

# PSYC 290 Life Span Psychology BL MASTER

2017 Section ALL 01/17/2017 to 11/17/2050 Modified 03/03/2020

## Meeting Times

This course is delivered in a Blended Learning modality. There will be both **online** and **face-to-face** expectations and assignments throughout this course. Attendance will be taken both online and face to face. Please review the course agenda below for specific course expectations.

A "class week" for blended courses corresponds to the week between the on-campus meeting times. For example, if the on-campus portion meets on Tuesdays, the related online portion begins that same Tuesday and ends the following Monday, 11:59 pm (Pacific time).

Please check your **Student Portal** for specific class meeting times, dates, and locations.

In some courses, there is a required online Blackboard Collaborate Virtual Class Session in week 10. Please see course specifics below.

### Class Length

10 weeks

## 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: <b>3</b>	Total Course Hours: <b>47</b>	Lecture Hours In-Class: <b>33.5</b>  Lecture Hours Online: <b>13.5</b>
Lab Hours: <b>0</b>	Supervised Clinical/Practicum Hours: <b>0</b>	Externship/Internship Hours: <b>0</b>

## Course Learning Outcomes

Course outcomes are comprised of the knowledge, skills, values and/or behaviors that students should be able to demonstrate upon completion of the course. Course outcomes map to the Program Learning Outcomes. They must be assessed in the course to determine if learning outcomes are met. By the end of this course, students will be able to:

1. Describe the scientific methodology and typical life span psychology research designs.
2. Discuss the interaction between nature and nurture and its influence on development throughout the life span .
3. Discuss genetics, prenatal development, birth, and the neonate.
4. Discuss the major developments in the physical, cognitive, and socioemotional domains throughout the human life span .
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
------	------	------

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

## 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.
  - a. Demonstrate an understanding of creative, academic, and other professional written communication.
  - b. Demonstrate competence in written English communication through intensive, research-based practical application of basic and advanced writing principles.
  - c. 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.
  - a. Demonstrate the ability to effectively apply verbal and nonverbal communication in a range of academic and nonacademic settings.
  - b. 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.
  - a. Demonstrate competence in quantitative reasoning by applying mathematical concepts and basic quantitative literacy to real-world applications.

- b. 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.
  - a. Demonstrate an understanding of scientific concepts, theories, and principles.
  - b. Demonstrate an ability to analyze, interpret, and apply scientific theory and investigative methodologies through laboratory and practical experiences.
  - c. 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.
  - a. 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.
  - b. 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.
  - a. 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.
  - b. Demonstrate an understanding, recognition, and construction of critical reasoning in relation to written and spoken arguments.
  - c. 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.
  - a. Demonstrate an understanding and appreciation of the profound interconnectivity of diverse human behaviors, value systems, societies, cultures, and traditions.
  - b. Demonstrate an understanding of the impact of the complexities and interconnections of society and culture across a variety of historical and contemporary contexts.
  - c. 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.
  - a. Demonstrate the ability to recognize contexts in which ethical dilemmas arise.
  - b. Demonstrate the ability to apply ethical values and principles to discipline-specific and other real-world situations.
  - c. Demonstrate the ability to delineate competing ethical claims in the process of articulating a values-based, critically reasoned defense

## Course Materials

Visit the [WCU bookstore \(https://bncvirtual.com/westcoastuniversity\)](https://bncvirtual.com/westcoastuniversity), to purchase any required materials, including publisher access codes, as needed.

## Life-Span Development

**Author:** John Santrock

**Publisher:** McGraw-Hill

**Edition:** 16th

**Availability:** Available in the WCU bookstore

An Access Code is required in this course. The "Required" ISBN is a bundle that includes the Access Code with eBook and the print version of the book together. Students may choose to just purchase the "Optional" ISBN—that is, the stand-alone Access Code with eBook—and that will fulfill the required materials for the course. Directions for accessing the text and online materials are in the course.

## Supplemental Materials

Supplemental materials are located in the Blackboard Course under Web Resources.

