etc.), each of whom brings diverse and valuable perspectives to the discussion. For this project, teams will work together to:
 1. Choose a developmental problem, controversy or challenge that impacts human development; state your topic in the form of a core questions that will drive your fishbowl conversation;
 2. Prepare an outline of the key points that you want to make sure your fishbowl discussion addresses, along with empirical evidence and citations that you plan to

- include; present a printed copy of the group's outline to Dr. McDonald on your assigned "fishbowl" day;
3. At the beginning of your assigned fishbowl discussion, your group will begin by clearly stating your core question.
 4. Following statement of your core question, your team will use the discussion thread to conduct a 30-minute text discussion that addresses multiple perspectives on the core question/issue; You will be able to prepare partially for your conversation, but you will also need to "think on your feet" and allow the discussion to unfold organically. In your dialogue, you should be sure to address the following at some point in your dialogue:
 - a. Define the problem and explain how it can impact a human's development in multiple developmental domains;
 - b. Give multiple team members the opportunity to explain how they see the problem uniquely;
 - c. Present a case study illustrating the problem or challenge;
 - d. Cite at least 3 empirical research studies during the discussion
 - e. Include any relevant developmental theories or concepts;
 - f. Discuss at least 2 potential solutions or action steps related to the core question.
 - g. To end your conversation, one of your group members should restate the core question and summarize the key points of the discussion in a one-minute concluding statement.

During the fishbowl dialogue, verbal participation should be roughly equal across all group members. A discussion checklist and grading rubric will be provided to guide each team's preparation, discussion, and written paper. For the fishbowl discussions led by other teams, you should read the fishbowl discussion and take notes. Fishbowl discussion content is fair game for exam questions. Fishbowl Summary & Reflection papers are due Tuesday 11/26 @ 5:00PM before you leave for Thanksgiving Break.

- **Weekly Written Assignments (20%)** - Students will complete a series of assignments (every 1-2 weeks) wherein they will work with 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 must complete 10 of the 12 offered assignments and can miss or opt out of two weekly assignments of their choice without penalty; if a student completes all 12 assignments, the top 10 grades will be recorded (no extra credit). *Note that the first 3 assignments cannot be opted out of or missed, due to foundational content.* 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/opt-outs. Each assignment is worth 2% of your

final course grade. Weekly assignments will be assessed points using the following system, with a basic points rubric provided on each assignment instruction document:

- 20/20 Excellent/Exceeds Expectations
- 16/20 Good/Solid/Meets Expectations
- 10/20 Attempted, but Incomplete or Falls Below Expectations
- 0/20 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 from my 100-year-old Developmental Self (DUE: Friday 8/30 @ 11:59PM)*
 - Worldview Assessment & Reflection (DUE: Friday 8/30 @ 11:59PM)*
 - Developmental Theory Matrix & Personal Theory Statement (DUE: Friday 9/13 @ 11:58PM)*
 - Case Study Analysis: Pregnancy (DUE: Friday 9/20 @ 11:59PM)
 - Film Response: “In the Womb” (DUE: Friday 9/27 @ 11:59PM)
 - Case Study: Pregnancy (DUE: Friday 10/04 @ 11:59PM)
 - Film Response: “Babies” (DUE: Friday 10/11 @ 11:59PM)
 - Personal Play History & Play Date Reflection Paper (DUE: Friday 10/25 @ 11:59PM)
 - ACES Assessment (linked in Blackboard) & ACES & HOPE Paper (DUE: Friday 11/01 @ 11:59PM)
 - Film Response: “Inside Out 2” (DUE: Friday 11/08 @ 11:59PM)
 - Identity Mandala & Explanation Statement (DUE: Friday 11/15 @ 11:59PM)
 - Film Response: “A Man Called Otto” (DUE: Friday 11/22 @ 11:59PM)
- **Engagement/Participation through Team Discussion Boards (10%)** - The “attendance/participation/engagement” portion of an online class is largely assessed through participation in weekly discussion boards. 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.” Each week, students will engage with their assigned team in a discussion relating to a topic/question from the week’s focus developmental topic. Students can earn 10 points per weekly discussion board. The week’s discussion board structure will be as follows:
 - Discussion prompt posted by instructor (Saturday by noon)
 - Each student will make initial post (DUE: Tuesday by 11:59PM)
 - Cite at least one connection to the week’s reading (APA citation format, 7th edition)
 - Note: A student who does not make an initial discussion post by Tuesday @ 11:59PM will lose all 10 pts for that week's discussion forum assignment.

