

PSYC 290 OL Life Span Psychology MASTER

2017 Section ALL 05/09/2017 to 03/30/2019 Modified 12/10/2018

Meeting Times

Online Classes

A "class week" for online courses starts on a Monday and ends on the following Sunday at 11:59 p.m. (Pacific time).

Class Length: 10 weeks

Your instructor may schedule optional synchronous/live sessions using the Virtual Classroom (Blackboard Collaborate) meeting space. Please check your course announcements for specific dates and times. All meetings will be recorded and will be accessible in the Virtual Classroom.

Contact Information

Course Description

Covers basic concepts and theories of child and adult development. Study's findings from classic as well as recent studies of physical growth, brain development, perception, language, cognitive development, social interaction, emotional, personality, and moral development. Interplay between an individual's biology with the environment, family, and culture is discussed. Covers topics in seven major periods of life: prenatal, infancy, preschool, school-age, adolescence, adulthood, and old age/death.

Total Course Credits:	Total Course Hours:	Lecture Hours Online:
3	47	47
Lab Hours:	Supervised Clinical/Practicum Hours:	Externship/Internship Hours:
0	0	0

Course Learning Outcomes

1. Describe the scientific methodology and typical lifespan psychology research designs.
2. Discuss the interaction between nature and nurture and its influence on development throughout the lifespan.
3. Discuss genetics, prenatal development, birth, and the neonate.
4. Discuss the major developments in the physical, cognitive and socioemotional domains throughout the human lifespan.
5. Discuss the primary theories of cognitive development, including those of Piaget, Vygotsky, and the information-processing approach.
6. Explain the important theoretical issues and distinguish among the major theories in the study of personality development.
7. Discuss the major issues of development in adulthood, including marriage and divorce, parenting, midlife, careers and retirement.
8. Discuss the major issues of development in late adulthood, including decline, death and grieving.

Week	CLOs	PLOs	ILOs
1	1, 2, 3, 4	1, 4, 6	1, 2, 3, 4

2	1, 3, 6	1, 4, 5, 6	2, 4, 5, 6
3	2, 4, 5, 6	1, 4, 5, 6, 7	1, 3, 5, 6
4	2, 4, 5, 6	1, 4, 5, 6, 7	1, 3, 5, 6
5	2, 4, 5, 6	1, 4, 5, 6, 7	1, 3, 5, 6
6	4, 5, 6, 7	1, 4, 5, 6, 7	1, 3, 5, 6
7	4, 6, 7	1, 4, 5, 6, 7	1, 3, 5, 6
8	2, 4, 6, 7, 8	1, 4, 5, 6, 7	1, 3, 5, 6
9	4, 6, 8	1, 4, 5, 6, 7	1, 3, 4, 5, 6
10	1-8	1, 4, 5, 6, 7	1-6

Program Learning Outcomes



General Education Program Mission

The General Education program provides students with a measureable, outcomes-based foundational education that not only integrates with and complements the chosen academic emphasis, but also transcends the major discipline. The General Education program prepares students to be competent and ethical problem solvers. They will be adept at demonstrating critical reasoning, scientific methodology, multidisciplinary inquiry, and communication skills that will enable them to make intellectually sound decisions that will embody a cultivated and deep appreciation for cultural diversity for the world in which they live.

General Education Program Philosophy

The General Education program prepares students to be responsible, informed, and ethical citizens, and to develop the dimensions of character needed to navigate, adapt, and succeed in an ever-changing complex world. The General Education curriculum challenges students to explore and analyze the dimensions of the human condition through an intellectually coherent, meaningful, and transformative foundational education. The General Education program is designed such that engagement in high-impact learning experiences, technology, and integrative learning will advance students' knowledge and skills in written and oral communications, critical reasoning, cultural diversity, scientific reasoning and innovation, quantitative reasoning, and technological and informational literacy. The achievement of General Education core competencies affords students the foundation to grow personally, professionally, and socially, and seek opportunities for lifelong learning.