## Publication Manual of the American Psychological Association

**Author:** American Psychological Association

**Publisher:** American Psychological Association

**Edition:** 8th

**Optional**

**Availability:** WCU Bookstore

## Evaluation

West Coast University Grading Scale (Reflective of final course grade; see	Grade	Points	WCU Grading Scale

associated policy in Catalog)

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)

**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

Assignment	Weight / Points	Week Due	Details
<b>Formative</b>			
Weekly Discussions	20 pts each/140 pts total	2–9	Complete your prompts each week as directed by your instructor.
Research Paper Discussions	15 pts each/30 pts total	2, 6	Online submission of Research Paper process submitted to the Discussion Board area. <ul style="list-style-type: none"><li>• Week 2: Topic and Thesis Statement</li><li>• Week 4: Annotated Bibliography (Optional)</li><li>• Week 6: Sentence Outline</li></ul>
In-Class Assignments	40 pts each/280 pts total	2–8	Your instructor will give you details regarding the in-class assignments.
Learnsmart Chapters 1–20	11 pts each/220 pts total	2–8	Online assignments submitted in Blackboard assignment area.
Research Paper Draft	30	7	Draft of Research paper.
Blackboard Collaborate Virtual Class Summary	30	10	Attend the online Blackboard Collaborate session. Participation is required. Your instructor will post details regarding the session in the announcements. There is no in-class meeting during week 10. Directions for using Collaborate are located in your Blackboard Course. After attending the Collaborate session, submit a 1 paragraph (4-5 sentence) summary to Blackboard for grading. Details of the summary requirements will be presented during the Collaborate session.
<b>Summative</b>			

Assignment	Weight / Points	Week Due	Details
Midterm Exam	100	5	Proctored in-class examination
Signature Assignment	70	8	Signature assignment is required. Submit in the assignment section of your Blackboard classroom.
Final Exam	100	9	Proctored in-class examination
<b>Total</b>	1000		

## Course and Program Specific Policies

### Attendance Policy for Blended Courses

Blended delivery courses require in-class and online attendance. Students are subject to the Attendance Policy for each and both are described in the University catalog (<http://westcoastuniversity.edu/admissions/catalog.html> (<http://westcoastuniversity.edu/admissions/catalog.html>)). In-class attendance is determined by a weekly signed roster and presence in a registered course. Online attendance is determined by weekly gradable academic activities as noted in the syllabus.

### Discussion Board Details for Blended Courses

The Discussion Board is an online academically related activity designed to stimulate class dialog with and between classmates and the instructor. If/when a blended course has a gradable online Discussion Board forum in any week, the following criteria pertain to the associated grading and attendance.

1. **Grading:** As directed by the instructor, students are expected to submit well-developed posts. A well-developed post is meaningful, shows relevance to the topic, and reflects knowledge of the material. Well-developed posts demonstrate synthesis of the subject matter, extend the discussion by building on previous posts, and include proper source citations, when applicable. Posted content will be assessed using a rubric found under the My Grades menu item in Blackboard. Please see the syllabus course agenda and Blackboard course for specific posting requirements. There is a 10% grade deduction for late Discussion Board forum postings.
2. **Attendance:** Online attendance for a gradable Discussion Board forum post requires that the post must be completed during the assigned week. Activity that is posted in advance of or after the assigned week will not count toward weekly online attendance. Online attendance also requires substantive interaction in Discussion Board forum as outlined in the University catalog (<http://westcoastuniversity.edu/admissions/catalog.html> (<http://westcoastuniversity.edu/admissions/catalog.html>)). Posts limited to "I agree," "Great posting," or "Thank you" will not count toward weekly online attendance.

## 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 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 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.*

## Course Agenda

**Online** activities: completed prior to the in class session

**In-Class** activities: completed during the in-class session.

Week	Online Activities	In-class Activities
------	-------------------	---------------------

