



**Missouri State**  
U N I V E R S I T Y

## **HUMAN GROWTH AND DEVELOPMENT (COU 707)**

### **INSTRUCTOR INFORMATION:**

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### **STUDENT SUCCESS AND INCLUSIVITY:**

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me, your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

### **COUNSELING PROGRAM OBJECTIVES**

***Knowledge.*** Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).

***Clinical Skills.*** Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.

***Research and Appraisal.*** Students will demonstrate analytical knowledge and skills for appraising

and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).

**Professional Dispositions.** Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

**Specialty Areas.** Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

### **DEFINITION OF COUNSELING:**

Recently ACA and 28 other Counseling Organizations adopted the following definition:

“Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

### **REFLECTIVE COUNSELING PRACTICE**

The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

### **COURSE DESCRIPTION:**

Study of child, adolescent and adult psychological development theories, normal adjustment processes, personality structure, and abnormal behavior.

### **METHODS OF INSTRUCTION:**

**Asynchronous Virtual:** This course is structured in a “self-paced” learning style through Blackboard. Methods involved in this form of student-centered approach include discussion boards, reflective writing, knowledge review, and contemplative work.

### **COURSE MATERIALS:**

#### ***Required Texts:***

Corey J., & Corey, M. (2013). *I never knew I had a choice* (10<sup>th</sup> ed.). Belmont, CA: Brooks /Cole.

Broderick , P.C. & Blewitt, P. (2020). *The Life Span: Human Development for Helping Professionals*. Fifth Edition. New York: Pearson.

#### ***Optional Texts:***

Anderson, J. (2004). *A walk on the beach: Tales of wisdom from an unconventional woman*. New York, NY: Broadway Books.

Johnson, R. (1991). *Owning your own shadow: Understanding the dark side of the psyche*. New York, NY: HarperCollins.

**Current Research Articles in Course:**

Gutierrez, D., Conley, A. H., & Young, M. (2016). Examining the Effects of Jyoti Meditation on Stress and the Moderating Role of Emotional Intelligence. *Counselor Education & Supervision*, 55(2), 109–122. <https://doi.org/10.1002/ceas.12036>

Englar, C. M., & Kiselica, M. S. (2013). Affirming the Strengths in Men: A Positive Masculinity Approach to Assisting Male Clients. *Journal of Counseling & Development*, 91(4), 399–409. <https://doi.org/10.1002/j.1556-6676.2013.00111.x>

O’Neil, J. M. (2013). Gender Role Conflict Research 30 Years Later: An Evidence-Based Diagnostic Schema to Assess Boys and Men in Counseling. *Journal of Counseling & Development*, 91(4), 490–498. <https://doi.org/10.1002/j.1556-6676.2013.00122.x>

Trinkner, R., Cohn, E. S., Rebellon, C. J., & Gundy, K. V. (2012). Don’t trust anyone over 30: Parental legitimacy as a mediator between parenting style and changes in delinquent behavior over time. *Journal of Adolescence*, 35(1), 119–132. <https://doi.org/10.1016/j.adolescence.2011.05.003>

**MSU COUNSELING SYLLABUS MATRIX**

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Educational Related Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

<b>THEMES</b>	<b>LEARNING OBJECTIVES</b>	<b>CACREP STANDARDS (2016)</b>	<b>LEARNING ACTIVITIES</b>	<b>LEARNING OUTCOMES</b>	<b>EVALUATION TOOLS</b>
Knowledge and application of human development throughout the lifespan	Acquire knowledge of theories related to human development throughout the lifespan in the areas of: social/emotional, cognitive, and personality development	Human Growth and Development 2.F.3.a, 2.F.3.b, 2.F.3.c	Video: Human Growth and Development Theories  Discussion Board, Open Book Quizzes, Chapter Questions	Students will have knowledge of theories in human development.	Presentation, Exam, Human Growth Conceptualization,
Knowledge and application of typical versus atypical behaviors	Demonstrate ability to determine typical versus atypical development throughout the life span and identify helpful interventions	Human Growth and Development: 2.F.3.h	Case Studies in B & B book	Students will be able to observe and identify typical versus atypical development.	Presentation, Exam, Human Growth Conceptualization
Knowledge of biological and environmental factors that affect	Acquire knowledge of issues and concerns that can impede or affect	Human Growth and Development 2.F.3.e, 2.F.3.f, 5.C.2.g	Video: Importance of Nutrition in Pregnancy	Students will be able to demonstrate knowledge of	Presentation, Exam, Human Growth