General Education Program Learning Outcomes

Following completion of the General Education curriculum, students will be able to:

1. Demonstrate competent written communication skills.
 1. Demonstrate an understanding of creative, academic, and other professional written communication.
 2. Demonstrate competence in written English communication through intensive, research-based practical application of basic and advanced writing principles.
 3. Demonstrate the ability to organize, develop, and present coherent written work that reflects a strong command of English grammar, sentence mechanics, paragraph structure, and paper formatting, and be able to employ these competencies effectively in a range of writing.
2. Employ effective oral communication skills.
 1. Demonstrate the ability to effectively apply verbal and nonverbal communication in a range of academic and nonacademic settings.

2. Demonstrate the ability to analyze and address usages of ethos, pathos, logical fallacies, audience reception, cultures of communication, language choice, nonverbal cues, effective listening, and speech delivery.
3. Interpret quantitative data using mathematical principles to effectively identify core issues and solve problems.
 1. Demonstrate competence in quantitative reasoning by applying mathematical concepts and basic quantitative literacy to real-world applications.
 2. Demonstrate the ability to effectively synthesize, analyze, and interpret mathematical data to draw inferences and connect findings to a range of other disciplines.
4. Illustrate competence in the biological, physical, and natural sciences.
 1. Demonstrate an understanding of scientific concepts, theories, and principles.
 2. Demonstrate an ability to analyze, interpret, and apply scientific theory and investigative methodologies through laboratory and practical experiences.
 3. Demonstrate an effective connection of quantitative and critical reasoning to the biological, physical, and natural sciences.
5. Demonstrate technological and informational literacy by locating disparate information through multiple sources.
 1. Demonstrate the effective use of a multidisciplinary and ethical approach to electronic and print information access, retrieval, analysis, and synthesis of general and specialized information.
 2. Demonstrate the application of critical and quantitative reasoning skills to determine reliability and validity of information.
6. Analyze ideas and make decisions using critical thinking skills.
 1. Demonstrate an understanding of how to differentiate and analyze critical reasoning, perception, cognitive development, decision making, emotional intelligence, deductive and inductive reasoning, and formal and informal logic.
 2. Demonstrate an understanding, recognition, and construction of critical reasoning in relation to written and spoken arguments.
 3. Demonstrate competence in the application of critical reasoning techniques to address real-world situations and issues.
7. Describe and interpret diverse perspectives, value systems, histories, cultural traditions, and artistic expressions.
 1. Demonstrate an understanding and appreciation of the profound interconnectivity of diverse human behaviors, value systems, societies, cultures, and traditions.
 2. Demonstrate an understanding of the impact of the complexities and interconnections of society and culture across a variety of historical and contemporary contexts.
 3. Demonstrate the ability to explain how global culture and diversity impact students' own values, ethics, character, and judgment.
8. Articulate issues and arrive at a defensible conclusion, given a set of ethical dilemmas.
 1. Demonstrate the ability to recognize contexts in which ethical dilemmas arise.
 2. Demonstrate the ability to apply ethical values and principles to discipline-specific and other real-world situations.
 3. Demonstrate the ability to delineate competing ethical claims in the process of articulating a values-based, critically reasoned defense

Course Materials

Your textbook is available for purchase through the [West Coast University bookstore](https://bookstore.mbsdirect.net/vbm/vb_home.php?FVCUSNO=35810&url=westcoastuniversity.htm).
[\(https://bookstore.mbsdirect.net/vbm/vb_home.php?FVCUSNO=35810&url=westcoastuniversity.htm\)](https://bookstore.mbsdirect.net/vbm/vb_home.php?FVCUSNO=35810&url=westcoastuniversity.htm)

Please be aware that used textbooks may not include access codes, study guides, and/or DVDs containing additional course materials that may be required for the course. In some cases supplemental materials may be directly purchased from the publisher. However, students will be held accountable for obtaining these materials in order to meet all course requirements.

Life-span development

Author: Santrock, J.W.

Publisher: McGraw Hill: New York.