Week	Online Activities	In-class Activities
1 Introduction to Life Span Psychology		<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Review</li> <li>• Course and Blended Expectations</li> <li>• McGraw-Hill Review/Overview</li> </ul> <p><b>Teach Back</b></p> <ul style="list-style-type: none"> <li>• Introduction to Life Span Psychology</li> </ul> <p><b>In-class Assignment</b></p> <p><b>Looking Ahead</b></p> <ul style="list-style-type: none"> <li>• Prenatal development and Bio beginnings overview</li> <li>• Signature Assignment Expectations</li> </ul>
2 Biological Beginnings and Prenatal Development	<p><b>LearnSmart/McGraw Hill Smartbook</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Chapters 1, 2, 3</li> </ul> <p><b>Discussion Board</b></p> <ul style="list-style-type: none"> <li>• Research Paper: Submit topic for approval</li> <li>• Infant Emotional Stress</li> </ul> <p><b>Instructor Blog</b></p> <ul style="list-style-type: none"> <li>• Nurture vs. Nature</li> </ul> <p><b>Media Gallery</b></p> <ul style="list-style-type: none"> <li>• Introduction: Welcome to PSYC 290: Life Span Psychology</li> <li>• Introduction: Life Span Development Introduction (Podcast)</li> <li>• Newborn Development</li> </ul> <p><b>Web Resources</b></p> <ul style="list-style-type: none"> <li>• Association for Psychological Science (APS)</li> <li>• APA Main Page</li> <li>• Future of Children</li> <li>• APA Behavioral Genetics</li> <li>• The Endowment for Human Development</li> <li>• The Secret Life of the Brain (PBS)</li> <li>• Approaches to Psychology: Nature/Nurture Perspective</li> </ul>	<p><b>Teach Back (Review and Discussion)</b></p> <ul style="list-style-type: none"> <li>• Getting Started with Connect</li> <li>• Chapters 1, 2, 3</li> </ul> <p><b>In-class Assignment</b></p> <p><b>Looking Ahead</b></p> <ul style="list-style-type: none"> <li>• Infancy</li> </ul>



Week	Online Activities	In-class Activities
3 Infant Development	<p><a href="#">LearnSmart/McGraw Hill Smartbook</a></p> <ul style="list-style-type: none"> <li>Chapters 4, 5, 6</li> </ul> <p><a href="#">Discussion Board</a></p> <ul style="list-style-type: none"> <li>The Development Debate on Gender Identification</li> </ul> <p><a href="#">Instructor Blog</a></p> <p><a href="#">Media Gallery</a></p> <ul style="list-style-type: none"> <li>Introduction: Infant Development</li> <li>Introduction: Infant Development (Podcast)</li> <li>Infant Physical Development</li> <li>Infant Development: Physical, Brain, Motor</li> <li>Attachment Theory Across Generations (John Bowlby)</li> </ul> <p><a href="#">Web Resources</a></p> <ul style="list-style-type: none"> <li>Zero to Three</li> <li>Life Span Development Timeline (Embedded Flash)</li> <li>Developmental Psychology Videos: The Linguistic Genius of Babies</li> <li>National Literacy Trust: Talk to Your Baby Conference</li> </ul>	<p><a href="#">Teach Back (Review and Discussion)</a></p> <ul style="list-style-type: none"> <li>Chapters 4, 5, 6</li> </ul> <p><a href="#">In-Class Assignment</a></p> <p><a href="#">Looking Ahead</a></p> <ul style="list-style-type: none"> <li>Early, Middle, and Late Childhood</li> </ul>
4 Early Childhood	<p><a href="#">LearnSmart/McGraw Hill Smartbook</a></p> <ul style="list-style-type: none"> <li>Chapters 7, 8</li> <li>Share your resources in the board.</li> <li>Respond to feedback and questions by peers and your teacher</li> </ul> <p><a href="#">Discussion Board</a></p> <ul style="list-style-type: none"> <li>Research Paper: Annotated Bibliography (Optional)</li> <li>Language Learning</li> </ul> <p><a href="#">Instructor Blog</a></p> <p><a href="#">Media Gallery</a></p> <ul style="list-style-type: none"> <li>Introduction: Early Childhood</li> <li>Introduction: Early Childhood (Podcast)</li> <li>Early Childhood Physical, Cognitive, and Socioemotional Development</li> <li>Out of the Mouths of Babes</li> <li>Piaget's Stages of Development (YouTubeVideo)</li> </ul> <p><a href="#">Web Resources</a></p> <ul style="list-style-type: none"> <li>Child Nutrition (Medline Plus)</li> <li>Speech and Language Developmental Milestones</li> <li>SLPath Website</li> <li>UC Davis MIND Institute</li> <li>Learn More About Steven Pinker's Work</li> <li>National Association of School Psychologists</li> <li>Educators' Guide to Learning Disabilities and ADHD</li> <li>Peer Relations in Middle Childhood</li> <li>CHADD (National Resource on ADHD)</li> </ul>	<p><a href="#">Teach Back (Review and Discussion)</a></p> <ul style="list-style-type: none"> <li>Chapters 7, 8</li> </ul> <p><a href="#">In-Class Assignment</a></p> <p><a href="#">Looking Ahead</a></p> <ul style="list-style-type: none"> <li>Midterm Review</li> <li>Adolescence</li> </ul>