human growth and development	human development throughout the ages and stages		Video: Harmful Teratogens	biological, neurological, physiological, and environmental factors that impede development throughout the lifespan	Conceptualization
Knowledge of wellness strategies and interventions	Demonstrate knowledge of awareness of wellness throughout the lifespan	Human Growth and Development 2.F.3.i:	Video: The Allostatic Load Activity: The Wellness Wheel Stress Test Activity: Joy through the Senses	Students will demonstrate awareness of the importance of personal wellness as well as strategies and interventions to help increase wellness in different areas of life.	Journals
<b>Key Performance Indicator: Human Growth Conceptualization</b>					

### **COURSE EXPECTATIONS:**

**Attendance and Engagement Policy:** I ask that you attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. Everyone learns differently, and it is important to me to honor a variety of learning styles and ways of knowing. If you are unsure how you are engaging in the class, please set up a meeting with me and we can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

- verbal contributions in larger classroom discussion
- verbal contributions in small group discussions
- clear demonstration of course content knowledge in assignments
- introspection of course content
- voicing dissenting thoughts in a respectful way to course content
- asking questions/adding comments which indicate thoughtful reflection on material
- gaining and compiling resources outside of what is required for the course
- engaging in advocacy outside of course

**Technology:** The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access,

Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local “hotspots” might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing [HelpDesk@MissouriState.edu](mailto:HelpDesk@MissouriState.edu). You can also visit the [Help Desk website](#) for a live chat option.

**Blackboard:** We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be uploaded in PDF format only. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. Blackboard Ally: To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

**Classroom Expectations for Students using Digital Learning Platforms:** Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, “study area” works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

### **Digital Delivery Netiquette**

- I. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.
- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- v. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

**Participation in Asynchronous and Synchronous Learning:** Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student's areas of confusion or the depth of the student's understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some "ground rules" participation:

1. Breathe and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use "I" language and speak from your own experience.
4. Respect each person's right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don't mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for "Brave" space of mutual respect for each other's humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person's feelings, and do not mistake your feelings for "fact"; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

**Student Engagement:** Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

**Expectations for Written Work:** Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on

the readings. If you don't understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom's revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don't hesitate to consult the Missouri State University writing lab and the "Bear Claw" in the library. For help with APA style:

[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#)):

**Key Performance Indicator Policy:** A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

### **STUDENT OUTCOME TOOLS**

#### **Presentation = 100 Points**

**CACREP 2016 standards covered as part of this assignment:** *2.F.3a, 2.F.3e*

Students will create a presentation on a topic or theorist related to human and personality development. Topics will be discussed in class and format is provided. Students are encouraged to use various technology and creative formats (ie. Powerpoint, Prezi, etc). Presentations will be discussed in the Discussion Board.

- Presentation should be emailed to instructor
- Presentation MAY include video clips NOT to exceed 15 minutes of TOTAL presentation
- Presentation should include reflective questions to reinforce concepts provided in presentation
- Peers will give feedback to presenter using rubric provided by instructor in the Discussion Board.

#### **Discussion Boards (4 X 25 pts each) = 100 points:**

Students will complete four discussion boards throughout the semester. Each discussion Board will be worth 25 points for participation which includes responding to the provided prompts then responding to AT LEAST two peers.

**Quizzes in Blackboard (4 X 25 pts each) = 100 points:**

There will be four open book online quizzes related to the corresponding materials covered in class. The tests will be formatted as a multiple choice or T/F response.