Edition: 16th (2017)

Publication Manual of the American Psychological Association

Author: American Psychological Association

Publisher: American Psychological Association

Edition: 6th

ISBN: 978-1-4338-0561-5

✓ Evaluation

West Coast University Grading Scale (Reflective of final course grade; see associated policy in Catalog)	Grade	Points	WCU Grading Scale
	A	4	93–100
	A-	3.7	90–92
	B+	3.3	87–89
	B	3.0	83–86
	B-	2.7	80–82
	C+	2.3	76–79
	C	2.0	73–75
	C-	1.7	70–72
	D+	1.3	66–69
	D	1.0	63–65
	D-	0.7	60–62
	F	0.0	59 or below
	AU	0.0	Audit
	CR	0.0	Credit
	P	0.0	Pass
	NP	0.0	Not Passed
	I	0.0	Incomplete
	TC	0.0	Transfer Credit
	W	0.0	Withdrawal (Before Drop Deadline)

	WF	0.0	Withdrawal (After Drop Deadline)
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Note: AU, CR, P, NP, I, TC, W, and WF are used on the Academic Record but have no point values and are not computed in the [Cumulative Grade Point Average \(CGPA\)](http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average) (<http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average>)

A minimum passing grade is required for each course and **varies by program**. Earned grades below the minimum passing grade reflect that the course has not been successfully completed. Each academic program has unique prerequisite requirements. Please see the specific program section for additional information.

Students should review the program specific grading scale in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html). (<http://westcoastuniversity.edu/admissions/catalog.html>)

Evaluation Criteria

The evaluation criteria consists of **Formative** and **Summative** assessments of student learning.



Formative: Assessment that occurs throughout the course to provide feedback and support for improved performance as part of an ongoing learning process.

Examples: Evidence-based research, presentations, case studies, specific class projects, weekly quizzes, homework assignments, clinical or lab assignments, practice exams



Summative: Assessment that occurs at the conclusion of the course to determine whether student learning outcomes have been achieved.

Examples: Final exam, term paper, or term project

Signature Assignments, where applicable, are course assignments designed to comprehensively measure student achievement of course and program learning outcomes.

Additional Information:

- All assignments are to be submitted via the online classroom except where otherwise noted. Email submissions will not be accepted. Grades and comments on graded items will be posted in the Blackboard Gradebook, unless otherwise specified. **All assignments submitted for each course must be created for that particular course. Any assignment (a paper or presentation) submitted for credit in one course may not be duplicated and submitted for credit in any other course unless approved by the faculty or noted in the syllabus.**
- **Please review all rubrics in the course for assignment grading criteria, found under the My Grades tab.**
- **It is important that you save all of your completed assignments for your records.**
- Please ensure that you have saved copies of all your work on a drive such as Dropbox or a personal hard drive as you may be asked to recall these assignments as you near the end of your program.

Criteria

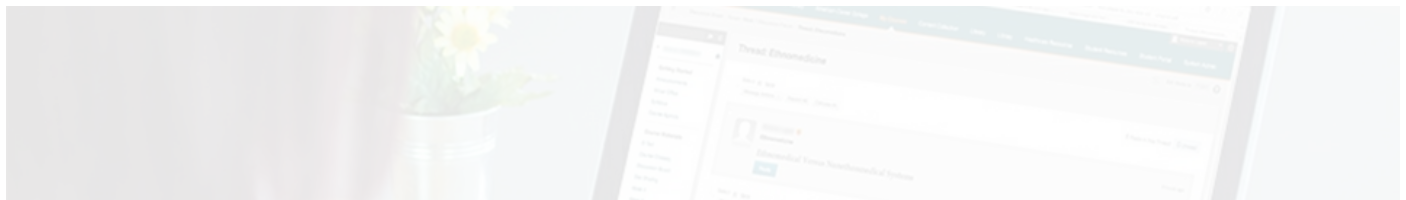
***The Week 10 assignment for online classes is due by Tuesday, 11:59 p.m. (Pacific time) of Week 10.**

Please see specific grading criteria and course outline below. Contact your instructor with any questions.

