



College of Health Sciences | MA in Clinical Counseling

PSY6008: Lifespan Development

3 Units

Course Information:

Fall 2025 | Quad 1

Course Dates: 9/2* to 10/26

*(9/1 is a Holiday)

Meeting days/times:

Format: Asynchronous

URL to join [OPTIONAL Zoom Sessions](#) URL to join [OPTIONAL Zoom Sessions](#) on Wednesday at 6:30 pm PST

Instructor Information:

Instructor title and name: Volney Tavarez, MA, LMFT

Email: vtavarez@pointloma.edu

Phone: by appointment (Please don't hesitate to reach out! I am here to support you in this course, but am also happy to connect outside academic questions or concerns.)

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and

service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

The study of developmental issues and life events from infancy to old age and the effect of age upon cognitive, affective, personality and moral development. Attention is given to cultural, gender, and spiritual influences on development.

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's *Masters of Arts in Clinical Counseling (MACC) Online Program* are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

TEST

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Course Learning Outcomes

1. Demonstrate an understanding of theories that constitute the field of human development and how these theories guide both research and 'best practices' when working with people across the lifespan, within and across multiple contexts (including physical, behavioral, social/emotional, cognitive, racial/ethnic, gender, sexual orientation, religious/spiritual, etc.). PLO1, C1. *Apply theoretical principles to personal experiences and clinical case studies in personal chart assignment, final paper, and discussion-based assignments*
2. Analyze the principles of multi-contextual developmental processes that affect normative developmental outcomes and trajectories, and consider impact of (but not limited to) genetics, trauma, systemic barriers, accessibility to and availability of resources, supportive relationships, cultural practices and traditions, spiritual or religious affiliation, race, gender identity, etc., on development and how those impact the observed behaviors, cognitions, and attachments formed throughout the lifespan. PLO3, C1, 2, 3. *Apply understanding of normative developmental concepts in personal chart assignment, final paper, and case-based assignments*
3. Examine your personal developmental journey to increase self-awareness and deepen reflective skills. Consider how your developmental experiences have impacted you and how those have shaped your understanding of yourself and others, as well as how you anticipate this might impact your future work with clients. PLO 2, C2, 3. *Respectfully discuss the impact of various aspects of development with peers through forums and in the final paper.*
4. Effectively communicate your thoughts, ideas, and experiences about issues, applications, and research in the field of human development. PLO 2, C 3.

This course meets the CA BBS LMFT Education Requirements:

- No less than 12 semester or 18 quarter units of coursework in theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family systems approaches to treatment and how these

theories can be applied therapeutically with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships.

- Resilience, including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses

This course meets the CA BBS LPCC Education Requirements:

- Counseling and psychotherapeutic theories and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters.
- Advanced counseling and psychotherapeutic theories and techniques, including the application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics.
- Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.

PLOs and CLOs Alignment

<p>PLO/ Competency</p>	<p>CLO</p>
<p>PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families</p> <p>Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across</p>	<p>CLO 1: Demonstrate an understanding of theories that constitute the field of human development and how these theories guide both research and 'best practices' when working with people across the lifespan, within and across multiple contexts (including physical, behavioral, social/emotional, cognitive, racial/ethnic, gender, sexual orientation, religious/spiritual, etc.)</p>
<p>PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.</p> <p>Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients</p> <p>Competency 2: Demonstrate</p>	<p>CLO 3: Examine your personal developmental journey to increase self-awareness and deepen reflective skills. Consider how your developmental experiences have impacted you and how those have shaped your understanding of yourself and others, as well as how you anticipate this might impact your future work with clients.</p>

<p>PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.</p> <p>Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.</p> <p>Competency 3: Attend to the spiritual</p>	<p>CLO 3: Analyze the principles of multi-contextual developmental processes that affect normative developmental outcomes and trajectories and consider impact of (but not limited to) genetics, trauma, systemic barriers, accessibility to and availability of resources, supportive relationships, cultural practices and traditions, spiritual or religious affiliation, race, gender identity, etc., on development and how those impact the observed behaviors, cognitions, and attachments formed throughout the lifespan</p>
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Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Credit Hour Distribution

Requirements	Total Course Hours
Class Attendance	40
Required Readings	15
Reflection Assignments	40
Written Assignments	25
Video Lectures	15
Interactive Assignments	10

Required Texts and Recommended Study Resources

Martorell, G. (2024). *Life: The essentials of human development*. McGraw Hill.

