# Course Description

Theories, issues and research concerning changes in physical, intellectual, emotional and social development across the life-span are examined and applied to specific social issues.

# Course Outcomes (CO)

* **CLO1**: Describe major milestones within the physical, cognitive, and psychosocial domains in the eight developmental periods of the human life span.
* **CLO2**: Explain how heredity, environment and maturation affect human development.
* **CLO3**: Compare and contrast theoretical perspectives of developmental psychology.
* **CLO4:** Describe methods of research in developmental psychology.
* **CLO5**: Apply developmental psychology to professional experience and personal life.
* **CLO6:** Compile academic research pertaining to a current topic of developmental psychology.

**Program Course Outcomes (PLO)**

* **PLO1:** Synthesizes knowledge of nursing and the liberal arts and sciences as a basis for professional nursing practice.
* **PLO2:** Utilize professional judgment to formulate nursing decisions which reflect professional standards consistent with moral and ethical and legal principles.
* **PLO3:** Engages in reflective evaluation of self and other members of the healthcare team in accordance with the prevailing standards of care.
* **PLO4:** Collaborates with other health care providers and consumers in promoting the health and wellbeing of individuals, families, and communities.
* **PLO5:** Demonstrates responsibility and accountability in the use of the nursing process to deliver person centered care.
* **PLO6:** Utilize inter and intra professional communication and collaboration skills to deliver evidence-based care to promote the health and safety of individuals, families, and communities.
* **PLO7:** Applies leadership concepts, skills, and values to effectively implement patient safety and quality improvement initiatives in a variety of healthcare settings.
* **PLO8:** Creates a supportive environment through the therapeutic use of self when caring for individuals, families, and communities.
* **PLO9:** Demonstrates skills in using patient care technology, information systems, and communication devices that support safe nursing practice.
* **PLO10:** Integrates knowledge of social and cultural factors to deliver culturally sensitive care.
* **PLO11:** Advocates for social justice including a commitment to the health of vulnerable populations and the eliminations of health disparities to improve the human condition.
* **PLO12:** Articulates the value of pursuing practice excellence and lifelong learning to facilitate personal and professional development.

**GMercyU Learning Outcomes (GMercyULO)**

* **GMercyULO1**:Communication Skills ­– listening, speaking, reading, writing, and observation.
* **GMercyULO2**: Professional Competency ­– the skills and knowledge necessary for students to be satisfactory entry-level professionals in their chosen fields.
* **GMercyULO3**: Moral and Ethical Judgment­– the awareness of the historical, philosophical, and religious foundations of ethical decision-making.
* **GMercyULO4**: Problem Solving ­– the ability to recognize problems and apply systematic methods or processes to develop and activate solutions to problems.
* **GMercyULO5**: Critical Thinking ­– the ability to consider and evaluate effectively a process that includes inquiry and logical deduction. Students understand different situations and make thoughtful and accurate assessments.
* **GMercyULO6**: Leadership in Society ­– service to society and the awareness of the individual's role in society and the impact of one’s actions.
* **GMercyULO7**: Critical and Competent Use of Technology ­– the individual’s ability to locate, select, create, process, evaluate, and distribute information.

**Student Expectations**

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Santrock, J. (2014). *Essentials of life-span development* (3rd ed.). New York, NY: McGraw-Hill.

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# Suggested Point Values

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| --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Point Value** |
| **Week 1** |  |  |  |
|  | Participation |  | 1 |
|  | Student Bio Discussion Forum |  | 1 |
|  | Required Discussion Question |  | 2 |
|  | Article and Reflection Blog |  | 3 |
|  | Quiz #1 |  | 7 |
| **Week 2** |  |  |  |
|  | Participation |  | 1 |
|  | Required Discussion Question |  | 2 |
|  | Small Group Assignment: Early Psychosocial Development Presentation |  | 8 |
|  | Piaget and Vygotsky Venn Diagram and Blog |  | 3 |
|  | Quiz #2 |  | 7 |
| **Week 3** |  |  |  |
|  | Participation |  | 1 |
|  | Parenting Styles Blog |  | 3 |
|  | Moral Development Theories Venn Diagram and Blog |  | 1 |
|  | Small Group Assignment: Childhood Education Presentation |  | 8 |
|  | Research Project Annotated Bibliography |  | 7 |
|  | Quiz #3 |  | 7 |
| **Week 4** |  |  |  |
|  | Participation |  | 1 |
|  | Required Discussion Question 1 |  | 2 |
|  | Required Discussion Question 2 |  | 2 |
|  | Research Project Presentation |  | 8 |
|  | Quiz #4 |  | 7 |
| **Week 5** |  |  |  |
|  | Participation |  | 1 |
|  | Middle and Late Adulthood Interview and Blog |  | 3 |
|  | Death and the Grieving Process Blog |  | 3 |
|  | Required Discussion Question 1 |  | 2 |
|  | Required Discussion Question 2 |  | 2 |
|  | Quiz #5 |  | 7 |
| **Total Points** |  |  | **100** |