**Chapter Questions ( 4 x 25 pts each) = 100 points**

There will be four chapter questions related to the content material. These questions will address application to the knowledge.

**Journals = 10 pts per 10 journals (total 100 points)**

**CACREP 2016 standards covered as part of this assignment:** *CACREP: 2.F.3.b*

The journal activities provided in MindTap or the Alternative Assignments will be due via blackboard. These activities will cover the “Where am I now” and “Take Time to Reflect” exercises from *Corey & Corey*. This will also serve to integrate personal reflection and chapter materials for the week. You will be offered weekly journal opportunities, but you will only need to complete 10 for the semester.

**Article Reviews = 25pts each (two reviews= total 50 points)**

Students will choose a peer reviewed journal article pertinent to professional/ personal interests and submit a brief reflection based on the provided prompts. Assignments will be submitted to Blackboard.

**Human Growth Conceptualization (Key Performance Indicator) = 100 points**

**CACREP 2016 standards covered as part of this assignment:***2.F.3.a, 2.F.3b, 2.F.3c, 2.F.3e, 2.F.3f, 2.F.3h, 2.F.3I & 5.C.2.g*

The purpose of this paper is for the student to demonstrate the ability to apply a working knowledge of the theories, terminology, and concepts of human growth and development. The student will discuss their own development over their lifetime and how it relates to the developmental concepts discussed throughout this course. The student will analyze their life as it relates to the key aspects of human growth and development.

The student will also incorporate empirical studies related to the developmental aspects of their life. The course readings and presentations can be used as support. Depending on the student’s life situations, there may be more attention placed during select periods of time. Students are encouraged (not required) to glean information from parents/caregivers regarding pregnancy and developmental milestones to gauge if there were variances. The student is also to include their spiritual development with applicable research.

The body of the paper will be 8–10 pages (excluding the title page, abstract, and reference page). This assignment must be completed adhering strictly to current APA format. The student will include 8–10 peer-reviewed, relevant sources in the paper (at least 7 of the sources must be empirical articles). The sources must be less than 10 years old unless any of the citations are linked to an author whose work is seminal to the student's topic.

**Final Exam = 100 Points Total (50 points per exam)**

**CACREP 2016 standards covered as part of this assignment:***2.F.3.a, 2.F.3.c, 2.F.3.e*

An open book comprehensive final exam will be given.

**COURSE GRADING:**

A total of 700 points can be earned in this course. Your final grade is determined by the total number of points you earn for each of the course activities (breakdown listed in the Grading Scale Table below).

**GRADING SCALE:**

Final grades will be determined using the total points you earned during the semester:

<b>Assignment</b>	<b>Total Points</b>
Presentation	100
Discussion Boards ( 25 pts each x 4)	100
Blackboard Quizzes ( 25 pts each x 4)	100
Journals (10 pts each x 10)	100
<b>Chapter Questions ( 4 x 25pts)</b>	100
Article Review (25 pts each x 2)	50
<b>Human Growth Conceptualization (KPI Assignment)</b>	100
Final Exam	50
<b>Total</b>	<b>700</b>

Final grades will be determined using the total points you earned during the semester:

93.00% or higher = A; 90.00% to 92.99% = A-; 87.00% to 89.99% = B+; 83.00%-86.99%= B; 80.00% to 82.99% = B-; 77.00% to 79.99% = C+; 73.00% to 76.99% = C; 70.00% to 72.99% = C-; 67.00% to 69.99% = D+; 60.00% to 66.99% = D; 59.99% or lower = F

## **UNIVERSITY POLICIES:**

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible.

As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

## **DISABILITY ACCOMMODATION POLICY FOR STUDENTS:**

**Policy statement.** MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments. However, due to the design of a University course or program, students with disabilities may experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), [MissouriState.edu/Disability](http://MissouriState.edu/Disability). On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, [WPAACCESS@MissouriState.edu](mailto:WPAACCESS@MissouriState.edu).