- Each student reads all team members' posts and makes a substantive response to at least 2 peers' posts.. (DUE: Thursday @ 11:59PM)
 - Peer responses must go beyond surface statements like “great post” or “I agree”.
 - Provide rationale, suggest alternate viewpoints, challenge perspectives and assumptions
 - Consider the “sandwich technique”
 - State something positive or compelling about the post (bread)
 - Make a critical comment, articulate an alternative viewpoint, explain a point for the post's author to consider (meat & veggies)
 - Suggest a positive action step or way to continue learning about the topic at hand, ending with a positive (bread)
 - Return to your original post and respond to any peer comments on your original post; this “closes the loop” on the discussion (DUE: Friday at 11:59PM)
- POINTS: Initial post is worth 5 points; peer responses are worth 5 points; so each week's discussion forum is worth 10 points, or 1% of your final course grade. Please see “RUBRIC for Grading of Discussion Board” posted in the “PSY364 Assignment Instructions and Grading Rubrics) folder of our class Blackboard page. In general, posts that are thoughtful, connect to and cite the week's material in a meaningful way, maintain mutual respect for all, and are written clearly will receive full credit.
- REMINDER: Work to keep all interactions constructive and respectful, which is a shared responsibility of everyone in the course; we can disagree while still showing respect and civility in our interactions. Disrespect, vulgar language, personal attacks, discriminatory messages, or other instances of incivility or verbal abuse will not be tolerated.
- I will be looking for evidence of student engagement and participation in this online experience, which includes but is not limited to the following behaviors:
 - Meaningful participation in team discussions
 - Sending class-related articles/links to Dr. McDonald with comments
 - Respectful attitude and behavior toward the professor
 - Respectful attitude and interactions with peers
 - Present and active engagement in fishbowl discussions

Instructor Feedback to Students

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

- 1) Weekly mid-week class announcements/updates shared by Dr. McDonald (group feedback that will benefit the whole class)
- 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) Grades and/or comments on discussion board work
- 4) Feedback on team fishbowl discussion
- 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

Note: There is not a “D -” grade in the scale used by the GVSU Psychology Department. You must earn at least 6% to pass this course.

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 w/section #, and submission date
- Cite all sources fully and correctly using APA 7th edition.
- Include a complete APA-formatted References page for any paper citing external sources.
- Unless noted otherwise, written assignments should be submitted electronically via Blackboard Ultra.
- Assignment due dates should be respected and followed. Late work is generally not accepted, unless a student has an unavoidable serious 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. In general, late assignments are not accepted and will receive a grade of "0".
- 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 completed 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 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 cumulative course grade 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 (must be the same semester).

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 the following;

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/>
- 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/>
- A university link to COVID relevant information: <https://www.gvsu.edu/lakerstogether/>

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.

PSY364 SCHEDULE - FALL 2024

WEEK	FOCUS TOPICS	TEACHING	READING	UNDERSTANDING, APPLYING, CREATING & WRITING	CONNECTING
WEEK ONE 8/26-8/30	Course Introduction Activities <ul style="list-style-type: none"> • Defining Development • Human Development Overview • Instructor and Student Intros 	Dr. McDonald’s Introductory Videos (5) <ul style="list-style-type: none"> ○ PSY364 Welcome and Dr. McDonald’s Professor Introduction ○ Syllabus Overview Videos (3) <ul style="list-style-type: none"> – Syllabus Overview (1 of 3) – Exams, Assignments & Discussion Forums (2 of 3) – How to Do Well in PSY364 (3 OF 3) ○ Defining Development 	Course Syllabus	Student “Get to Know You” Introduction Form <small>(DUE: Wednesday 8/28 by 11:59PM)</small> Syllabus Quiz (Unlimited Chances to get 100%) <small>(Due Friday 8/30 @ 11:59PM)</small> “Commitment to Succeed” Agreement with Personal Learning Objective <small>(DUE Friday 8/30@11:59PM)</small> Letter from My 100-year-old Developmental Self	WK 1 Discussion Forum - Introduce yourself in “Welcome to PSY364” Discussion Forum <small>(DUE: Wednesday 8/28 @ 11:59PM)</small> Read and Respond to Several Peer Intros (as many as you can, at least 5) <small>(DUE: Friday 8/30 @ 11:59PM)</small>