George, C., & Solomon, J. (1999). Attachment and caregiving: The caregiving behavioral system. In J. Cassidy and P. Shavers (Eds.), *Handbook of Attachment: Theory, Research, and Clinical Application* (pp. 649-670). Guilford Press.

Additional readings posted to Canvas

NOTE: *Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.*

Assessment and Grading

1. **Academic Honesty Verification (0%)** Students must complete the verification before gaining access to the rest of the content.
2. **Attendance (10%)** Please see attendance Policy in syllabus under course policies.
3. **Professionalism (10%)** Please see Professionalism policy in syllabus under course policies.
4. **Discussion posts (15%)** Each week, we will engage in discussions with one another to enhance our learning and deepen the conversation about development across the lifespan. These posts should pose a question that is not answered by the text or multimedia content, share a thought or reverie you had while reviewing the weekly materials, or integrate a personal experience that is relevant to the course content. Posts are meant to facilitate a dialogue that extends beyond the assignments and readings, and should provide an opportunity to get to know your classmates and support your academic preparation for clinical work.
5. **Live Session Discussions (15%)** Every week, your professor will facilitate a live discussion focused on the weekly course content and either a faith integration question or case study. These discussions are meant to help you apply the course material to clinical scenarios and support your development as a clinician. These discussions will take place on Wednesdays at 10:00am, and you are encouraged to attend at least one this quarter. If you are not able to make the weekly live discussion, a recording will be provided so that you can access the additional material and respond in a post with any lingering questions or thoughts.
6. **Reflection Papers (25%)** There are two papers that will be due this quarter. The first will be a reflective paper after watching the documentary *1000% Me: Growing Up Mixed*. This film is part of the discussion about racial and ethnic identity formation that will be an ongoing part of this course. You will be asked to reflect on your own cultural experiences and how that may impact your clinical work. Your final paper is also reflective in nature, but is a culmination of the process that accompanies your weekly Growth Chart assignment. After completing the chart, you will be writing a reflective paper that asks you to apply a developmental theory to personal experiences in your life up to this point. This will give you an opportunity to practice conceptualizing development through a specific theoretical lens, and will support your ongoing personal process of discovery integral to being a self-aware and reflective therapist.
7. **Growth Chart (25%)** The Growth Chart assignment keeps track of your personal developmental experiences and applies theoretical practice to each phase of your life up to this point. These assignments ask you to be creative (you have freedom to choose a format that works for you) and flexible, and support theoretical conceptualization and application. At the end of the quarter, you will have designed and completed a comprehensive chart that tracks your personal experiences through multiple theoretical perspectives, giving you practice with each theory's key concepts and language.

Assignment Distribution by Percentage:

Assignment	Percentage
Attendance	10%
Professionalism	10%
Discussion Posts (10)	15%
Live Session Discussions (8)	15%
Reflection Papers (2)	25%
Growth Chart Submission	25%
Total	100%

Grading Scale:

Grading Scale

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must achieve a minimum grade of B- to pass this class.

Other Course-Specific Info

GROUND RULES OF THE COURSE

- Together we will create a dynamic learning environment where:
- Learning is challenging but safe
- Learning is experiential and active
- Communication is open and respectful, and opposing viewpoints are welcomed
- All are learners and all are teachers; we have the opportunity to learn from each other
- Mistakes are okay! They are part of the process, and this is a no-guilt, no-blame zone
- The point is to learn and grow. Grades are a by-product and not the goal
- Integrity and honesty are expected

PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the

seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: “In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work.”

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student’s eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student’s request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is

automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.

- Synchronous Courses: At least one class meeting takes place at a designated time.
 - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

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Refer to [Academic Policies](#) for additional detail.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](#).

