

Instructor/TA Info

Instructor Information

Ellie Young: Ellie Young
340-E MCKB: 340-E MCKB
801-422-1593: 801-422-1593
ellie_young@byu.edu: ellie_young@byu.edu

TA Information

Ellie Young: Brandi Bezzant
ellie_young@byu.edu: Please message via LS. If urgent, email me at brandidumoulin@gmail.com.

Course Information

Description

The objective of this course is to provide an integrated theoretical model of human development across the lifespan that is applicable to both Ed.S. School Psychologists and Ph.D. Counseling Psychologists. An integrated model is chosen over multiple models parsed by psychological domain (e.g., cognitive, moral, physical, social). We will integrate theory, research, and case studies.

Prerequisites

There are no prerequisites for this class; however, it is a graduate level class generally open to graduate students only.

Materials

No materials

Learning Outcomes

Fundamental assumptions of developmental psychology

a) Articulate the fundamental assumptions of developmental psychology.

Differentiate developmental psychology from other models

b) Differentiate developmental psychology from other models (e.g., behavioral, cognitive).

Process of human development

c) Articulate the process of human development across "stages" of the human life span.

Characteristics of each stage of human development

d) Articulate the characteristics of each progressive "stage" of human development.

Processes and characteristics in extended case studies

e) Identify processes and characteristics in extended case studies.

Developmental psychology

f) Apply developmental psychology to specific problems in the human condition.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Attendance Policy

Students are expected to attend class each week and be prepared to discuss the readings. Students who miss more than one class period may have their grade lowered one full letter grade. Students are expected to be in the classroom at 9:00 am and stay for the entire class period.

If you are must miss class, you are expected to email the instructor before class and explain your reason for missing class (i.e., health concerns, family emergency). You also are expected to review the material presented in class that day and ensure that your overall learning is minimally impacted by your absence.

Classroom Procedures

Technology: Students who bring lap top computers to class will be expected to use their computers for class purposes only. Students who use their computers for non-class related activities will either lose points or lose the privilege of having their computers in class. Continuing to use your computer for non-class related activities will lose professionalism points.

Cell phones: Silence cell phones and do not text during classes.

Late work: Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. Assignments will be due as noted in Learning Suite. Due dates for assignments may be changed due to circumstances beyond a student's control. However, requests for changes must be made in writing/email to the instructor at least 48 hours before the due date. Please include an alternate date for completing the assignment with your request.

Assignments must be typewritten and double-spaced with 10- or 12-point font with one inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 7th edition.

Please refer to persons with disabilities by naming the person before the disability, e. g. "the person with depression" rather than "the depressed person" or "the ADHD child." If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas respectfully. Diversity of thought enriches learning. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or outcomes.

Teaching Philosophy

Our classroom is a community of learners that contributes to the success of each students. As the instructor, it is my responsibility to gather evidence that you have mastered the course objectives. Grades reflect your mastery of course objectives. My goal is to help you be successful. If you do not understand a concept or an assignment, ask me. If your completed work does not demonstrate mastery, I am willing to work with you so that you can demonstrate mastery. However, no assignment re-do's will be accepted after the last day of class.

Assignments

Assignment Descriptions

Initial Case Study - Integrated Theories and Application

Oct
15

Due: Friday, Oct 15 at 11:30 pm

This initial case study will demonstrate that you are able to apply theoretical foundations of development (using at least two theories) to a case study of personal development that crosses at least two developmental periods. **This means that the theories, when integrated, explain how the person was able to move from one stage to the next.**

Format is a written analysis (narrative), 8-10 pages.

Cases can be personal experience, client analysis (make sure to de-identify), and can also be a real-life or fictional character development portrayed in literature or film. You must notify me by October 4th of your case for approval. You may also email me prior to October 4th for feedback and discussion with me.

What is quality writing in graduate school?

In this class, professional, academic writing must:

- Review and discuss scholarly literature
- Synthesize theories, models, and course readings
- Present critical analysis and research clearly and objectively
- Be in APA format
- Have excellent grammar, syntax, and tone

This should be a narrative paper with developmental theories woven in to provide the analysis for the change or developmental processes you are describing. You do not need to cite or reference classical theoretical models. Other

developmental processes you are describing. You do not need to cite or reference classical theoretical models. Other sources must be cited.