### **Requesting accommodations**

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](#) and submit it. Students may also fill out a hardcopy form through the appropriate resource office.

## **SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED**

**PROCEDURES:** In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link:

[https://www.missouristate.edu/policy/Op1\\_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm](https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm)

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<b>Week</b>	<b>Topic/ Readings</b>	<b>CACREP Weekly Standard Addressed:</b>	<b>Readings/Activities Assigned &amp; Due</b>
1 8/22- 8/28	(B&B) Chapter 1: Organizing Themes in Development  (C&C) Chapter 1: Invitation to Personal Learning and Growth	2.F.3.a: theories of individual and family development across the lifespan	Introductions Discussion Board 1: Due 9/4  MindTap/ Alternative MindTap CH1 (due 09/04)
2 8/29- 9/4	(B&B) Chapter 2: Genetics, Epigenetics, and the Brain: The Fundamentals of Behavioral Development  (C&C) Chapter 2: Reviewing your Childhood and Adolescence	2.F.3.e: biological, neurological, and physiological factors that affect human development, functioning, and behavior  2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior	Chapter Questions 1: Due 9/11  MindTap/ Alternative MindTap CH 2 (due 09/11)
3 9/6- 9/11	(B&B) Chapter 3: Cognitive Development in the Early Years  (C&C) Chapter 3: Adulthood and Autonomy	2.F.3.a: theories of individual and family development across the lifespan  2.F.3.b: theories of learning  2.F.3.h: a general framework for understanding differing abilities and strategies for differentiated interventions	Quiz 1: Due 9/19  Article Review 1 Assigned: Due 10/02  MindTap/ Alternative MindTap CH3 (due 09/18)
4 9/12- 9/18	(B&B) Chapter 4: Emotional and Social Development in the Early Years  (C&C) Chapter 4: Your Body and Wellness	2.F.3.e: biological, neurological, and physiological factors that affect human development, functioning, and behavior  2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior	Chapter Questions 2: Due 9/25  MindTap/ Alternative MindTap CH4 (due 09/25)
5 9/19- 9/25	(B&B) Chapter 5: The Emerging Self and Socialization in Early Years  (C&C) Chapter 5: Managing Stress	2.F.3.c: theories of normal and abnormal personality development  2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior	Quiz 2: Due 10/02  MindTap/ Alternative MindTap CH5 (due 10/02)

		5.C.2.g: impact of biological and neurological mechanisms on mental health	
6 9/26- 10/2	(B&B) Chapter 6: Realms of Cognitive in Middle Childhood  (C&C) Chapter 6: Love	2.F.3.a: theories of individual and family development across the lifespan  2.F.3.b: theories of learning  2.F.3.h: a general framework for understanding differing abilities and strategies for differentiated interventions  5.C.2.g: impact of biological and neurological mechanisms on mental health	Discussion Board 2: Due 10/17  Chapter Questions 3: Due 10/16  <b>DUE: Article 1 (10/02)</b>  MindTap/ Alternative MindTap CH6 (due 10/09)
7 10/3- 10/9	(B&B) Chapter 7: Self and Moral Development: Middle Childhood through Early Adolescence  (C&C) Chapter 7: Relationships	2.F.3.e: biological, neurological, and physiological factors that affect human development, functioning, and behavior  2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior	MindTap/ Alternative MindTap CH7 (due 10/16)  <b>Midterm Check-In</b>
8 10/10- 10/16	(B&B) Chapter 8: Gender and Peer Relationships: Middle Childhood through Early Adolescence  (C&C) Chapter 8: Becoming	2.F.3.c: theories of normal and abnormal personality development  2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior	Chapter Questions 4: Due 10/23  MindTap/ Alternative MindTap CH8 (due 10/23)
9 10/17- 10/23	(B&B) Chapter 9: Physical, Cognitive, and Identity Development in Adolescence  (C&C) Chapter 9: Sexuality	2.F.3.a: theories of individual and family development across the lifespan  2.F.3.b: theories of learning  2.F.3.c: theories of normal and abnormal personality development  2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior	Quiz 3: Due 10/30  Article Review 2 Assigned: Due 11/13  MindTap/ Alternative MindTap CH9 (due 10/30)