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| Week One: Foundations of Life Span Development | |  |  |
| ***Learning Objectives:*** | | ***Alignment*** | |
| * 1. List the basic characteristics of life span development. | | CLO1 | |
| * 1. Cite a wide variety of influences upon development. | | CLO2 | |
| * 1. Describe methods of research and data collection in the study of human development. | | CLO4 | |
| * 1. Identify perspectives of developmental psychology | | CLO3 | |
| * 1. Describe major milestones in prenatal development, the birth process, and post-partum period. | | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 1 and 2 of *Essentials of Life-Span Development*. | | 1.1-1.5 |  |
| **Student Bio Discussion Forum**  **Introduce** yourself by writing a short biography which includes:   * A brief description of your previous education * A brief description of your professional career * Any experiences or education you have specific to developmental psychology * A list of people in your life you can use as reference points for various stages of development psychology. For example:   + A young child such as a nephew   + A grandparent that you are close to   + A friend who is going through a major life event   **Read** all of the discussion posts of your classmates. | | N/A | Discussion board post and reading all posts =  **1 hour** |
| **“Genetics Introduction” Video and Discussion Forum**  **Watch** the “Genetics Introduction” video from YouTube (3:51): <http://youtu.be/7CMHzVNnh1I>  **Write** a response to the following discussion question in the discussion forum:   * In your opinion, are there cases in which parents should try to control the hereditary inheritance of their offspring? Why or why not?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note: Posting in this discussion forum will count toward the Participation score for this week.* | | 1.2 | Review video & post response =  **1 hour** |
| **Developmental Psychology Theories Videos and Discussion Forum**  **Watch** the following videos:   * “Classsical Conditioning Theory” video from YouTube (3:54): <http://youtu.be/hhqumfpxuzI>   This video contains an explanation of the theory and original footage of Pavlov’s experiment with dogs.   * “Operant Conditioning” video from YouTube (3:57): <http://youtu.be/I_ctJqjlrHA>   This is a more academic video with original footage and an interview from Dr. Skinner himself. It includes some interesting references to how his theory compares to others, and a discussion as to how conditioning schedules perpetuate gambling habits.   * “Piaget & Vygotsky” video from YouTube (5:23):   <http://youtu.be/zNArHZr9Qoc>  This video contains a brief overview of each theorist; does well contrasting how each believe learning and development interact.  **Write** a response to the following discussion question in the discussion forum:   * Which of these theories do you think gives us the best explanation for how learning impacts human development? Explain.   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note: Posting in this discussion forum will count toward the Participation score for this week.* | | 1.4 | Review videos & post response =  **1 hour** |
| **Total** |  |  | **3 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Website: Protecting Human Research Participants**  This web page from the [National Institutes of Health](https://www.niehs.nih.gov/research/resources/bioethics/timeline/index.cfm) depicts a historical outline of unethical research studies of note. The link on the page "What is Ethical Research and Why it is Important presents the positive policy developments to protect human research subjects. Please review both links for the full information. | | 1.3 |  |
| **Video: Genotypes and Phenotypes (12:56)**  This YouTube video from Paul Andersen at Bozeman High School goes beyond the class material a bit, but is interesting and gives some great illustrations to help understand how genetic code plays out, particularly regarding mutations.  <http://www.youtube.com/watch?v=OaovnS7BAoc&feature=related> | | 1.2 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Required Discussion Question**  **Write** a response to the following discussion question in the discussion forum:   * In your life, do you think your personal development has been most impacted by normative age-graded influence(s), normative history-graded influence(s) or a non-normative influence? Explain.   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2 | 1 posting and responding to 3 students = **1 hour** |
| **Article and Reflection Blog**  **Listen** to the following excerpt from National Public Radio’s Morning Edition radio show: <http://www.npr.org/templates/story/story.php?storyId=1147234>  **Read** the “Studies show 'dark chapter' of medical research” article from CNN: <http://www.cnn.com/2010/HEALTH/10/01/guatemala.syphilis.tuskegee/>  After reviewing the two news stories and reviewing the ethical guidelines in Chapter 2, write a 500- to 800-word blog post where you reflect upon this incident. You may use one of the following questions as a prompt if you wish:     * Are you surprised that a study of this type was sponsored by the U.S. government just 40 years ago? Why or Why not? * Do you think that the adaptation of current ethics guidelines will prevent this type of study from occurring again? Why or Why not?   Initial entries are due no later than Thursday at 11:59 p.m.  **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The response blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 1.3 | Blog post and post response = **2 hours** |
| **Quiz #1**  **Complete** the quiz covering topics from this week. | | 1.1, 1.2, 1.3, 1.4, 1.5 | Complete the quiz and review results and instructor feedback =  **2 hours** |
| **Total** |  |  | **5 hours** |