Mid-Term Integration of Theories

Nov
06

Due: Saturday, Nov 06 at 12:05 pm

You will be creating a graphic, visual, chart, etc. to illustrate how the various developmental theories are integrated. Choose one from the following options: (1) among each other, (2) among life stages, or (3) among another pathway through life (e.g., spiritual development, physical development, social development, developmental task, etc.). You don't have to include ALL theories, but must integrate at least two theories with a third developmental pathway.

Your final product may be a graphic organizer, it may be an artistic representation, it may be table or chart, but it **must** illustrate how the theories and pathway are related **and explain or complement** each other. A narrative is needed! 2-3 paragraphs explaining your graphic will help us see your learning.

Your integration project will be graded according to the following criteria:

Meets requirement of at least two theories integrated with at least one pathway (e.g., two or more life stages). More are allowed but not required. (20 points)

Professionalism in presentation. (10 points)

Demonstrates insight and understanding of theory and application. Provides a 2-3 paragraph explanation of the graphic. (20 points)

Adolescence Survival Skills

Nov
20

Due: Saturday, Nov 20 at 12:00 pm

Prompt: Adolescence is an intense period of physiological, psychological, and social development. Among the wide range of resources given in this module, what do you think are the key factors to surviving (literally) adolescent years? How do you use developmental theories to help an adolescent (and the family) navigate adolescent risky behaviors and disconnection from family relationships?

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Socialization and Gender

Nov
20

Due: Saturday, Nov 20 at 12:00 pm

Prompt: Read the follow articles:

Ensuring Comprehensive Care and Support for Transgender and Gender-Diverse Children and Adolescents (<https://pediatrics.aappublications.org/content/142/4/e20182162>)

FAQ: What is Intersex? (<https://interactadvocates.org/faq/>)

Ambiguous Genitalia (<https://www.mayoclinic.org/diseases-conditions/ambiguous-genitalia/symptoms-causes/syc-20369273>)

If your baby was born with ambiguous genitalia or intersex, how would you make the decision about the gender assumption you would adopt to socially raise your baby until he/she is old enough to let develop take its course and allow gender to "gel?" Multiple factors should be explored; this is a big decision.

Please be thoughtful and respectful and write your comments through the lens of a helping professional serving diverse clients.

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Effects of Divorce on Families

Nov
20

Due: Saturday, Nov 20 at 12:00 pm

Prompt: (Scenario) A young woman you have mentored and taught through adolescence is now wife and mother, but her marriage has come to a very abrupt end, her husband has left her and is living with his parents. She has a 4 year old son and is due to deliver a new baby in 5 months. What is your approach as she seeks you out for counsel about her children? What do the data tell us that would help her make a plan for moving forward?

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Parenting

Nov

20

Prompt: Comment on The 8 Things to Remember about Childhood (From the Harvard Child Report).

(1) Name the thing(s) to remember to begin your post - you don't have to discuss all 8, but choose one.

(2) State your comments.

(3) Integrate these findings with attachment theory (Bowlby/Ainsworth) or psychosocial theory (Erikson).

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Application or Misapplication?

Nov

20

Due: Saturday, Nov 20 at 12:00 pm

Prompt: What did you think about the paper describing the child with a feeding disorder in terms of Freud's psychoanalytical theory? How does application of developmental theories make a difference in treatment?

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Talking to Parents

Nov

20

Due: Saturday, Nov 20 at 12:00 pm

Prompt: Read the following article:

8 Mistakes Parents Make With Preschoolers (<https://www.webmd.com/parenting/guide/parenting-preschoolers-mistakes?subsessionID=RrH6#3>)

Explain at least one of the 8 mistakes (as if to a parent) in terms of 2 developmental theories discussed thus far. This is a warm up to your mid-term assignment to integrate at least 2 developmental theories to describe how an individual moves through a developmental task.

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

What Does Re-Evaluating Look Like for Women?