Assignment	Weight / Points	Week Due	Details
Formative			
Discussion Board	180	1-9	Discussion Board
Week 2 Research Paper Assignment	70	2	Topic Proposal

Assignment	Weight / Points	Week Due	Details
Week 3 Research Paper Assignment	100	3	Annotated Bibliography
Week 4 Research Paper Assignment	150	4	Outline
Week 5 Paper	50	5	Nature/ Nurture Debate Essay
Week 6 Research Paper Assignment	150	6	Rough Draft
*Week 10 Paper	100	10	Life Span Interview
Summative			
Signature Assignment	200	8	Final Research Paper
Total	1000 pts		

Course and Program Specific Policies



Minimum Passing Grade

The Minimum Passing Grade in a General Education course is a C.

Late and Make Up Work

Assignments and Activities (written papers, journals, blogs, projects or similar, both in class or online):

- Students may be allowed to make up assignments and work missed as a result of absences with penalty. Assignments submitted after the established due date will be penalized at 10% per day. Late assignments will not be accepted more than 3 days after the due date unless preapproval from the instructor has been obtained in writing. Be sure to contact the instructor if you believe you must submit an assignment after the due date. Approvals outside the 3 days are generally provided for extenuating circumstances only.

Quizzes and Tests*

It is the student's responsibility to contact the faculty member within 48 hours of the original examination date of a quiz or test and follow the program policies for missed work. Students will not be allowed access to a quiz or test after the due date. Students may be able to complete a make-up quiz, test, or alternative assignment based on instructor discretion. Students who do not contact the faculty within 48 hours of the original examination date will earn a zero.

Examinations (Midterm and Final Examinations, Proctored Examinations, Proctored Assessments, or similar)*

Students are required to be present for all examinations. If the student must miss an examination due to a compelling reason**, the student must complete and submit the Examination Date Change Request form with the required supporting documentation for the event to the faculty member for that course. The documentation must be submitted at least three (3) weeks in advance of the examination. The faculty member will review and sign the request before submitting the documentation to the Dean, Director, or designee for approval or denial of the request. The documentation must be submitted at the time of the request, and the decision based on the original request is final.

Extenuating Circumstances

An extenuating circumstance is defined as an absence that is due to an unforeseeable circumstance and not a compelling reason

or scheduled event. The student must notify the faculty member of the course within 48 hours before or after the date and time of the examination. The Dean, Director, or designee will make a determination regarding student eligibility to take an alternate form of make-up examination. If the student is able to demonstrate extenuating circumstances (such as the inclusion of healthcare provider documentation, a copy of an obituary notice or death certificate, or a copy of police report for automobile accidents), the Dean, Director, or designee may permit an alternate form of a make-up examination. The student may earn up to 100% on this make-up examination based on the review of the supporting documentation of the extenuating circumstances.

- The make-up examination must be taken within five (5) business days of the initial examination administration or before the date of the next class.
- The make-up examination may not be the same examination but may be an alternative format such as an essay examination.
- The student must take the make-up examination in a proctored environment.
- If the student is not able to provide acceptable documentation for either a compelling reason or an extenuating circumstance, the maximum score that the student may earn on the examination is 76%.
- Students who do not take the examination on the scheduled make-up date or who do not contact the instructor within 48 hours of missing the examination will receive a zero score for the examination.
- One form is required for each request. Any future make-up requests require a new form.
- Receiving the maximum amount of points on a make-up examination will be considered only for students who provide documentation of a compelling reason** for missing the examination or if an extenuating circumstance occurs and is supported by documentation. This does not apply for students who miss their regularly scheduled examinations due to student choice or error (e.g., oversleeping). The final determination for approval of a make-up examination is at the discretion of the Academic Dean, Director, or designee.

**Course curriculum varies from course to course. Not all courses have quizzes, tests, or examinations. It is your responsibility to review each syllabus for assignment criteria.*

***A compelling reason is defined as planned events or discretionary participation in activities such as weddings or required travel.*

Discussion Board Requirements

Discussion Board Requirements

The Online Discussion Board is designed to stimulate class dialogue that would normally take place in a face-to-face didactic setting. Participation in the Discussion Board serves as a learning strategy to help demonstrate student knowledge of course content. Each Discussion Board post will be assessed using a rubric (located under the "My Grades" menu). In addition to reviewing the grading criteria in the rubric, please note the following Discussion Board post expectations, which must all be met to earn full weekly discussion credit:

