



School of Applied Psychology

PSY 602 Life Span Development

Asynchronous; Online | Credits: 3 | Section: 90-3 | Term: Accelerated Fall 2026

Instructor Information

Instructor	Kandis Amimoto, MSCP
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Office Location	BS 105C
Office Hours	By appointment
Virtual Office	
Virtual Office Hours	By appointment

Communication

The primary form of communication for this course will be through Canvas Inbox and CUH email. I encourage you to reach out with any questions, clarifications, or concerns. I typically respond to emails and messages within 24 hours. Messages sent over the weekend or holidays may take longer, but I try my best to respond as soon as possible.

School & Department

School	School of Applied Psychology
Location	Behavioral Sciences 105C
Phone	(808) 735-4751
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

This course will explore the biosocial, cognitive and psychosocial issues of the life span, beginning with prenatal stages and conclude with death and dying. We will examine how our cultural views set the stage for our biases, opinions and values and compare these concepts with issues and concerns of diverse cultures. We will explore our personal growth and development in relation to our family and culture and become aware of how these concepts set the stage for how we see development through life. This online course will focus on typical life stages of growth with an emphasis on how these developmental issues will affect our counseling framework.

Course Snapshot

Modality	Asynchronous Online
Meeting Location	Online in Canvas (no scheduled class meetings)

Meeting Days/Times	Asynchronous; weekly modules over a 10-week accelerated term
Time Commitment	135 hours of student engagement across the term (3 credits); see Time Allocation below
Required Materials	Broderick, P. (2025). <i>Life Span: Human Development for Helping Professionals</i> (6th ed.). Pearson.
Canvas	Your gradebook, course assignments, and resources are posted to Canvas (chaminade.instructure.com). This course is delivered fully online through Canvas.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend:

- 1–2 hours reviewing the course syllabus, welcome message, and assignment guidelines posted in Canvas.
- 45 hours reading all assigned chapters of the textbook (*The Life Span: Human Development for Helping Professionals*, 6th ed.) across 15 chapters.
- 20 hours reading supplemental articles and engaging with posted videos.
- 30 hours participating in weekly discussions (10 modules × ~3–4 hours each for initial post, reading peers' posts, and replies).
- 35–38 hours developing and writing the Final Project: Lifespan Case Conceptualization & Developmental Analysis (includes reviewing case studies, conducting research, drafting, revising, and finalizing an APA-formatted paper of 8-10 pages).

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Master of Science in Counseling Psychology (MSCP) core program, the student will be able to:

- PLO 1: Apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
- PLO 2: Integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
- PLO 3: Apply culturally-sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.

- PLO 4: Apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Course Learning Outcomes (CLOs)

Upon completion of PSY 602 Life Span Development, the student will be able to:

1. Identify key concepts in human development paradigms, including biosocial, cognitive, and psychosocial development across the lifespan from prenatal growth to death via Reflection Discussions, Short Essays, and Exams. (PLO 2)
2. Evaluate relevant therapeutic issues and concerns related to lifespan developmental stages, transitions or delays by incorporating empirical science via Short Essays/Research Paper. (PLO 2)
3. Apply knowledge of diversity, power, privilege, and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs and how these contribute to transgenerational theories of growth and resilience via Reflections/Discussions, Short Essays, Research Paper, and Research Presentation. (PLO 3)
4. Analyze the neurological and physiological changes occurring in early childhood by explaining how these developmental processes influence learning, behavior, and emotional regulation. (PLO 2)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

PSY 602 Life Span Development is guided by and aligns with several of the Marianist Educational Values, particularly its commitment to providing an integral, quality education and fostering service, justice, and peace. By exploring human development from a biosocial, cognitive, and psychosocial perspective, the course emphasizes the importance of understanding the whole person, aligning with the Marianist focus on educating individuals in all aspects of their development. The course also encourages students to engage with diverse perspectives through a cross-cultural lens, promoting empathy, respect, and a commitment to justice. By preparing students to apply developmental knowledge in counseling or therapy, the course supports the Marianist value of service, as it equips students to contribute to the well-being of others in a holistic and compassionate manner.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
2. Provide an Integral, Quality Education (Na'auao): Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana): 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.