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are

encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **[The GPS Writing Center](#) offers:**
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- **[Research Help Guide](#)** to help you start your research
 - The physical office is located on the third floor of the **[Mission Valley Regional Center](#)** off the student lounge
- **[Academic Writing Resources Course](#)**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **[Watch a quick video run-through](#)** and take time now to explore!
- **[Grammarly](#)**: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **[Tutoring](#)**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

Course Schedule and Assignments

Course Schedule

Week	Topics	Readings/Viewings	Assignments
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1	<ul style="list-style-type: none"> • Introduction to Human Development • Theories of Development • Forming New Life 	<p>Read from your textbook <i>Life: The essentials of development</i>:</p> <ul style="list-style-type: none"> • Chapters 1-3 (pgs. 1-70) • Ghosts In the Nursery <p>Watch/listen to these videos/podcasts:</p> <ul style="list-style-type: none"> • Pregnancy 101 National Geographic • Genie Wiley • Week 1, Chapter 1 • Week 1, Chapter 2 • Week 1, Chapter 3 • Disclaimers 	<ul style="list-style-type: none"> • WED Live Discussion Recording Reflective (Sat) • Discussion: Introduction (Tues/Fri) • Discussion: Multiple (Fri) • Growth Chart Theories and Development
2	<ul style="list-style-type: none"> • Birth Process • Infancy and the First 3 Years • Attachment 	<p>Read from your textbook <i>Life: The essentials of development</i>:</p> <ul style="list-style-type: none"> • Chapters 4-6 (pgs. 71-158) <p>Review the following article:</p> <ul style="list-style-type: none"> • George, C., & Solomon, J. (1999). Attachment and Caregiving: The Caregiving Behavioral System <p>Watch the video:</p>	<ul style="list-style-type: none"> • WED Live Discussion Recording Reflective (Sat) • Discussion: Case Study Infancy (Due Tues) • Discussion: Multiple (Fri) • Growth Chart Sub Three Years (Due
3	<ul style="list-style-type: none"> • Early Childhood 	<p>Read from your textbook <i>Life: The essentials of development</i>:</p> <ul style="list-style-type: none"> • Chapters 7 and 8 • Mentalizing the Unmentalizable <p>Watch:</p> <ul style="list-style-type: none"> • TEDTalk: The Birth of a Word 	<ul style="list-style-type: none"> • WED Live Discussion Recording Reflective (Sat) • Discussion: Faith Question (Due Tu • Growth Chart Sub
4	<ul style="list-style-type: none"> • Middle Childhood 	<p>Read from your textbook <i>Life: The essentials of development</i>:</p> <ul style="list-style-type: none"> • Chapters 9 and 10 • G series by Radiolab (choose any two episodes) 	<ul style="list-style-type: none"> • WED Live Discussion Recording Reflective (Sat) • Discussion: Case Study Childhood (Due T • Growth Chart Sub (Sat) • Mid-Course Surve

5	<ul style="list-style-type: none"> Adolescence 	<p>Read from your textbook <i>Life: The essentials of development</i>:</p> <ul style="list-style-type: none"> Chapters 11 and 12 <p>Watch/listen to these videos/podcasts:</p> <ul style="list-style-type: none"> <u>1000% Me: Growing Up Mixed</u> 	<ul style="list-style-type: none"> WED Live Discussion Recording Reflection (Sat) Discussion: G and Growing Up Mixed (Due Tues/Fri) Growth Chart Subr
6	<ul style="list-style-type: none"> Emerging and Young Adulthood 	<p>Read from your textbook <i>Life: The essentials of development</i>:</p> <ul style="list-style-type: none"> Chapters 13, 14 	<ul style="list-style-type: none"> WED Live Discussion Recording Reflection (Sat) Discussion: Case S Adulthood (Due T Discussion: Case S Adulthood (Due T
7	<ul style="list-style-type: none"> Middle Adulthood 	<p>Read from your textbook <i>Life: The essentials of development</i>:</p> <ul style="list-style-type: none"> Chapters 15, 16 <p>Watch/listen to these videos/podcasts:</p> <p><u>It'll Make Sense When You're Older</u></p>	<ul style="list-style-type: none"> WED Live Video Record (Due Thurs Faith Integrat (Due Tues/Fri
8	<ul style="list-style-type: none"> Late Adulthood End of Life 	<p>Read from your textbook <i>Life: The essentials of development</i>:</p> <ul style="list-style-type: none"> Chapters 17-19 <p>Watch the following video:</p> <ul style="list-style-type: none"> <u>Aging in the US</u> <u>Elder and Dependent Adult Abuse Reporting</u> 	<ul style="list-style-type: none"> WED Live Discussion Recording Reflection (Sat) Discussion: Case S Adulthood (Due T Growth Chart Port Final Reflection Pa