Nov

20

Due: Saturday, Nov 20 at 12:00 pm

Prompt: Menopause is a tremendous change in a woman's life that may or may not have a parallel with male development at this age. What does re-evaluation look like for a woman as she reaches the end of fertility (note that this may happen at any time, but is most typical a woman's late 40's to 50's)?

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Adult Children of Divorce

Nov

20

Due: Saturday, Nov 20 at 12:00 pm

Prompt: This week we will talk about adult children of divorce, next week there will be an opportunity to talk about effects of divorce on divorcing partners and their children. For this week, what is there in developmental theories that can explain why adult children of divorce frequently have difficulty with establishing their own families?

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Developmental Processes and Gender

Nov

20

Due: Saturday, Nov 20 at 8:00 pm

Prompt: Is development a different process according to gender? The majority of the classic developmental theorists were male, do you think that shaped their interpretation of their observations as they developed their theories? What differences do you think may exist in development according to gender? What evidence do we have either way?

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You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Aging Across Cultures

Nov
24

Due: Wednesday, Nov 24 at 11:59 pm

Prompt: What does old age look like across cultures? As you talk about differences, how do these differences align with adult developmental stages and what does that say about the culture?

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Resilience in Young Adults

Nov
27

Due: Saturday, Nov 27 at 12:00 pm

Prompt: Resilience is a key term in child psychology, but it seems to be the key to successful launching of young adults. What kind of groundwork needs to be laid in childhood for a young adult to successfully reach independence? What are therapy options if that groundwork is missing?

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Avoid or Embrace?

Dec
01

Due: Wednesday, Dec 01 at 8:00 pm

Prompt: Watch Tuck Everlasting 1:30:00 (Available for checkout from HBLL, on Disney+, Amazon Prime (\$3.99), YouTube (\$2.99). I also have a copy in my office you can check out.

What would you choose if you had the option to stop development in your youth or progress through life to old age? Why or why not? What is the pivotal scene in the story that informed Winnie's choice, what is the scene you identified with that resonated with you about your choice? What is it about old age that you would avoid or embrace?

You are expected to post one initial response and one response to a classmate. Please spend at least 5 minutes reading through your classmates responses; you will learn from each other!

Case Study

Dec
08

Due: Wednesday, Dec 08 at 8:00 pm

Write a realistic case study on a fictional person or based on a real person (deidentify). You do not need to disclose which of these options you choose. Your case study should include the following information:

- Referral question/description of the problem (when this person hypothetically came to you for help, what did he/she want help with? What did he/she want to change?)
- Demographics (i.e., age, name, sex, race, socioeconomic status, etc.; please change any identifying features)
- Brief developmental history
- Brief educational history
- Brief family history
- Social history
- Economic history
- Academic strengths and weaknesses
- Any other information you deem important or informative

A sign-up sheet will be passed around on which you will select a class period where you will present your case study. Your case study must be turned in the Friday before the date you will present in class at noon. After you (and two other classmates present), the class will be split into six small groups for discussion.

Group Discussion Structure:

(1) Divvy out roles.

Moderator: introduces the task, keeps the group on target, keeps track of time (1 person)

Recorder: writes down the group's answers to the discussion questions provided by the teacher (1 person)

Contributor: introduces new ideas, asks clarifying questions, keeps the discussion going (2-3 people)

Reporter: summarizes and reports to the class about the overall group discussion (1 person)

(2) Discuss and answer the questions provided concerning the case study in the time provided.

(3) The reporter presents to the entire class.

Overall Review #4

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Learning Theories

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

School Age/Latency Development

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Attachment

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Overall Review #5

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Maslow Mashup w/Adolsecents and Stuff

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Course/Instructor Ratings

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Complete the end-of-semester course/instructor ratings. Be sure to release your name so I can give you credit. I will not have access to professor ratings until after grades are submitted.