- Discussion posts must be completed during the week they are assigned. Discussion posts made in advance of the assigned week will not count toward the weekly discussion grade. If you wish to work ahead, please compose your responses in a Word document, then post when the week arrives.
- Each week, you are required to submit a reply to each initial prompt and replies to your peers or instructors in the Discussion Board. An automatic 10% point deduction will be assessed for all late initial postings.
Note: There may be more than one initial prompt per week, depending on the course and material covered. It is your responsibility to reply accordingly.
The required posts per initial prompt are described as follows:
 - No later than Wednesday, 11:59 p.m. (Pacific time) each week, you must post one (1) response to each initial prompt posted by the instructor AND
 - Throughout the week, and no later than the conclusion of each week, you must reply to a minimum of two (2) peers and/or instructors, per initial prompt, although replying to more is highly encouraged. Replies must be made throughout the week to show active participation.
- Any post made in the Discussion Board must be well-developed.
 - A well-developed post is meaningful, clearly demonstrates relevance to the topic, reflects critical thinking and your knowledge of the material, demonstrates *synthesis* of the subject matter, extends the discussion by building on previous posts, and includes proper source citations, when applicable. Posts limited to "I agree," "Great posting," or "Thank you" will not be assessed as well-developed and will therefore not be considered a contribution to the number

Course Outline

The Course Outline below serves as a course roadmap, displaying the topics and activities intended to be covered each week. This schedule is subject to change in the event of extenuating circumstances. Please see the weekly agenda and announcements page in the Blackboard course for further information.

- **Objectives** reflect the teaching activities that, if engaged in, are intended to lead to specific, measurable student learning outcomes.
- **Course Activities and Assignments** outline the teaching strategies used and the assessment requirements that students are to fulfill throughout the duration of the course.

**Refer to the assignment rubrics in your course for specific grading criteria, if applicable. Rubrics can be found in the My Grades section and/or in your assignment dropbox.*

Week	Topic	Objectives	Activities & Assignments
1	Theories of Human Development and Biological Beginnings	<ol style="list-style-type: none"> 1. Identify the main processes, periods, and issues in development. 2. Describe the leading theories of human development. 3. Explain how research on life span development is conducted. 4. Discuss the evolutionary perspective on life span development. 5. Identify important reproductive challenges and choices. 6. Explain the ways that heredity and environment interact to produce individual differences in development. 7. Describe developmental processes and changes that occur throughout the prenatal period. 8. Describe the birth and postpartum process. 	<p>Course Activities</p> <ul style="list-style-type: none"> • Review the syllabus • Submit the syllabus acknowledgment • Review the Course Agenda • Post your introduction in the Student Lounge discussion board • Read Chapters 1, 2, & 3 • View weekly presentation <p>Student Assignments</p> <ul style="list-style-type: none"> • Respond and participate in the weekly discussion board
2	Physical, Cognitive, and Socioemotional Development in Infancy	<ol style="list-style-type: none"> 1. Describe physical and motor developmental changes that occur throughout infancy. 2. Explain sensory and perceptual development in infancy. 3. Summarize and evaluate infant cognitive changes in regard to Piaget's theory of development. 4. Discuss infant assessment measures and the prediction of intelligence. 5. Explain emotional, personality, and language development in infancy. 6. Discuss Eric Erikson's view regarding psychosocial issues that occur in infancy. 7. Identify how social contexts influence infant development. 	<p>Course Activities</p> <ul style="list-style-type: none"> • Read Chapters 4, 5, & 6 • View weekly presentation <p>Student Assignments</p> <ul style="list-style-type: none"> • Topic Proposal for Research Paper • Respond and participate in the weekly discussion board