Week	Online Activities	In-class Activities
5 Middle and Late Childhood	<p><a href="#">LearnSmart/McGraw Hill LearnSmart</a></p> <ul style="list-style-type: none"> <li>Chapters 9, 10</li> </ul> <p><a href="#">Discussion Board</a></p> <ul style="list-style-type: none"> <li>Milestones: Navigating Late Childhood to Adolescence</li> </ul> <p><a href="#">Instructor Blog</a></p> <p><a href="#">Media Gallery</a></p> <ul style="list-style-type: none"> <li>Introduction: Middle and Late Childhood</li> <li>Introduction: Middle and Late Childhood (Podcast)</li> <li>Cognitive Development in Early Adulthood (video)</li> <li>Middle and Late Childhood Development</li> <li>Lila: Eight to Thirteen</li> </ul> <p><a href="#">Web Resources</a></p> <ul style="list-style-type: none"> <li>The Resiliency Game (Harvard)</li> </ul>	<p><a href="#">Teach Back (Review and Discussion)</a></p> <ul style="list-style-type: none"> <li>Chapters 9, 10</li> </ul> <p><a href="#">Assignment</a></p> <ul style="list-style-type: none"> <li>Midterm Exam</li> </ul> <p><a href="#">In-Class Assignment</a></p> <p><a href="#">Looking Ahead</a></p> <ul style="list-style-type: none"> <li>Early and Middle Adulthood</li> </ul>
6 Adolescence	<p><a href="#">LearnSmart/McGraw Hill Smartbook</a></p> <ul style="list-style-type: none"> <li>Chapters 11, 12</li> </ul> <p><a href="#">Discussion Boards</a></p> <ul style="list-style-type: none"> <li>Outline</li> <li>Technology and Love: Is it a Match?</li> </ul> <p><a href="#">Media Gallery</a></p> <ul style="list-style-type: none"> <li>Introduction: Adolescence</li> <li>Introduction: Adolescence (Podcast)</li> <li>Adolescent Physical, Cognitive, and Socioemotional Development</li> <li>Origins of Pleasure: Paul Bloom (YouTube TedTalk)</li> <li>Why Does it Take So Long to Grow Up Today? (Jeffrey Jensen Arnett TedxTalk)</li> </ul> <p><a href="#">Web Resources</a></p> <ul style="list-style-type: none"> <li>Adolescent Brains Are Works in Progress (Frontline)</li> <li>So How Many Millennials Are There in the US, Anyway?</li> <li>How 18 Became 26: The Changing Concept Of Adulthood (Word doc)</li> <li>Results from the 2013 National Survey on Drug Use and Health: Summary of National Findings</li> </ul>	<p><a href="#">Teach Back (Review and Discussion)</a></p> <ul style="list-style-type: none"> <li>Chapters 11, 12</li> </ul> <p><a href="#">In-Class Assignment</a></p> <p><a href="#">Looking Ahead</a></p> <ul style="list-style-type: none"> <li>Late Adulthood</li> </ul>

