

Course Syllabus

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 Edit



College of Health Sciences | MA in Clinical Counseling

PSY6008: Lifespan Development

3 Units

Course Information:

Fall 2025/Quad 1

Course Dates: September 2* - October 26

*(9/1 is a Holiday)

Meeting days/times:

Mondays and Wednesdays | 5:30 PM - 8:15 PM

Meeting location: Mission Valley Campus (MV 301)

Instructor Information:

Instructor title and name: Matt Bishop

Email: mbishop@pointloma.edu (<mailto:mbishop@pointloma.edu>)

Phone: As needed

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

In this course, we will analyze human growth and development from infancy to death from a biological, genetic, epigenetic, cognitive, emotional, and social taxonomy across the life span. Theories and stages of development will be compared and contrasted to build your clinical abilities in the assessment and treatment of individuals as a mental health professional. Theological critique is used to assess, support and/or challenge contemporary views of development.

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC)*** 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.

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. Evaluate biological, cognitive, social and emotional theories and stages of human growth and development
 - Pre-class readings, essays, quizzes and final intervention paper and presentation
2. Analyze principles, processes and constructs of human growth and development during the life span through practical application.
 - Pre-class readings, essays, quizzes and final intervention paper and presentation
3. Analyze how genetics, epigenetics and the brains influence on development
 - Pre-class readings, essays, quizzes and final intervention paper and presentation
4. Distinguish cultural constructs and their impact on child and adolescent development
 - Pre-class readings, essays, quizzes and final intervention paper and presentation
5. Examine attachment theory and its influence on a human being's view of self, others and the world
 - final intervention paper and presentation, in class discussion, and oral and written communications
6. Evaluate the development of self-regulation through attachment during infancy
 - Pre-class readings, essays, quizzes and final intervention paper and presentation.
7. Analyze and compare parenting styles and their effects on an individual from early childhood through the life span.
 - Pre-class readings, essays, quizzes and final intervention paper and presentation

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.



Required Texts and Recommended Study Resources

Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th). Hoboken, NJ: Pearson Education, Inc. (You will need the 5th edition for this class).

Yerkovich, Milan & Kay. (2008). *How We Love: Discover your love style*. Water Book Press.

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. Pre-Class Reading Concept Maps (4) - (200 points/6 at 50 points each)

There are 4 concept map study guides (chapters 1, 4, 7, and 9). Hard copies of these concept maps will be handed out in class before your assigned readings. While reading the text you will hand write the answers on the concept map to gain a deeper understanding of the material. You will upload a scanned copy, or a readable and legible screenshot of the concept map you have completed to Canvas, as well as bring the hard copy into class to receive credit and apply it to our in-class course activities.

2. Reflection Essays – 120 points – (2 at 60 points each)

There are two essay quizzes that cover materials from the textbook, class discussions/lectures.

3. Love Style Quiz and Reflection – (100 points)

Consider your own love style and interpret how this is communicated to your loved ones. Students will take the following assessment: [Love Style Quiz](https://howwelove.com/love-style-quiz/)  (<https://howwelove.com/love-style-quiz/>)

4. (<https://howwelove.com/love-style-quiz/>) After completing the 70-question quiz, reflect on the results it yielded. In a 2–3-page APA-formatted essay, address the following questions:

- Were the results of this assessment accurate or not? Provide rationale for why or why not. Describe your love style with specific behaviors.
- Yerkovich discusses two types of love styles: "The Avoider" and "The Pleaser." Do you fall into either of these? Discuss the advantages and disadvantages of being either an avoider or pleaser.
- What did you discover was most important to you through taking this assessment?

5. The Secure Connector Paper (150 points)

Students are required to compose a 3- to 4-page paper, excluding the cover and reference pages, adhering to APA 7th edition guidelines. In this paper, students will critically engage with five selected questions from the headings in Chapter 4, focusing on their personal experiences during childhood. Students are encouraged to select questions that allow for a balanced exploration of both the positive and less favorable aspects of their parents' parenting styles. This paper should demonstrate reflective insight and a nuanced understanding of the implications of these experiences on the developmental trajectory.