# Notes:

# Week One of the course covers very diverse material including:

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* A broad overview of the field of developmental psychology
* An introduction to a variety of theoretical perspectives
* Information about how scholarly research is conducted
* The basics of genetics
* A walkthrough of prenatal development

This can be very challenging for the students, yet all are necessary building blocks for the remainder of the course. The videos do help to better illustrate some of these topics, and discussions should assist in thinking about social implications of others.

# The quiz is also rather long as a result. It is primarily multiple choice which are graded automatically in Blackboard, but the short answers at the end will need to be graded manually. It is best to create a brief outline of desired points each question should cover based on the text and other supplemental materials to assist with the efficient and consistent grading of this section.

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| Week Two: Early Experiences of the Lifespan | |  |  |
| ***Learning Objectives:*** | | ***Alignment*** | |
| * 1. Identify prominent physical characteristics of infants and young children. | | CLO1 | |
| * 1. Describe two principle patterns of physical growth and motor skill development. | | CLO1 | |
| * 1. List a variety of influences upon early physical development. | | CLO2 | |
| * 1. Explain the roles of sensation and perception toward the cognitive development of infants. | | CLO1 | |
| * 1. Cite specific examples of research methods used to study infants’ perceptual abilities. | | CLO4 | |
| * 1. Identify important milestones in the sensorimotor and preoperational stages. | | CLO1 | |
| * 1. Compare and contrast Piaget’s theory with the social constructivist and informational processing viewpoints. | | CLO3 | |
| * 1. Describe the first three stages of Erikson’s theory of human development. | | CLO1, CLO3 | |
| * 1. Recognize the internal and external influences upon the development of emotions, personality, and a sense of self in infants and toddlers. | | CLO1, CLO2, CLO3 | |
| * 1. Illustrate major milestones of language development from infancy through early childhood. | | CLO1 | |
| * 1. Compare a variety of approaches to early childhood education within the US and across global cultures. | | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 3 through 6 of *Essential of Life-Span Development.* | |  |  |
| **Discussion Forum**  **Write** a response to the following discussion question in the discussion forum:   * Choose either the "pro" or "con" statement below, and give a rationale in support of it.   + Pro: Parents should expose their infants to as much education as possible to that they will have a head start in cognitive development. Infants are capable of learning a lot more than we give them credit for, and it is up to parents to make use of their baby's potential for learning.   + Con: Infants exposed to a fairly interesting environment will naturally learn as their biological system matures. To push learning on infants is to push them into a world where anxiety and competition dominate.   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *(Adapted from Papalia, Olds and Feldman, Instructor's Manual for "A Child's World" 1999)*  *Note: Posting in this discussion forum will count toward the Participation score for this week.* | | 2.3, 2.6, 2.10 | 1 posting and responding to 3 students = **1 hour** |
| **Pre-Operational Stage Video and Discussion Forum**  **Watch** the “A typical child on Piaget’s conservation tasks” video from YouTube (3:48): <http://youtu.be/gnArvcWaH6I>  Note how this child in Piaget's Pre-operational Stage deals with changes in volume, number and mass.  **Write** a response to the following discussion question in the discussion forum:   * Some people commenting on this video on YouTube have (crudely) stated that the child should be able to master these “simple” tasks. How can you explain the pre-operational stage to someone unfamiliar with developmental psychology, to help that person understand the child’s behavior is appropriate given his stage of development?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note: Posting in this discussion forum will count toward the Participation score for this week.* | | 2.6 | Review video & post response =  **1 hour** |