Week	Topic	Objectives	Activities & Assignments
3	Physical, Cognitive, and Socioemotional Development in Early Childhood	<ol style="list-style-type: none"> 1. Identify the physical changes that occur throughout early childhood. 2. Summarize and evaluate early childhood cognitive changes in regard to Piaget's theory of development. 3. Compare and contrast Piaget's view of cognitive development to Vygotsky's and the information-processing approach. 4. Summarize language development in early childhood. 5. Evaluate different approaches to early childhood education. 6. Explain social and emotional developmental changes that occur throughout early childhood. 7. Discuss Eric Erikson's view regarding psychosocial issues that occur throughout early childhood. 8. Discuss personality developmental changes that occur throughout early childhood. 9. Describe the influence of family, peers, and media on childhood development. 	<p>Course Activities</p> <ul style="list-style-type: none"> • Read Chapters 7 & 8 • View weekly presentation <p>Student Assignments</p> <ul style="list-style-type: none"> • Annotated Bibliography for Research Paper • Respond and participate in the weekly discussion board
4	Physical, Cognitive, and Socioemotional Development in Middle and Late Childhood	<ol style="list-style-type: none"> 1. Explain social and emotional developmental changes that occur throughout middle and late childhood. 2. Discuss Eric Erikson's view regarding psychosocial issues that occur throughout middle and late childhood. 3. Summarize and evaluate middle and late childhood cognitive changes in regard to Piaget's theory of development. 4. Describe physical, cognitive, and personality changes that occur throughout middle and late childhood. 5. Discuss language development in middle and late childhood. 6. Identify changes in parental and peer relationships in middle and late childhood. 7. Characterize aspects of schooling in children's development in middle and late childhood. 8. Identify issues associated with different types of childhood disabilities. 	<p>Course Activities</p> <ul style="list-style-type: none"> • Read Chapters 9 & 10 • View weekly presentation <p>Student Assignments</p> <ul style="list-style-type: none"> • Research Paper Outline • Respond and participate in the weekly discussion board

Week	Topic	Objectives	Activities & Assignments
5	Physical, Cognitive, and Socioemotional Development in Adolescence	<ol style="list-style-type: none"> 1. Describe physical and cognitive changes that occur during adolescence. 2. Summarize and evaluate adolescent cognitive changes in regard to Piaget's theory of development. 3. Discuss self, identity, and religious development in adolescence. 4. Discuss Eric Erikson's view regarding psychosocial issues that occur in adolescent development. 5. Explain parental, peer, cultural, and societal influences on adolescent development. 6. Characterize the changes that occur in parental and peer relationships during adolescence. 7. Identify adolescent problems related to health and socio-emotional development. 	<p>Course Activities</p> <ul style="list-style-type: none"> • Read Chapters 11 & 12 • View weekly presentation <p>Student Assignments</p> <ul style="list-style-type: none"> • Nature/ Nurture Debate Paper • Respond and participate in the weekly discussion board
6	Physical, Cognitive, and Socioemotional Development in Early Adulthood	<ol style="list-style-type: none"> 1. Describe the transition from adolescence to adulthood. 2. Identify the physical and cognitive changes in early adulthood. 3. Discuss sexuality in young adults. 4. Summarize and evaluate adulthood cognitive changes in regard to Piaget's theory of development. 5. Explain the key dimensions of career and work in early adulthood. 6. Describe stability and change in temperament, and summarize adult attachment styles. 7. Identify key aspects of attraction, love, and close relationships. 8. Discuss Eric Erikson's view regarding psychosocial issues that occur in early adulthood. 9. Explain variations in adult lifestyles. 10. Discuss aspects of marriage, parenting, and divorce. 	<p>Course Activities</p> <ul style="list-style-type: none"> • Read Chapters 13 & 14 • View weekly presentation <p>Student Assignments</p> <ul style="list-style-type: none"> • Research Paper Rough Draft • Respond and participate in the weekly discussion board
7	Physical, Cognitive, and Socioemotional Development in Middle Adulthood	<ol style="list-style-type: none"> 1. Define middle adulthood. 2. Discuss physical and cognitive changes that occur throughout middle adulthood. 3. Characterize career development, work and leisure in middle adulthood. 4. Explain the roles of religion, spirituality and meaning in life during middle adulthood. 5. Describe personality and socio-emotional development in middle adulthood. 6. Discuss Eric Erikson's view regarding psychosocial issues that occur in middle adulthood. 7. Discuss stability and change in personality throughout middle adulthood. 8. Identify important aspects of close relationships in middle adulthood. 	<p>Course Activities</p> <ul style="list-style-type: none"> • Read Chapters 15 & 16 • View weekly presentation <p>Student Assignments</p> <ul style="list-style-type: none"> • Respond and participate in the weekly discussion board