5. Educate for Adaptation and Change (Aina): 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Attendance & Participation

Attendance Policy

Active participation and weekly engagement are essential for your success in this course. Attendance will be tracked through participation in discussions, assignments, and other course activities. Please let your instructor know in advance if you will be inactive in Canvas for longer than 7 days due to health and safety concerns.

Participation Expectations

Active participation is an important part of this course and contributes to collective learning. In addition to your initial post, you are expected to write at least two substantive peer responses each week. To earn full participation credit, you are expected to:

- Post your initial discussion response by the due date.
- Reply to at least two peers with substantive comments each week.
- Use professional, respectful, and supportive communication at all times.

Substantive responses go beyond "I agree" or "Great post." They should add new ideas, questions, applications, or examples that move the discussion forward; engage with course concepts; and connect to the discussion prompt. Quality matters as much as quantity: thoughtful engagement strengthens our learning community.

Course Activities

Discussions	Weekly discussion question response and peer replies (100 + 180 points); see details below.
Final Project	Lifespan Case Conceptualization & Developmental Analysis (100 points); see details below.

Discussions

Discussion Question Response: Each week, you will respond to a discussion question based on the assigned textbook chapter(s), supplemental readings, and/or posted videos. Your initial response should be no less than 700 words in length and demonstrate thoughtful engagement with the material. Be sure to integrate concepts from the readings, apply them to real-world or counseling contexts, and include your own perspective. Please post your response directly in Canvas (not as an attachment) so all classmates can easily read and engage with your work.

Following are guidelines for weekly discussion grades:

Level	Description
Excellent (10)	The posting and comments are accurate, original, relevant, well supported, teach us something new or offer a new perspective, and are well written. A grade of 10 indicates substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. At least one (1) question was written for your peers to respond to.
Above Average (8)	The posting and comments lack at least one of the above qualities but are above average in quality. A grade of 8 indicates that the comments make reasonable contributions to our understanding of the issue being discussed. At least one (1) question was written for your peers to respond to.

Level	Description
Average (5)	The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category.) These postings may not fully address the discussion question at hand. No question was submitted for your peers to respond to.
Minimal (3)	The posting and comments present little or no new information or do not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, a grade of 3 indicates that the comments may provide some social presence to a collegial atmosphere. No question was submitted for your peers to respond to.
Unacceptable (1)	The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. No question was submitted for your peers to respond to.

Final Project: Lifespan Case Conceptualization & Developmental Analysis

In your final paper, you will complete a case conceptualization and developmental analysis using the case studies provided. You will write an intake for each case (presenting problem, background, cultural/contextual factors, and strengths) and then analyze the client's development through both theoretical and neurobiological lenses. You will apply multiple developmental theories (e.g., Erikson, Piaget, attachment, ecological, lifespan perspectives) and integrate knowledge about neurological and physiological changes at each stage. Finally, you will identify risk and protective factors and propose counseling strategies that are tailored to the client's developmental stage. This final project allows you to demonstrate your ability to connect theory, research, and applied practice while highlighting your skills in analyzing development across the entire human lifespan.

Intake Write-Up

For each case (4), extract details into a structured intake:

- Presenting Problem (client's main concerns/symptoms)
- Background Information (family history, relevant experiences, contextual details)
- Cultural/Contextual Factors (identity, values, cultural influences, environment)
- Client Strengths

Developmental & Neurological Analysis

- Apply at least 2 developmental theories per case.
- For each client, include both:
 - Developmental theory analysis: Discuss how each theory can help us understand the client's situation (e.g., Erikson, Piaget, attachment, ecological).
 - Neurological/physiological analysis: Highlight brain or physiological processes that are relevant to the stage (e.g., brain maturation in early childhood, adolescent reward system sensitivity, brain pruning, adult stress response, cognitive decline in aging).
- Explain how these processes interact to shape the client's current functioning.

Risk and Resilience Factors

- Identify risk and protective factors for each client.
- Discuss what increases vulnerability and what buffers resilience for each client.

Counseling Implications

- Propose developmentally appropriate, brain-informed interventions for each case supported by research and best practices.