| **Research Project Presentation Topic Selection**  **Select** your top 3 choices from the following topics for the Research Project Presentation due in Week Four:   * Menopause and Andropause * Dementia * Grief and Loss * Successful Aging * 21st Century Grandparenting * Depression and Suicide * Mid-life Crises or Transitions * Love and Marriage * Work and Retirement * Centenarians: the Oldest of the Old * Ageism * Choices of Eldercare * Euthanasia * Elder Abuse * Trends in Alcohol/Drug Use * Spirituality and Aging * OR a topic of your choice relating to developmental psychology   **Submit** your top 3 topic choices to the course instructor via email. The instructor will then finalize the assigned topics to ensure no two students are presenting on the same topic. | | 4.1 - 4.9 | N/A |
| **Total** |  |  | **2 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Video: Neurology Exam: Newborn Abnormal: Primitive Reflexes Grasp**  Neurology Exam: Newborn Abnormal: Primitive Reflexes Grasp [0:56]  <https://www.youtube.com/watch?v=68YAfgmcVLg> | | 2.1, 2.6 |  |
| **Video: Physical Exam – Newborn Normal: Primitive Reflexes - Moro**  Physical Exam – Newborn Normal: Primitive Reflexes – Moro [0:18]  <https://www.youtube.com/watch?v=7oD6set72lo> | | 2.1, 2.6 |  |
| **Video: Theory of Mind documentary (8:18)**  This video shows several different demonstrations with preschoolers that indicate their egocentrism and the lack of a theory of mind.  <http://www.youtube.com/watch?v=TJkB6nrk1CA> | | 2.6 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Required Discussion Question**  **Write** a response to the following discussion question in the discussion forum:   * "Despite the increasingly active role many of today's fathers play in child raising, a mother will always be more important to babies and young children than a father." Applying Erikson’s theory of human development, do you agree or disagree?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  (*From Papalia, Olds and Feldman: Human Development, 11th Edition)* | | 2.8, 2.9 | 1 posting and responding to 3 students = **1 hour** |
| **Small Group Assignment: Early Psychosocial Development Presentation**  You will be divided into small groups and each group will be assigned one of the following aspects of early psychosocial development:   * Milestones of emotional development in infancy and toddlerhood * Temperament and goodness of fit * Development of a sense of self in infancy and early childhood * Attachment theory * Gender development   **Develop** a 5- to 8-slide PowerPoint presentation as a group on the details of the assigned aspect of early psychosocial development.  **Include** with your presentation detailed speaker notes about each slide.  **Post** your presentation to the Early Psychosocial Development Presentation discussion forum.  **Review** all the presentations and comment on a minimum of three other groups’ presentations. | | 2.8, 2.9 | Presentation development, reading all presentations, and responding to 3 students = **3 hours** |
| **Piaget and Vygotsky Venn Diagram and Blog**  **Resource:** Piaget and Vygotsky Venn Diagram Template  **Create** a Venn diagram in which you compare and contrast Piaget’s theory with Vygotsky’s social constructivist theory and the information processing approach.  **Write** a 500- to 800-word blog post in which you detail the strongest points you see from each viewpoint. Attach the Venn diagram (Word document) you created as a file attachment to the blog post.  Initial entries are due no later than Thursday at 11:59 p.m.  **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The response blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 2.7 | Blog-  Shares work and posts response = **1 hour** |
| **Quiz #2**  **Complete** the quiz covering topics from this week. | | All Week 2 Objectives | Complete the quiz and review results and instructor feedback =  **2 hours** |
| **Total** |  |  | **7 hours** |

# Notes

# Week Two is still introducing many unique and new topics, but they are not as diverse a set as occurs in Week One. The topics do start to re-appear in subsequent chapters; the amount of unique material in each chapter diminishes as the course progresses. This week’s chapters cover developmental topics in infancy through early childhood.