Week	Topic	Objectives	Activities & Assignments
8	Physical, Cognitive, and Socioemotional Development in Late Adulthood	<ol style="list-style-type: none"> 1. Characterize longevity and discuss the biological theories of aging. 2. Describe physical and cognitive developmental changes and issues associated with late adulthood. 3. Characterize developmental changes in the language of older adults. 4. Discuss late adulthood adaptation to work and retirement. 5. Explain the role of religion and spirituality in late adulthood. 6. Discuss Eric Erikson's view regarding psychosocial issues that occur in late adulthood. 7. Compare and contrast four theories of socio-emotional development and aging. 8. Describe links between personality and mortality. 9. Identify late adulthood identity and societal changes. 10. Characterize the families and social relationships of aging adults. 11. Summarize the influences of ethnicity, gender, and culture on aging. 12. Explain positive aspects of late adulthood. 	<p>Course Activities</p> <ul style="list-style-type: none"> • Read Chapters 17, 18 & 19 • View weekly presentation <p>Student Assignments</p> <ul style="list-style-type: none"> • Final Research Paper - Signature Assignment • Respond and participate in the weekly discussion board
9	Death, Dying, and Grieving	<ol style="list-style-type: none"> 1. Describe the historical contexts and cultural components of the death system. 2. Evaluate issues and decisions regarding death. 3. Discuss possible causes of death and variations in attitudes about death. 4. Explain the psychological aspects and contexts involved in dealing with one's own death. 5. Identify ways individuals cope with the death of another person. 	<p>Course Activities</p> <ul style="list-style-type: none"> • Read Chapter 20 • View weekly presentation <p>Student Assignments</p> <ul style="list-style-type: none"> • Begin working on Life Span Interview Paper: schedule and conduct interviews (Look ahead to Week 10) • Respond and participate in the weekly discussion board
10	Synthesis and Reflection	<ol style="list-style-type: none"> 1. Synthesize and reflect on course concepts. 	<p>Student Assignments</p> <ul style="list-style-type: none"> • Life Span Interview Paper

Institutional Policies



University Mission

At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.

Institutional Learning Outcomes

Institutional learning outcomes are designed by the University as a whole, taking into account the role that both instruction and

student services play in contributing to a student's success. Institutional learning outcomes assume achievement of the stated programmatic learning outcomes of one's discipline. Upon graduating from a degree program offered by West Coast University, students will be able to:

1. Implement intellectual and practical problem-solving skills through information assessment and critical thinking.
2. Demonstrate effective written communication skills.
3. Demonstrate effective oral communication skills.
4. Demonstrate computer proficiency and information literacy.
5. Describe ethical standards and legal guidelines associated with one's chosen career field.
6. Explain why knowledge of and respect for the societal contributions of diverse cultures and perspectives is an important quality in one's discipline.
7. Articulate the importance of working collaboratively with other healthcare providers in support of the client/patient.

Academic Integrity and Dishonesty

Students should review the Academic Dishonesty Policy in the [University Student Handbook. \(http://westcoastuniversity.edu/student-affairs/student-services.html\)](http://westcoastuniversity.edu/student-affairs/student-services.html) Students are expected to approach their academic endeavors with the highest academic integrity. They must cite sources and submit original work. Academic honesty is central to the institution/student partnership toward student success. Students are accountable for adhering to the Academic Integrity and Academic Dishonesty policies in the [University Student Handbook. \(http://westcoastuniversity.edu/student-affairs/student-services.html\)](http://westcoastuniversity.edu/student-affairs/student-services.html)

Attendance Policy

West Coast University has a clear requirement for students to attend courses. Students should review the Attendance Policy in the [University Catalog. \(http://westcoastuniversity.edu/admissions/catalog.html\)](http://westcoastuniversity.edu/admissions/catalog.html)