Integration & Reflection

- Reflect on what this project taught you about lifespan development and counseling.
- Reflect on how this project influenced your understanding of the counselor's role in addressing both the mind and brain.
- Identify which life stage you feel most confident supporting, and which you want to learn more about.

Requirements

- Length: 8-10 pages (not including title page or references).
- Format: Typed, double-spaced, 12 font, Times New Roman.
- Style: APA 7th edition format.
- Sources: Minimum of 6 scholarly sources.

This assignment assesses students' ability to:

- Identify key concepts in human development (biosocial, cognitive, and psychosocial) across the lifespan by applying multiple developmental theories to each case (CLO 1).
- Evaluate therapeutic issues and developmental concerns by identifying risk and protective factors and proposing developmentally appropriate, evidence-based counseling interventions (CLO 2).
- Apply knowledge of diversity, culture, and contextual factors, including identity, values, and systemic influences, as they relate to development, resilience, and counseling practice (CLO 3).
- Analyze neurological and physiological processes relevant to each developmental stage and explain how brain development influences behavior, learning, and emotional regulation (CLO 4).

Case Studies

Case 1: Ella (Early Childhood, 4 years old)

Ella is a lively and imaginative 4-year-old who loves to draw, make up stories, and play pretend games with her stuffed animals. Her preschool teacher, however, has expressed concern about her difficulty managing frustration. When another child takes a toy or interrupts her play, Ella often screams, throws the toy, or collapses into tears. These tantrums can last 20–30 minutes, making classroom routines difficult. At home, her parents describe similar struggles at bedtime. Ella resists going to bed, cries, and sometimes refuses to stay in her room unless a parent sits with her.

Ella's parents describe her as very bright and curious, but "strong-willed." They sometimes disagree on discipline — her father prefers firm consequences, while her mother tends to soothe Ella when she is upset. Ella lives with both parents and her younger brother, who is 18 months old. Since his birth, Ella has shown more clingy behavior and has had more frequent meltdowns. The family is bilingual (English and Spanish), and both parents are committed to raising their children with a sense of pride in their cultural background.

Case 2: Jordan (Adolescence, 15 years old)

Jordan, age 15, has always been known as a creative and thoughtful teenager with a strong interest in art and design. Teachers once praised Jordan for academic diligence, but in the past year, grades have dropped and homework is often incomplete. Jordan's parents have noticed increased time spent online and late-night hours on social media, which often leads to conflict over screen time. At home, Jordan tends to be quiet and withdrawn, though parents describe frequent arguments about independence, curfews, and school responsibilities.

Jordan has recently formed a new peer group that includes classmates who are known to skip school and experiment with vaping. Jordan's parents worry about this influence, although they acknowledge that Jordan still maintains a close relationship with an older cousin who has acted as a mentor and positive role model. At school, Jordan is described as creative but distracted, often doodling or sketching during class. Socially, Jordan reports feeling "in-between," sometimes

struggling with identity as a biracial teenager (African American and White), especially when navigating different peer groups.

Case 3: Maria (Young Adulthood, 32 years old)

Maria is a 32-year-old woman who describes herself as anxious, restless, and unsure of her direction in life. She reports difficulty sleeping, frequent tension headaches, and ongoing conflict with her partner of six years. Maria says, “I feel stuck — like I should be further along in my career and life by now.” She has worked as a middle school teacher since graduating from college but increasingly feels burned out, questioning whether education is her true calling.

Maria is the oldest of three siblings. When her parents divorced during her childhood, she often took on caregiving responsibilities for her younger brothers. She recalls this period as stressful but says it made her “responsible and strong.” As the first in her family to attend college, Maria feels pressure to succeed, not just for herself but for her family. She identifies as Latina and says her family values loyalty and sacrifice — beliefs that sometimes clash with her desire for independence and personal fulfillment. While Maria describes tension with her partner and mother, she also emphasizes the support she receives from close friends and the joy she finds in creative writing, which she uses as an outlet for stress.