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| Week Three Goal: Middle Childhood and Adolescence | |  |  |
| ***Learning Objectives:*** | | ***Alignment*** | |
| * 1. Describe prominent physical characteristics of older children and adolescents and explain important physical changes that occur during these periods. | | CLO1 | |
| * 1. List common health issues, disabilities, emotional concerns, and interventions. | | CLO2 | |
| * 1. Describe examples demonstrating how children think according to Piaget’s concrete operational and formal operational stages of cognitive development. | | CLO3 | |
| * 1. Compare and contrast various theories of intelligence. | | CLO3 | |
| * 1. Describe several tools used to measure intelligence and discuss the variety of factors that influence individuals’ intelligence scores. | | CLO4 | |
| * 1. Describe how language usage and early literacy skills progress in the elementary school years. | | CLO1 | |
| * 1. Examine how children and adolescents develop a sense of self, particularly within the context of family and peers. | | CLO1 | |
| * 1. Describe the nature of peer relationships throughout childhood and adolescence. | | CLO1 | |
| * 1. Illustrate the fourth and fifth stages of Erikson’s psychosocial development theory. | | CLO5 | |
| * 1. Relate common developmental changes in emotions during these periods. | | CLO1 | |
| * 1. Compare and contrast various viewpoints on moral development. | | CLO3 | |
| * 1. Compare and contrast various approaches to student learning. | | CLO3 | |
| * 1. Describe the impact of socioeconomic status and ethnicity on schooling. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 7 through 10 of *Essentials of Life-Span Development*. | |  |  |
| **“Let’s Move” Website and Discussion Forum**  **Review** the First Lady Michelle Obama's campaign "Let's Move" website at: <https://letsmove.obamawhitehouse.archives.gov/>  **Write** a response to the following discussion question in the discussion forum:   * Given what you are learning in class, what is your opinion about "Let's Move"? Where will the program face challenges in making its goals a reality?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note: Posting in this discussion forum will count toward the Participation score for this week.* | | 3.2 | 1 posting and responding to 3 students = **1 hour** |
| **News Article and Discussion Forum**  **Read** “[How Girls Are Developing Earlier In An Age Of 'New Puberty'](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.npr.org%2Fsections%2Fhealth-shots%2F2014%2F12%2F02%2F367811777%2Fhow-girls-are-developing-earlier-in-an-age-of-new-puberty&data=02%7C01%7Camiller%40synergiseducation.com%7C1d1ddd7e060e40b0b40e08d4f9e15c0b%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636408193690277612&sdata=Q641S11ax5%2B8QULUZ%2FBvLOCrAn87Mfu%2BQj1cHsuvRAA%3D&reserved=0)”.  **Write** a response to the following discussion question in the discussion forum:   * Is this trend something that society should be concerned about? What might the social implications be of girls maturing earlier each generation?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note: Posting in this discussion forum will count toward the Participation score for this week.* | | 3.1 | Read article & post response =  **1 hour** |
| **Total** |  |  | **2 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Article: Teen Birthrate Hits Historic Low (NBC News)**  <http://www.nbcnews.com/health/teen-birth-rate-hits-historic-low-officials-say-8C11086339> | | 3.2 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Parenting Styles Blog**  **Review** Diana Baumrind’s parenting styles as outlined in the *Essentials of Life-Span Development* textbook.  **Write** a 500- to 800-word blog post that completes the following objectives:   * Describe the style your parents exhibited, and try to recall your reactions to them growing up. How do you feel their approach continues to influence your behavior today, or does it? * If you, yourself, are a parent, what style do you employ? * Do you see a connection between parenting style and a child’s ability to resolve Erikson’s fourth or fifth crisis?   Initial entries are due no later than Thursday at 11:59 p.m.  **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The response blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 3.6, 3.7 | Blog-  Shares work and posts response = **1 hour** |
| **Moral Development Theories Venn Diagram and Blog**  **Resource:** Moral Development Theories Venn Diagram Template  **Create** a Venn diagram in which you compare and contrast Piaget’s, Kohlberg’s, and Gilligan’s theories of moral development.  **Write** a 500- to 800-word blog post in which you detail the strongest points you see from each viewpoint. Attach the Venn diagram (Word document) you created as a file attachment to the blog post.  Initial entries are due no later than Thursday at 11:59 p.m.  **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The response blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 3.8 | Blog-  Shares work and posts response = **1 hour** |
| **Small Group Assignment: Childhood Education Presentation**  You will be divided into small groups and each group will research childhood education approaches in a foreign country.  **Develop** a 5- to 8-slide PowerPoint presentation as a group which includes:   * Name of country * When formal education begins * Whether the programs are nationalized * How programs are structured * Cultural Values that are inherent in the system * Comparison of the country’s childhood education system to the U.S. system   **Include** with your presentation detailed speaker notes about each slide.  **Post** your presentation to the Childhood Education Presentation discussion forum.  **Review** all the presentations and comment on a minimum of three other groups’ presentations. | | 2.11, 3.5, 3.9, 3.10 | Presentation development, reading all presentations, and responding to 3 students = **3 hours** |
| **Research Project Annotated Bibliography**  **Research** your assigned topic utilizing a minimum of 4 academic sources.  **Write** an annotated bibliography.  **Submit** the annotated bibliography to the instructor via Blackboard. | | 4.1 - 4.9 | Review instructor feedback =  **30 minutes** |
| **Quiz #3**  **Complete** the quiz covering topics from this week. | | All Week Three Objectives | Complete the quiz and review results and instructor feedback =  **2 hours** |
| **Total** |  |  | **7 hours,  30 minutes** |