Reasonable Accommodations

West Coast University strives to provide reasonable accommodations to students who have a defined need and who follow the appropriate steps toward seeking the accommodation. The Reasonable Accommodations Policy is found in the [University Catalog \(http://westcoastuniversity.edu/admissions/catalog.html\)](http://westcoastuniversity.edu/admissions/catalog.html) and the [Student Handbook. \(http://westcoastuniversity.edu/student-affairs/student-services.html\)](http://westcoastuniversity.edu/student-affairs/student-services.html)

Classroom Policies

Students are expected to dress professionally during class time as required by the Code of Conduct in the Catalog and any rules in your programmatic handbook. No children are allowed in classes or to be unattended on campus. Use of cell phones, smart phones, or any other electronic devices in the classroom during class time is strictly prohibited. Unauthorized use may lead to faculty member confiscation of the device for the remainder of the class. Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. A student responsible for disruptive behavior may be required to leave the class.

Grade Rounding

At West Coast University, scores are not rounded to the whole number until the end of the term. All student assignments, quizzes, and examinations will be rounded to the first decimal point. At the end of the terms, final course grades will be rounded to the nearest whole point. For programs that use the exam average to determine whether other course assignments are included in the final scoring (e.g., Nursing), the end-of-term exam average may be rounded (using the above rules) to make that determination.

WCU Quiz, Test, and Exam Policies

Quiz, test, and exam policies vary by course objectives and programmatic expectations. Some quizzes, tests, and exams utilize a timed approach, password verification, authentication process, proctoring protocols, and academic integrity software. Students must follow the policies as outlined in the syllabus and in accordance with the university, program, and any third-party company (i.e., ATI®) policies. Refer to the Code of Conduct and Academic Honor Code found in the University Student Handbook. Reference the Late and Make-Up Work policy for specifics regarding missed quizzes, tests, and exams.

Late and Make-Up Work Policy

All students are expected to submit evidence of learning as established by the academic program, which is outlined in the course syllabus. Students are required to meet the course objectives by submitting coursework no later than the assigned due date. In order to demonstrate achievement of the course learning outcomes, students may be allowed to submit late work. Specifics regarding late work are listed in the program and/or course section of the course syllabus. If a student submits late coursework, the instructor, at her

or his discretion, may deny acceptance of the assignment or award partial to full credit in alignment with the program policies. Technological issues are not an excuse for late submissions unless the problem stems from university equipment, Blackboard outages, or third-party content providers.

Missed Quizzes, Tests, and Exams

All quizzes, tests, and exams must be completed by the date they are assigned. If a quiz, test, or exam is missed due to a documented emergency situation (e.g., death in the immediate family), it is the student's responsibility to contact the faculty member within 48 hours of the original due date and follow the program policies for missed work. Students who do not make up the quiz, test, or assessment as scheduled or who do not contact the instructor within 48 hours will receive a zero score for that assessment.

Final Week of Term/Semester/Trimester

Quizzes, tests, and exams must be completed and assignments must be submitted no later than the last scheduled day of class during the final week of the term/semester/trimester. In the final week, some courses will have an alternative class meeting day, time, and room, or submission deadline. Specifics regarding the final week are listed in the course syllabus. Refer to the University Attendance Policy for maximum absences and other details.

Technology

West Coast University utilizes the Blackboard Learning Management System. Technical support for Blackboard is offered 24 hours per day, 7 days per week. There are minimum system requirements to access not only Blackboard but also any resources that may be posted in Blackboard or utilized in a course. Please refer to the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (<http://westcoastuniversity.edu/student-affairs/student-services.html>) for minimum technical requirements. For tech support options, please click on the Support tab located at the top of your Blackboard home page. Blackboard can be accessed here: www.learn.westcoastuniversity.edu (<https://learn.westcoastuniversity.edu>)

Library Information

You can access the library through the Library tab at the top of your Blackboard home page or here:

<https://westcoastuniversity.edu/academics/library-resources.html> (<https://westcoastuniversity.edu/academics/library-resources.html>)

Course Related Policies

West Coast University has specific course related policies for overload, auditing, repeats, courses passed but not successfully completed, add/drop and withdrawal. Please see the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>) for course related policies.