6. Personal Development Conceptualization Paper – 10-12 pages (180 points)

This assignment offers students the chance to delve into their personal development through the lens of one of the five major developmental models: Freud, Piaget, Erikson, Bowlby, or Conarton & Silverman. To begin, students should introduce the chosen model's author and provide an overview of the model itself. This introduction should include the basic concepts and structure of the model, as well as its application in modern therapy practices. Following this, students are expected to provide a detailed review of each stage of the model, reflecting on how these stages have manifested in their own life and development. They should explain how their experiences navigating through these stages have influenced their current identity and worldview. Next, students will focus on a particular stage that they found especially challenging, discussing how a therapist might have effectively intervened to support them during that period. Finally, the assignment concludes with a reflection on the overall experience, encouraging students to share what they found interesting or uninteresting, any realizations they had, and whether they found it easy or difficult to relate to the stages of the model.

7. Personal Development Presentation – (100 points)

Students will expand on their personal development exploration by presenting their findings to the class using a PowerPoint presentation. The goal is to clearly communicate your understanding of the developmental model you chose, illustrate how it applies to your life, and engage your peers in discussion.

Personal Development Presentation Rubric

Category	Excellent (Full Points)	Good (Partial Points)	Needs Improvement (Minimal Points)	Points
Introduction to the Author and Model	Thoroughly introduces the author and clearly explains the model, including its premise, components, and relevance for therapists in specific settings. (27-30)	Introduction is mostly clear, but some aspects of the model, its premise, or therapeutic relevance are underdeveloped. (21-26)	Introduction is incomplete or unclear, missing key aspects of the model or relevance for therapists. (0-20)	/30
Thorough Review of Stages/Levels and Personal Development	Provides a detailed, reflective review of each stage/level and offers clear connections to personal development with insightful examples. (45-50)	Provides a reasonable review of the stages/levels with personal examples, but lacks depth in some areas. (35-44)	Review of stages/levels is superficial or missing key details. Connections to personal development are weak or unclear. (0-34)	/50



Challenging Stage and Therapeutic Intervention	Clearly identifies a challenging stage/level and offers a thoughtful, appropriate therapeutic intervention to navigate it effectively. (27-30)	Identifies a challenging stage/level with some therapeutic insight, but lacks depth or clarity in the intervention. (21-26)	Fails to clearly identify a challenging stage/level or therapeutic intervention is vague or inappropriate. (0-20)	/30
Reflection on Assignment Experience	Provides a thoughtful reflection on the assignment, including realizations and personal insights. Explores what was interesting or difficult about relating to the stages. (18-20)	Reflection addresses the assignment but lacks depth or misses personal realizations. (14-17)	Reflection is minimal or lacks meaningful engagement with the assignment. (0-13)	/20
APA Formatting	APA format is followed accurately throughout, including in-text citations and references. No noticeable errors. (23-25)	APA format is followed with minor errors. (18-22)	Significant APA formatting errors throughout the assignment. (0-17)	/25
Grammar, Spelling, and Clarity	Writing is clear, well-organized, and free from grammatical or spelling errors. (23-25)	Writing is generally clear with some minor errors in grammar or spelling. (18-22)	Writing lacks clarity with frequent grammatical or spelling errors. (0-17)	/25

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA 7th Edition Help File \(https://canvas.pointloma.edu/courses/57074/pages/apa-7th-edition-file\)](https://canvas.pointloma.edu/courses/57074/pages/apa-7th-edition-file)



- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/)  [\(https://owl.english.purdue.edu/owl/section/2/10/\)](https://owl.english.purdue.edu/owl/section/2/10/)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Main body with headings
3. Reference page

Please check the *APA Manual* or the website for further formatting helps.