# Notes

This portion of the course covers middle childhood and adolescence. Schooling, peer relations, identity development, and physical development are all important topics. The quiz for this week is slightly shorter; topical research starts to take on a larger role in the students’ learning and evaluative process.

The major research/presentation project is coming up in Weeks 4 and 5. In preparation for this assignment, students should rank their top 3 or 4 topic areas. The instructor should then finalize students’ assigned topics to ensure no one is presenting on the same topic.

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| Week Four Goal: Young and Middle Adulthood | |  |  |
| ***Learning Objectives:*** | | ***Alignment*** | |
| * 1. Outline key features indicating the transition from adolescence to adulthood. | | CLO1, CLO6 | |
| * 1. Cite typical physical characteristics, health concerns, and early declines throughout early and middle adulthood. | | CLO2, CLO6 | |
| * 1. Discuss the findings of studies regarding sexual development, sexual orientation and sexual behavior in adult Americans today. | | CLO4, CLO6 | |
| * 1. Describe changes in cognitive functioning in early and middle adulthood. | | CLO1, CLO6 | |
| * 1. Indicate the importance of work and careers in adulthood. | | CLO5, CLO6 | |
| * 1. Recognize the role of intimacy throughout adulthood. | | CLO1, CLO6 | |
| * 1. Describe the variety of lifestyles and common family structures present in the United States today. | | CLO2, CLO6 | |
| * 1. Define generativity and its role in middle adulthood according to Erikson. | | CLO3, CLO6 | |
| * 1. Compare and contrast the transitions to parenthood and to grandparenthood. | | CLO1, CLO6 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch.11 through 14 of *Essentials of Life-Span Development*. | |  |  |
| **News Article and Discussion Forum**  **Read** the “Sexed-up seniors do it more than you'd think” news article from NBC: <http://www.nbcnews.com/health/sexed-seniors-do-it-more-youd-think-1C9468751>  **Write** a response to the following discussion question in the discussion forum:   * Given the trends revealed in this study, how can open communication about sexuality be facilitated between doctors and their older clients? Should particular policy or programming be considered by assisted living facilities in order to support or protect their residents?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note: Posting in this discussion forum will count toward the Participation score for this week.* | | 4.3 | Read article & post response =  **1 hour** |
| **News Article and Discussion Forum**  **Read** “[Being stuck in sandwich generation is no baloney](https://www.cnbc.com/2015/03/31/being-stuck-in-sandwich-generation-is-no-baloney.html)”.  **Write** a response to the following discussion question in the discussion forum:   * As a health-care professional, how would you advise a middle aged child contemplating taking on the daily care needs of a chronically ill parent?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *(Adapted from Essentials of Life-Span Development 1st Ed [Santrock])*  *Note: Posting in this discussion forum will count toward the Participation score for this week.* | | 4.7 | Read article & post response =  **1 hour** |
| **Total** |  |  | **2 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Required Discussion Question 1**  **Write** a response to the following discussion question in the discussion forum:   * Statistically, early adulthood is the healthiest time of life. Consider your own lifestyle (eating habits, exercise, substance use/abuse, and other health risks). As you are comfortable in sharing, answer the following questions:   + Where are you succeeding in living well?   + What is one of your health-threatening habits?   + What obstacles are preventing you from improving your habits?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | 1 posting and responding to 3 students = **1 hour** |
| **Required Discussion Question 2**  **Write** a response to the following discussion question in the discussion forum:   * Read the summaries in the textbook regarding sexual attitudes and behavior for both early and middle adulthood. Was anything you read surprising or particularly interesting? What role(s) do you think sexuality plays within physical, cognitive or psychosocial development?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.3 | 1 posting and responding to 3 students = **1 hour** |
| **Research Project Presentation**  **Create** a 6- to 10-slide PowerPoint presentation summarizing your research findings for the class.  **Include** detailed speaker notes.  **Post** your presentation to the Research Project Presentation discussion forum by 11:59 p.m. (Eastern time) on Sunday.  **Review** all the presentations and comment on a minimum of three other students’ presentations by 11:59 p.m. (Eastern time) on Sunday of Week Five. | | 4.1 - 4.9 | Review instructor feedback, viewing all presentations, and responding to 5 other students =  **3 hours** |
| **Quiz #4**  **Complete** the quiz covering topics from this week. | | All Week 4 Objectives | Complete the quiz and review results and instructor feedback =  **2 hours** |
| **Total** |  |  | **7 hours** |