				(DUE: Friday 8/30 @ 11:59PM)	
WEEK TWO 8/31-9/06	Developmental Theory & Worldview Multi-Disciplinary Team Assignments	Dr. McDonald's WK 2 Instructional Video <ul style="list-style-type: none"> Worldview: Everybody has one and Theory: An Invaluable Framing Tool 	Arnett & Jensen, Chapter 1 Worldview Assessment Handout	Worldview Assessment & Reflection Paper (DUE Friday 8/30@11:59PM)	WK 2 Discussion Forum - Diverse Worldviews
WEEK THREE 9/07-9/13	Key Developmental Theories	Developmental Theory Video "Nuggets" (Dr. McDonald) <ul style="list-style-type: none"> Behaviorism & Conditioning Social Learning Theory (Bandura) Cognitive Theory (Piaget) Psychoanalytic/ Psychosexual Theory (Freud) 	Lifespan Theory Article (Sevitt) - https://presbooks.cuny.edu/jsevit/chapter/lifespan-theories/	Begin Developmental Theory Matrix & Personal Theory Statement (DUE Friday 9/20 @ 11:59PM)	WK 3 Discussion Forum - Theories that Make Sense to You (Draft 1)
WEEK FOUR 9/14-9/20	Key Developmental Theories	Developmental Theory Video "Nuggets" (Dr. McDonald) <ul style="list-style-type: none"> Psychosocial Theory (Erikson) Sociocultural Theory (Vygotsky) Developmental Contextualism (Lerner & Lerner) Eclecticism 	Review Arnett & Jensen, Chapter 1 Article: Lerner & Kauffman (1985) (Linked in Blackboard)	Finish Developmental Theory Matrix & Personal Theory Statement (DUE Friday 9/20 @ 11:59PM)	WK 4 Discussion Forum - Theories that Make Sense to You (Draft 2)
WEEK FIVE 9/21-9/27	Genetics, Ovulation & Conception, Pregnancy & Prenatal Development	Dr. McDonald's WK 5 Instructional Video Documentary Video: "In the Womb" (2005)	Arnett & Jensen, Chapter 2	Film Response to "In the Womb" (Due Friday 9/27 @ 11:59PM) THEORY EXAM (Complete exam between Wednesday 9/25 @ 8AM and Friday 9/27 @ 6:00PM)	No WK 5 Discussion Forum due to Theory Exam Team

		Overview Video: Fishbowl Discussion Activity			Fishbowl Activity Topic/Questi on Due (Submit 1st and 2nd Choice)
WEEK SIX 9/28-10/04	Labor, Birth, the Newborn, Baby's First Year	Dr. McDonald's WK 6 Instructional Video Film: "Babies" (2010)	Arnett & Jensen, Chapters 3 & 4	Case Study: Pregnancy & Birth Expectations (Due Friday 10-04 @ 11:59PM)	WK 6 Discussion Forum - Infant Feeding & Sleeping Practices
WEEK SEVEN 10/05-10/11	Toddlerhood, Early Childhood & the Preschool Years	Dr. McDonald's WK 7 Instructional Video Episode of "Cocomelon" (linked in Blackboard) Episode of "Bluey" (linked in Blackboard) Episodes must be viewed before completing this week's discussion forum posts	Arnett & Jensen, Chapters 5 & 6 Article: Lillard et al (2011) (Linked in Blackboard) Article: Benjamin et al (2020) (Linked in Blackboard)	Film Response to "In the Womb" (Due Friday 10/11 @ 11:59PM)	WK 7 Discussion Forum: Early Childhood Media Exposure
WEEK EIGHT 10/12-10/18 Mid- Term Week	Mid-Term Review & Mid-Term Exam	No new videos to view this week.	Mid-Term Exam Review - Covers Arnett Chapters 1-6 and all course activities, materials, and videos through 10/11/24	MID-TERM EXAM (Complete between Wednesday 10/16 @ 8AM and Friday 10/18 @ 6:00PM) Mid-Semester Google Form (DUE Friday 10/181 @ 11:59PM)	No WK 8 Discussion Forum due to Mid-Term Exam