Assignment Distribution by Points

Assignments with Point Values

Assignment	Points
Attendance & Professionalism (10% each)	237.5
Concept Maps (4 – 50 points each)	200
Reflection Essays (2 - 50 Points Each)	100
Love Style Quiz and Reflection	100
Secure Connector Paper	150
Final Personal Development Paper	180
Group Presentation	100
Total	1067.5

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professors. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

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.

Teaching Methodology

There are different ways in which to approach the teaching of the same subject area and materials. The focus of this course will be applying the concepts presented in the textbook to practical examples and experiences in the real world. This will be done through contemporary articles from leading sources, class exercises, mini-cases and in-depth cases. The objective is to get students to move past a regurgitation of the materials and to apply what they have learned to solving practical organizational issues that are not often monolithic and are instead integrative and complex.

Not all of the chapter materials will be covered in class; however, students are expected to know all of the materials covered in each chapter on the syllabus and to apply them to graded assignments.

Reading of texts - Critical to your success is that assigned reading is done prior to class in order to do well on quizzes and to promote a rich class time experience to demonstrate you can apply what you have learned.

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 (<mailto: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 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](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text) [↗ \(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text) 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](https://style.mla.org/citing-generative-ai/) [↗ \(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/)

[APA Style: How to Cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt) [↗ \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html) [↗ \(https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html\)](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)



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 (<mailto: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.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the [Title IX Office \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix). Please be aware that under Title IX of the Education Amendments of 1972, it is 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 via our [Sexual Harassment and Discrimination Policy. \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix)

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy \(https://www.pointloma.edu/bias\)](https://www.pointloma.edu/bias).

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

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-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](https://docs.google.com/document/d/1113zcG8BAe_gb79ABwXlqkI0QI8GJ1GUYI6TosQ5mxg/edit?tab=t.0)  (https://docs.google.com/document/d/1113zcG8BAe_gb79ABwXlqkI0QI8GJ1GUYI6TosQ5mxg/edit?tab=t.0).

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 \(https://my.pointloma.edu/pages/writing-center-gps\)](https://my.pointloma.edu/pages/writing-center-gps) 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 \(https://my.pointloma.edu/pages/research-help\)](https://my.pointloma.edu/pages/research-help) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](https://maps.app.goo.gl/CRXui8PJUnSkvokC9)  [\(https://maps.app.goo.gl/CRXui8PJUnSkvokC9\)](https://maps.app.goo.gl/CRXui8PJUnSkvokC9) off the student lounge
- [Academic Writing Resources Course \(https://canvas.pointloma.edu/courses/64301\)](https://canvas.pointloma.edu/courses/64301): 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](https://youtu.be/JB8MmVPznFI)  [\(https://youtu.be/JB8MmVPznFI\)](https://youtu.be/JB8MmVPznFI)



[\(https://youtu.be/JB8MmVPznFI\)](https://youtu.be/JB8MmVPznFI)

and take time now to explore!

- [Grammarly](https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies)  [\(https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies\)](https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies): 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 \(https://my.pointloma.edu/pages/tutoring-gps\)](https://my.pointloma.edu/pages/tutoring-gps): 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
 (<mailto:GPSWritingCenter@pointloma.edu>)

Course Schedule and Assignments

COURSE SCHEDULE

Week	Session/ Day	Chapter	Topic	Activities	Assignment
1 LIGHT WEEK - NO IN PERSON CLASSES	S1 Mon 9/1	Broderick Ch. 1 & 2	<ul style="list-style-type: none"> • <i>Organizing Themes in Development</i> • Broderick Chapter 2 – <i>Genetics, Epigenetics, and the Brain: The Fundamentals of Behavioral Development</i> 		
1 LIGHT WEEK - NO IN PERSON CLASSES	S2 Wed 9/3	Broderick Ch. 3	<ul style="list-style-type: none"> • Attachment and Risk Factors • Cognitive Development in the Early Years 		Concept Map #1 (B. Ch.1) Upload Due Saturday 11:59 pm
2	S3 Mon 9/8	Broderick Ch. 4	<ul style="list-style-type: none"> • Emotional Development and Clinical Practice in EFT 		