Cradle to Old Age Review

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Overall Review #3, lots of Vygotsky

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Overall Review Quiz #2

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Infant Development

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Toddler Development

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Professionalism and Attendance

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Each student will be given 10 points at the beginning of the semester. It is assumed that students will maintain these points. However, when students engage in the following behaviors points will be deducted:

1. Using the computer for non-class related business (i.e., facebook)
2. Answering cell phones or texting in class
3. Consistently being late to class or not notifying the instructor when not attending class.
4. Talking when others are talking
5. Showing disregard for the thoughts and feelings of others
6. Other behaviors deemed unprofessional by the instructor

Overall Review Quiz #1

Dec
08

Due: Wednesday, Dec 08 at 11:59 pm

Final Case Study - Integrated Theories and Application

Dec
14

Due: Tuesday, Dec 14 at 10:00 am

This initial case study will demonstrate that you are able to apply theoretical foundations of development (using at least two theories) to a case study of personal development that crosses at least two developmental periods. **This means that the theories, when integrated, explain how the person was able to move from one stage to the next.**

Format is a written analysis (narrative), 8-10 pages.

Cases can be personal experience, client analysis (make sure to de-identify), and can also be a real-life or fictional character development portrayed in literature or film. You must notify me by December 1st of your case for approval. You may also email me prior to December 1st for feedback and discussion with me.

What is quality writing in graduate school?

In this class, professional, academic writing must:

- Review and discuss scholarly literature
- Synthesize theories, models, and course readings
- Present critical analysis and research clearly and objectively
- Be in APA format
- Have excellent grammar, syntax, and tone

This should be a narrative paper with developmental theories woven in to provide the analysis for the change or developmental processes you are describing. You do not need to cite or reference classical theoretical models. Other sources must be cited.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will

complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Multicultural Competence

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

Schedule

Schedule

Date	Column 1
Week 1	
M Aug 30 Monday	Overview and Review See Module 1 for preparation and assignments
Week 2	
M Sep 06 Monday	Labor Day
Week 3	
M Sep 13 Monday	Topic: Module 3 Exploring
Week 4	
M Sep 20 Monday	Topic: Module 2 Beginning Sept 20.pptx Download
F Sep 24 Friday	
Week 5	
M Sep 27 Monday	Topic: Module 4 Learning Human Development-Learning-Sept 27-Posted.pptx Download
Week 6	
M Oct 04 Monday	Topic: Module 5 Conforming Oct 4 Gender and learning application.pptx Download
F Oct 08 Friday	
Week 7	
M Oct 11 Monday	Topic: Module 6 Belonging Oct 11 .pptx Download
W Oct 13 Wednesday	
F Oct 15 Friday	
Week 8	
M Oct 18 Monday	Topic: Module 7 Exploding Oct 18-Adolescence.pptx Download
W Oct 20 Wednesday	
Week 9	
M Oct 25 Monday	Topic: Module 8 Launching Oct 25 - .pptx Download

W Oct 27 Wednesday	
Week 10	
M Nov 01 Monday	Topic: Module 9 Upheaving Nov 1.pptx Download
W Nov 03 Wednesday	
Sa Nov 06 Saturday	
Week 11	
M Nov 08 Monday	Topic: Module 10 Expanding Nov 8 .pptx Download Guest Presenter: Kristina Hansen--Being an ally and human development
W Nov 10 Wednesday	
Sa Nov 13 Saturday	
Week 12	
M Nov 15 Monday	Topic: Module 11 Reevaluating Nov 15 - .pptx Download
W Nov 17 Wednesday	
Sa Nov 20 Saturday	
Su Nov 21 Sunday	Instructor Ratings Open Fall
Week 13	
M Nov 22 Monday	Topic: Module 12 Reinventing Nov 22 .pptx Download Thank You.docx Download
T Nov 23 Tuesday	Friday Instruction
W Nov 24 Wednesday	No Classes
F Nov 26 Friday	Thanksgiving Holiday
Sa Nov 27 Saturday	
Week 14	
M Nov 29 Monday	Topic: Module 13 Reflecting Nov 29 - .pptx Download See the email sent this morning for articles that we'll use for a class discussion.
W Dec 01 Wednesday	
Week 15	

M Dec 06 Monday	Topic: Module 14 Readjusting Dec 6.pptx Download
W Dec 08 Wednesday	Case Study Course/Instructor Ratings Professionalism and Attendance
Th Dec 09 Thursday	
Week 16	
M Dec 13 Monday	First Day of Fall Final Exams (12/13/2021 - 12/17/2021)
T Dec 14 Tuesday	