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| Week Five Goal: Late Adulthood; Death and the Grieving Process | |  |  |
| ***Learning Objectives:*** | | ***Alignment*** | |
| * 1. Evaluate the three biological theories of aging. | | CLO3 | |
| * 1. List the physical changes that occur in the body and brain during the aging process. | | CLO1 | |
| * 1. Discuss common physical and mental health issues in late adulthood. | | CLO1, CLO2 | |
| * 1. Outline changes in cognitive functioning in late adulthood. | | CLO1 | |
| * 1. Compare and contrast the four main theories of socio-emotional development at this period of the lifespan. | | CLO3 | |
| * 1. Consider the challenges and roles that the elderly take on in modern society. | | CLO5 | |
| * 1. Report on research findings regarding successful aging. | | CLO6 | |
| * 1. Review the various life, death and health care decisions that people face as they near the end of life. | | CLO5 | |
| * 1. Identify and discuss Kubler Ross’s stages of death and grieving. | | CLO3 | |
| * 1. Describe the mourning process and the factors that impact one’s experience of mourning. | | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 15 through 17 of *Essentials of Life-Span Development*. | |  |  |
| **Middle and Late Adulthood Interview and Blog**  **Interview** a person you know who is in middle or late adulthood. Find out about the person’s life experiences.  **Write** a 500- to 800-word blog post in which you answer the following questions based on your interview:   * What events and decisions have had a major impact on their life journey? * What have they learned? * What is their outlook on the future?   Initial entries are due no later than Thursday at 11:59 p.m.  **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The response blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 5.1-5.10 | Interview and Blog-  Shares work and posts response = **2 hours** |
| **Total** |  |  | **2 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Death and the Grieving Process Blog**  **Write** a 500- to 800-word blog post that answers the following questions:   * Given what you’ve learned about Kubler Ross’s theory and from your own personal experience, what are some important practical steps a person can take in preparation for his or her own death? * What are some considerations to make in order to ease the emotional and psychological burdens upon yourself and loved ones?   Initial entries are due no later than Thursday at 11:59 p.m.  **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The response blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 5.8. 5.9, 5.10 | Blog-  Shares work and posts response = **2 hours** |
| **Required Discussion Question 1**  **Watch** the “How societies can grow old better” video from TED (18:11): <http://www.ted.com/talks/jared_diamond_how_societies_can_grow_old_better.html>  **Write** a response to the following discussion question in the discussion forum:   * Is ageism a problem in modern American society? Why or why not?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.2, 5.3, 5.4, 5.6 | Review video & post response =  **1 hour** |
| **Required Discussion Question 2**  **Write** a response to the following discussion question in the discussion forum:   * Which of the four theories of socio-emotional development in late adulthood you feel best describes the experiences of the elderly? Why? What are some personal experiences or observations upon which you base your opinion?   Note: Initial answers to the discussion question have to be substantive and in the range of 250–400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.5 | 1 posting and responding to 3 students = **1 hour** |
| **Quiz #5**  **Complete** the quiz covering topics from this week. | | All Week Five Objectives | Complete the quiz and review results and instructor feedback =  **2 hours** |
| **Total** |  |  | **6 hours** |

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 8 hours |
| **Week 2** |  |  |
| Required |  | 9 hours |
| **Week 3** |  |  |
| Required |  | 9 hours, 30 minutes |
| **Week 4** |  |  |
| Required |  | 9 hours |
| **Week5** |  |  |
| Required |  | 8 hours |
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| **Total Required Hours** |  | 43 hours, 30 minutes |