2	S4 Wed 9/10	Yerkovich Ch. 1 & 2 Yerkovich Part 1 Ch. 3 & 4	<ul style="list-style-type: none"> Emotional Development in the Early Years 	Class Discussion and Case Study	Concept Map #1 (B. Ch.4) Upload Due Saturday 11:59 pm.
3	S5 Mon 9/15	Broderick Ch. 5	<ul style="list-style-type: none"> <i>The Emerging Self and Socialization in the Early Years</i> 		Love Style Quiz and Reflection Paper Due Wednesday at 1:59 PM
3	S6 Wed 9/17	Yerkovich Ch. 5	<ul style="list-style-type: none"> Love Styles 		Reflection Essay #1 Due Saturday 11:59 PM.
4	S7 Mon 9/22	Broderick Ch. 7	<ul style="list-style-type: none"> Self and Moral Development: Middle Childhood Through Early Adolescence Self Esteem Narcissism and Efficacy in Children 		Concept Map #2 (Broderick, Ch 7) Due Wednesday
4	S8 Wed	<ul style="list-style-type: none"> Class Discussion 	<ul style="list-style-type: none"> Watch: PBS Nova's Life's Greatest Miracle  	Be Ready for Class Discussion	<ul style="list-style-type: none"> Secure Cover Paper Due 

	9/24	and Case Study on Yerkovich chapters & the Avoider	(https://www.pbs.org/video/nova-lifes-greatest-miracle/) <ul style="list-style-type: none"> Season 28 Episode 16 53m 56s Chapter 6 – <i>The Pleaser Love Style</i> 	Mon. on what you learned from video and Yerkovich	Saturday 1 PM:59 PM <ul style="list-style-type: none"> Mid-Course Survey
5	S9 Mon 9/29	Yerkovich Ch. 6	<ul style="list-style-type: none"> <i>Gender and Peer Relationships: Middle Childhood Through Early Adolescence</i> 		
5	S10 Wed 10/1	Broderick Ch. 8	<ul style="list-style-type: none"> <i>Gender and Peer Relationships: Middle Childhood Through Early Adolescence</i> 		Reflection Ess #2 Due Saturd 11:59 PM
6	S11 Mon 10/6	Broderick Ch. 9 & 10	Physical, Cognitive, and Identity Development in Adolescence <ul style="list-style-type: none"> The Social World of Adolescence 		Concept Map 1 (B. Ch. 9) Uplo Due Wednesd at 1:59 PM
6	S12 Wed 10/8	Yerkovich Ch. 7	<ul style="list-style-type: none"> The Vacillator Love Style Class Discussion the Pleaser and the Vacillator -Case Study 	Class Discussion the <i>Pleaser</i> and the <i>Vacillator</i> - Case Study	

7	S13 Mon 10/13	Broderick Ch. 11 & 12	<ul style="list-style-type: none"> • <i>Physical and Social Development in Young Adulthood</i> • <i>Socioemotional & Vocational Development</i> 		
7	S14 Wed 10/15	Broderick Ch. 14 & 15 Yerkovich Ch. 8	<ul style="list-style-type: none"> • <i>Death and Dying</i> • Living Well: Stress, Coping and Life Satisfaction in Adulthood Living Well: Stress, Coping and wellbeing in Midlife The Chaotic (Controller and Victim) Love Style 		Developmental Model Presentation & Saturday by 1: PM
8	S15 Mon 10/20		Presentation in Class		
8	S16 Wed 10/22		Presentation in Class		Personal Development Paper Due Saturday by 1: PM

Assignments At-A-Glance



The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
	 Session 1 Agenda	to do: 2pm
Mon Sep 1, 2025	 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/82705/assignments/1214531)	due by 11:59pm
		
Wed Sep 3, 2025	 Session 2 Agenda	to do: 2pm
Sat Sep 6, 2025	 Concept Map #1 (Broderick, Ch 1) (https://canvas.pointloma.edu/courses/82705/assignments/1214535)	due by 11:59pm
		