		<p>2.F.3.h: a general framework for understanding differing abilities and strategies for differentiated interventions</p> <p>5.C.2.g: impact of biological and neurological mechanisms on mental health</p>	
<p>10 10/24- 10/30</p>	<p>(B&amp;B) Chapter 10: The Social World of Adolescence</p> <p>(C&amp;C) Chapter 10: Work and Recreation</p>	<p>2.F.3.c: theories of normal and abnormal personality development</p> <p>2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior</p>	<p>Discussion Board 3: Due 11/6</p> <p>Presentation Assigned: Due 11/20</p> <p>MindTap/ Alternative MindTap CH10 (due 11/6)</p>
<p>11 10/31- 11/6</p>	<p>(B&amp;B) Chapter 11: Physical and Cognitive Development in Young Adulthood</p> <p>(C&amp;C) Chapter 11: Loneliness and Solitude</p>	<p>2.F.3.a: theories of individual and family development across the lifespan</p> <p>2.F.3.b: theories of learning</p> <p>2.F.3.c: theories of normal and abnormal personality development</p> <p>2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior</p> <p>2.F.3.h: a general framework for understanding differing abilities and strategies for differentiated interventions</p> <p>5.C.2.g: impact of biological and neurological mechanisms on mental health</p>	<p>Quiz 4: Due 11/13</p> <p>Human Growth Conceptualization Assigned: Due 12/5</p> <p>MindTap/ Alternative MindTap CH11 (due 11/13) **only complete if you need to make some up</p>
<p>12 11/7- 11/13</p>	<p>(B&amp;B) Chapter 12: Socioemotional and Vocational Development in Young Adulthood</p> <p>(C&amp;C) Chapter 12: Death and Loss</p>	<p>2.F.3.c: theories of normal and abnormal personality development</p> <p>2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior</p>	<p>Journal 6: Due 11/20</p> <p><b>DUE: Article Review 2 (11/13)</b></p> <p>MindTap/ Alternative MindTap CH12 (due 11/20)**only complete if you need to make some up</p>

<p>13 11/14- 11/20</p>	<p>(B&amp;B) Chapter 13: Middle Adulthood: Cognitive, Personality, and Social Development</p> <p>(C&amp;C) Chapter 13: Meanings and Values</p>	<p>2.F.3.a: theories of individual and family development across the lifespan</p> <p>2.F.3.b: theories of learning</p> <p>2.F.3.c: theories of normal and abnormal personality development</p> <p>2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior</p> <p>2.F.3.h: a general framework for understanding differing abilities and strategies for differentiated interventions</p> <p>5.C.2.g: impact of biological and neurological mechanisms on mental health</p>	<p><b>DUE: Presentation (11/20)</b></p> <p>MindTap/ Alternative MindTap CH13 (due 11/27) **only complete if you need to make some up</p>
<p>14 11/21- 11/27</p>	<p>(B&amp;B) Chapter 14: Living Well: Stress, Coping, and Life Satisfaction in Adulthood Diversity and Resilience</p>	<p>2.F.3.i : ethical andculturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>	<p>Discussion Board 4: Due 12/8</p> <p>Final Assigned: Due 12/8</p>
<p>15 11/28- 12/4</p>	<p>(B&amp;B) Chapter 15: Gains and Losses in Late Adulthood</p>	<p>2.F.3.c: theories of normal and abnormal personality development</p> <p>2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior</p> <p>2.F.3.h: a general framework for understanding differing abilities and strategies for differentiated interventions</p>	<p><b>Catch Up on All Things Due</b></p>
<p>16 12/5- 12/12</p>	<p>Final Week</p>		<p>Human Growth Conceptualization Due 12/5</p>