Week NINE 10/19 - 10/25	School-Age Child/Middle Childhood Play and Art as Developmental Essentials	Dr. McDonald's WK 9 Instructional Videos	Arnett & Jensen, Chapter 7	Personal Play History and Play Date Reflection (DUE Friday 10/25 @ 11:59PM)	No Discussion Forum due to FALL BREAK
WEEK TEN 10/26-11/01	Childhood Disorders Developmental Trauma & the Brain	Dr. McDonald's WK10 Instructional Videos Video (R. Gobbel): Trauma and Behavior (linked in BB)	Review Arnett & Jensen, Chapter 7	Complete ACES Assessment (linked in Blackboard) ACES and HOPE Paper (DUE Friday 11/01 @ 11:59PM)	WK 10 Discussion Forum: Diagnosing Children as Atypical or Disordered
WEEK ELEVEN 11/02-11/08	Tweens, Adolescents & Identity Development	Dr. McDonald's WK 11 Instructional Video TED Talk: The mysterious workings of the adolescent brain (SJ Blakemore) (Linked in BB) Film: Inside Out 2 (2024)	Arnett & Jensen, Chapter 8	Film Response: "Inside Out 2" (DUE Friday 11/08 @ 11:59PM)	WK11 Discussion Forum - Adolescent Identity Development
WEEK TWELVE 11/09-11/15	Emerging Adulthood & Early Adulthood	Dr. McDonald's WK12 Instructional Videos	Arnett & Jensen, Chapters 9 & 10	Identity Mandala - Art & Explanation Paper (DUE Friday 11/01 @ 11:59PM)	WK12 Discussion Forum - Cohabitation, Marriage and Childbearing Trends
WEEK THIRTEEN 11/16 - 11/22	Middle Adulthood and Late Adulthood Fishbowl Discussions	Dr. McDonald's WK13 Instructional Videos Film: "A Man Called Otto" (2022)	Arnett & Jensen, Chapters 11 & 12	Film Response: "A Man Called Otto" (DUE: Friday 11/22 @ 11:59PM)	No WK13 Forum Teams will conduct 60-minute Fishbowl Discussions

					This week (Complete Fishbowl discussion between Monday @ 10AM and Wednesday @ 10:00PM.
WEEK FOURTEEN 11/23-11/26 Thanks-giving Break Week	Write Fishbowl Summary and Reflection Paper	No videos this week due to Thanksgiving Submit Fishbowl Summary & Reflection Paper by 5:00PM before leaving for break.	No readings this week	Fishbowl Summary and Reflection Paper (DUE: Tuesday 11/26@5:00PM)	No WK14 discussion forum due to Thanksgiving Break
WEEK FIFTEEN 12/02-12/06 Final Week of Class	Death as a Developmental Phenomenon	Dr. McDonald's WK15 Instructional Video Dr. McDonalod's Course Conclusion Video with Course Wrap-Up Summary	Arnett & Jensen, Chapter 13	The Core Irreducible Developmental Needs of Humans (Start Final Exam Essay) (DUE: Tuesday 12/10 @ 11:59PM)	WK15 Discussion Forum - Death and Life as Developmental Phenomena
Saturday, 12/07 @ 10AM to Tuesday 12/10 @ 5:00PM (Student will choose 110-minute testing time within this window of time)	FINAL EXAM (Cumulative) The final exam will consist of 2 parts: 1. Objective exam (via BB) 2. Take-home final essay			FINAL EXAM ESSAY DUE by 6:00PM on Tuesday 12/10 (via BB)	