Case 4: Samuel (Late Adulthood, 78 years old)

Samuel is a 78-year-old widower who moved into an assisted living facility last year after struggling to manage his home on his own. Since the move, he reports feeling lonely at times and missing the independence of living in his own house. He describes fatigue and occasional worry about his health, noting that he no longer has the same energy he once did. Despite these challenges, Samuel attends a weekly book club at the facility, enjoys telling stories about his life to younger residents, and finds meaning in regular phone calls and visits from his grandchildren.

Samuel worked in a factory for more than 40 years before retiring. He describes himself as proud of his strong work ethic and values of self-reliance. His two adult children live in other states and visit when they can, but he sometimes feels “left out” of their daily lives. Samuel says that, although he struggles with loss, he feels a sense of gratitude for what he has experienced and wants to pass along lessons learned to the next generation.

Course Policies

Late Work	No late work will be accepted including discussion posts and replies.
Make-Up Work	<i>No make-up work will be available</i>
Extra Credit	No extra credit will be offered in this course.
Incomplete Grade	an Incomplete ("I") grade is given only when a student has completed the majority of the coursework in good standing and faces a compelling reason or unexpected emergency preventing completion
Syllabus Changes	While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu).

Assessment

Component	Learning Outcomes	Points
Initial Discussion Response (10 @ 10 pts each)	CLO 1, 2, 3, 4	100
Peer Discussion Responses (18 @ 10 pts each)	CLO 1, 2, 3, 4	180
Final Project	CLO 1, 2, 3, 4	100
Total Possible Points		380

Grade	Percentage	Points
A	90–100%	342–380
B	80–89%	304–341
C Non-passing	79% and below	266 and below is nonpassing

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools.

Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course

requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both, and contact information may be found on the Title IX web page. On-campus Confidential Resources may also be found under Campus Confidential Resources.

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The Notice of Nondiscrimination can be found on the University's Title IX web page.

Student with Disabilities Statement — Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies. Free online tutoring is also available 24/7 via TutorMe in Canvas (Account > TutorMe).	tutoring@chaminade.edu 808-739-8305 chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resourcesand-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced and posted to Canvas. Each week's module also includes additional material beyond the textbook chapters.

Week	Theme	Topics / Readings	Due in Canvas
Week 1	Foundations	Chapter 1: Organizing Themes in Development	Student Introduction in Canvas; Discussion Response for Chapter 1
Week 2	Biology & the Brain	Chapter 2: Genetics, Epigenetics, and the Brain	Discussion Participation for Chapter 1 (2 replies); Discussion Response for Chapter 2
Week 3	The Early Years	Chapter 3: Cognitive Development in the Early Years Chapter 4: Emotional and Social Development in the Early Years Chapter 5: The Emerging Self and Socialization in the Early Years	Discussion Participation for Chapter 2; Discussion Response for Chapters 3–5
Week 4	Middle Childhood to Early Adolescence	Chapter 6: Realms of Cognition in Middle Childhood Chapter 7: Self and Moral Development: Middle Childhood Through Early Adolescence Chapter 8: Sex, Gender, and Peer Relationships: Middle Childhood Through Early Adolescence	Discussion Participation for Chapters 3–5; Discussion Responses for Chapters 6–8
Week 5	Adolescence	Chapter 9: Physical, Cognitive, and Identity Development in Adolescence Chapter 10: The Social World of Adolescence	Discussion Participation for Chapters 6–8; Discussion Responses for Chapters 9 & 10
Week 6	Young Adulthood	Chapter 11: Physical and Cognitive Development in Young Adulthood Chapter 12: Socioemotional and Vocational Development in Young Adulthood	Discussion Participation for Chapters 9 & 10; Discussion Responses for Chapters 11 & 12
Week 7	Middle Adulthood	Chapter 13: Middle Adulthood: Cognitive, Personality, and Social Development	Discussion Participation for Chapters 11 & 12; Discussion Responses for Chapter 13
Week 8	Living Well	Chapter 14: Living Well: Stress, Coping, and Life Satisfaction in Adulthood	Discussion Participation for Chapter 13; Discussion Responses for Chapter 14
Week 9	Late Adulthood	Chapter 15: Gains and Losses in Late Adulthood	Discussion Participation for Chapter 14; Discussion Responses for Chapter 15
Week 10	Integration	Final Project	Final Project due; Final discussion response; Discussion Participation for Chapter 15