Mon Sep 8, 2025	 Session 3 Agenda	to do: 2pm
Wed Sep 10, 2025	 Concept Map #2 (Broderick, Ch 2) (https://canvas.pointloma.edu/courses/82705/assignments/1214536)	due by 1:59pm
		
	 Session 4 Agenda	to do: 2pm
Sat Sep 13, 2025	 Concept Map #2 (Broderick, Ch 4) (https://canvas.pointloma.edu/courses/82705/assignments/1214537)	due by 11:59pm
		
Mon Sep 15, 2025	 Concept Map #4 (Broderick, Ch 5) (https://canvas.pointloma.edu/courses/82705/assignments/1214539)	due by 2pm
		
	 Session 5 Agenda	to do: 2pm



Date	Details	Due
Wed Sep 17, 2025	 Love Styles Quiz Reflection https://canvas.pointloma.edu/courses/82705/assignments/1214544	due by 2pm
		
	 Session 6 Agenda	to do: 11:59pm
Sat Sep 20, 2025	 Reflection Essay #1 https://canvas.pointloma.edu/courses/82705/assignments/1214548	due by 1:59pm
		
Sun Sep 21, 2025	 Avoider Love Style Reflection Paper https://canvas.pointloma.edu/courses/82705/assignments/1214554	due by 11:59pm
		
Mon Sep 22, 2025	 Session 7 Agenda	to do: 2pm
	 Session 8 Agenda	to do: 2pm
Wed Sep 24, 2025	 Concept Map #3 (Broderick, Ch 7) https://canvas.pointloma.edu/courses/82705/assignments/1214558	due by 5:29pm
		
Fri Sep 26, 2025	 Mid-Course Professionalism Feedback https://canvas.pointloma.edu/courses/82705/assignments/1214545	due by 11:59pm
		
Sat Sep 27, 2025	 Secure Connector Paper https://canvas.pointloma.edu/courses/82705/assignments/1214551	due by 11:59pm
		
Sun Sep 28, 2025	 Mid-Course Survey https://canvas.pointloma.edu/courses/82705/assignments/1214532	due by 11:59pm
		
Mon Sep 29, 2025	 Session 9 Agenda	to do: 2pm
Wed Oct 1, 2025	 Session 10 Agenda	to do: 2pm



Date	Details	Due
Sat Oct 4, 2025	 Reflection Essay #2 https://canvas.pointloma.edu/courses/82705/assignments/1214549 	due by 11:59pm
Sun Oct 5, 2025	 Essay Quiz #2 (Broderick Ch 8) https://canvas.pointloma.edu/courses/82705/assignments/1214533 	due by 11:59pm
Mon Oct 6, 2025	 Session 11 Agenda	to do: 2pm
	 Session 12 Agenda	to do: 2pm
Wed Oct 8, 2025	 Concept Map #4 (Broderick, Ch 9) https://canvas.pointloma.edu/courses/82705/assignments/1214540 	due by 5:29pm
Mon Oct 13, 2025	 Session 13 Agenda	to do: 2pm
Wed Oct 15, 2025	 Session 14 Agenda	to do: 2pm
Sat Oct 18, 2025	 Developmental Model Presentation https://canvas.pointloma.edu/courses/82705/assignments/1214542 	due by 11:59pm
Mon Oct 20, 2025	 Session 15 Agenda	to do: 2pm
Wed Oct 22, 2025	 Session 16 Agenda	to do: 2pm
Sat Oct 25, 2025	 Personal Development Paper https://canvas.pointloma.edu/courses/82705/assignments/1214546 	due by 11:59pm
Sun Oct 26, 2025	 End-of-Course Evaluation https://canvas.pointloma.edu/courses/82705/assignments/1214543 	due by 11:59pm
	 Roll Call Attendance https://canvas.pointloma.edu/courses/82705/assignments/1214550	due by 

Date	Details	Due
		
	 Professionalism (https://canvas.pointloma.edu/courses/82705/assignments/1214547) 	due by 11:59pm