Professor's Tips on How to Succeed in PSY346

Be an Active and Self-Regulated Learner

- **Self-Management is Key:** Online courses require perseverance, self-discipline, self-motivation, and the ability to work independently – more so than face-to-face on-campus classes. Make sure to:
 - Log onto Blackboard daily to check announcements and interact with course material.
 - Stay organized and keep track of due dates.
 - Plan weekly study times and stick to a schedule.
 - Plan on spending roughly **10-12 hours per week** on this course. This includes:
 - 2 - 3 hours watching and (re)watching video material while notetaking (approx)
 - 2 hours completing reading assignments
 - 2 hours in discussion forums/fishbowl prep with team (varies by week)
 - 2 - 3 hrs completing weekly written assignments
 - 1 - 2 hours reviewing and prepping for exams
- **Read!** Complete the week's readings associated with each instruction video, watch the video, then re-read key sections of the readings where you need further clarity.
- **Take Good Notes:** Take notes while reading, while viewing instructional videos, and while studying. Some students find it helpful to translate written notes into diagrams or pictures (sometimes called sketch-notes).
- **Turn in all Weekly Assignments on time.** Late assignments receive a 0. Missing more than the two allowed weekly written assignments may lower your course grade.
- **Prepare for Exams Well in Advance.** Get in the habit of re-reading your notes and quizzing yourself on key concepts each day. Make flashcards, re-write notes, talk about key concepts with a friend/classmate, etc. Use related questions and flashcards, or take practice exams, on platforms such as Quizlet (<https://quizlet.com/>). If you wait until the last minute to begin preparing for an exam, you are setting yourself up for struggle and failure.
- **Communicate with me!** *Email me* or make an appointment to meet with me on Zoom if you need to discuss anything related to this course. *I enjoy meeting and talking with students!*
- **Make lifestyle choices that support learning.** A solid and growing body of research supports that connection between healthy lifestyle and meaningful learning. Small decisions for a healthy lifestyle equate to a brain, body and spirit that is at its prime for learning. Establish healthy routines and practices in the areas such as:
 - Consistent sleep and rest routines (Naps are most effective when 26ish minutes long, or 90 minutes long)
 - Adequate hydration
 - Healthy balanced diet (include favorites in moderation)
 - Daily exercise (even if a brisk 15-minute walk)
 - Healthy breathing (including intentional deep breaths when needed to calm and center)
 - Balance of social/relational connection time and time in solitude
 - Make time daily for spiritual/soul practices and rituals that are

- meaningful and beneficial to you....mindfulness, prayer, meditation
- Attend to physical and mental health needs, whatever that looks like for you.
- Mindset matters....work on fostering an optimistic, gratitude-focused growth mindset. Mistakes, struggles and failures are optimum grounds for progress.

- **Take active ownership of your own learning**

Exam preparation

- Keep your notes organized.
- Make flashcards of key concepts, theories and research study findings. Keep flashcards with you to use small amounts of time constructively throughout the day for review (waiting for an appt., lull time between classes, walking around campus)
- Distribute your exam preparation across every week of the course, not just in the days leading up to the exam. This is called distributed practice and is much more supportive of student success than cramming.
- Research suggests.....**Brain retrieval practice is key!** Quiz yourself on key concepts or have a classmate or friend quiz you, forcing your brain to repeatedly retrieve information. Train your brain to retrieve.
- Get a good night's sleep consistently; develop a healthy sleep routine and practice good sleep hygiene. This is a lifestyle choice that will serve you well for a lifetime.

Tips for taking an online exam

- Ensure you are in a location where you won't be interrupted.
- Make sure you are in a space with strong and reliable WiFi connection.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- To produce a good webcam video, do the following:
 - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
 - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
- Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- If you feel test anxiety, take a moment to breathe deeply a few times; reminding yourself that the goal is to do your best, and that no single exam will make you or break you on your academic and vocational goals. Visualize yourself calmly taking the exam and succeeding.