Week	Online Activities	In-class Activities
7 Early and Middle Adulthood	<p><a href="#">LearnSmart/McGraw Hill Smartbook</a></p> <ul style="list-style-type: none"> <li>• Chapters 13, 14, 15, 16</li> </ul> <p><a href="#">Assignment</a></p> <ul style="list-style-type: none"> <li>• Draft of Signature Assignment</li> </ul> <p><a href="#">Instructor Blog</a></p> <p><a href="#">Media Gallery</a></p> <ul style="list-style-type: none"> <li>• Introduction: Early (Emerging) Adulthood</li> <li>• Introduction: Early (Emerging) Adulthood (Podcast)</li> <li>• Introduction: Middle Adulthood</li> <li>• Introduction: Middle Adulthood (Podcast)</li> <li>• Early (Emerging) Adulthood Psychology</li> <li>• Middle Adulthood Physical, Cognitive, and Socioemotional Development</li> <li>• Cognitive Development in Early Adulthood (video)</li> <li>• The Best Time of My Life: Portraits of Women in Midlife (Library Link)</li> <li>• Why Do People Fall In and Out of Love? (Library Video)</li> <li>• The Best Time of My Life: Portraits of Women in Midlife</li> <li>• Steven Pinker Speaks at Google (YouTube video)</li> <li>• Why Does it Take So Long to Grow Up Today? (Jeffrey Jensen Arnett TedxTalk)</li> </ul> <p><a href="#">Web Resources</a></p> <ul style="list-style-type: none"> <li>• Emerging adults: The in-between age (APA article)</li> <li>• Young Adult Development: What the Research Tells Us (PDF file of PPT Presentation)</li> </ul>	<p><a href="#">Teach Back (Review and Discussion)</a></p> <ul style="list-style-type: none"> <li>• Chapters 13, 14, 15, 16</li> </ul> <p><a href="#">In-Class Assignment</a></p> <p><a href="#">Looking Ahead</a></p> <ul style="list-style-type: none"> <li>• Death and Dying</li> </ul>
8 Late Adulthood, End-of-Life	<p><a href="#">LearnSmart/McGraw Hill Smartbook</a></p> <ul style="list-style-type: none"> <li>• Chapter 17, 18, 19, 20</li> </ul> <p><a href="#">Discussion Board</a></p> <ul style="list-style-type: none"> <li>• Life Expectancy: What Does it Take to Live a Long Life?</li> </ul> <p><a href="#">Instructor Blog</a></p> <p><a href="#">Assignment</a></p> <ul style="list-style-type: none"> <li>• Signature Assignment Due: Submit Research Paper</li> </ul> <p><a href="#">Media Gallery</a></p> <ul style="list-style-type: none"> <li>• Introduction: Late Adulthood</li> <li>• Introduction: Late Adulthood (Podcast)</li> <li>• Introduction: Death, Dying, and Grieving</li> <li>• Introduction: Death, Dying, and Grieving (Podcast)</li> <li>• Late Adulthood</li> <li>• In Their Own Words: Integrity and Despair in Late Adulthood</li> <li>• Death and Dying in Late Adulthood (video)</li> <li>• Death, Dying, and Grieving</li> </ul> <p><a href="#">Web Resources</a></p> <ul style="list-style-type: none"> <li>• Healthy Aging for Older Adults (CDC)</li> <li>• Gerontology Society of America</li> <li>• Alzheimer's and the Nun Study (.pdf file)</li> <li>• Researchers Replace Midlife Myths with Facts (APA article)</li> <li>• North American Menopause Society</li> <li>• The Cognitive Aging Laboratory</li> </ul>	<p><a href="#">Teach Back (Review and Discussion)</a></p> <ul style="list-style-type: none"> <li>• Chapter 17, 18, 19, 20</li> </ul> <p><a href="#">In-Class Assignment</a></p> <p><a href="#">Looking Ahead</a></p> <ul style="list-style-type: none"> <li>• Final Exam Review</li> </ul>

Week	Online Activities	In-class Activities
9 Review	<p><a href="#">LearnSmart/McGraw Hill Smartbook</a></p> <ul style="list-style-type: none"> <li>Review text for final exam</li> </ul> <p><a href="#">Discussion Board</a></p> <ul style="list-style-type: none"> <li>Coping with Loss</li> </ul> <p><a href="#">Instructor Blog</a></p> <p><a href="#">Media Gallery</a></p> <ul style="list-style-type: none"> <li>Introduction: Death, Dying, and Grieving</li> <li>Introduction: Death, Dying, and Grieving (Podcast)</li> <li>Death and Dying in Late Adulthood (Video)</li> <li>Death, Dying, and Grieving</li> </ul> <p><a href="#">Web Resources</a></p> <ul style="list-style-type: none"> <li>American Hospice Foundation</li> <li>Assisted Suicide Laws</li> <li>Bereavement (Medline Plus)</li> <li>DSM-5 Main Page (APA)</li> <li>Association for Death Education and Counseling</li> </ul>	<p><a href="#">Teach Back (Review and Discussion)</a></p> <ul style="list-style-type: none"> <li>Course Review</li> </ul> <p><a href="#">Assignment</a></p> <ul style="list-style-type: none"> <li>Final Exam</li> </ul>
10	<p>Participate in the online class session via Collaborate</p> <p><a href="#">Assignment</a></p> <ul style="list-style-type: none"> <li>Submit 1 paragraph (4-5 sentence) summary of Collaborate session to Blackboard.</li> </ul>	<a href="#">There is no in-class session this week.</a>

## 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). 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).

## 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) (<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.