Course Syllabus

Jump to Today ✎ Edit

College of Health Sciences | MA in Clinical Counseling

PSY6008: Lifespan Development

3 Units

Fall 2026 | Quad 1

August 31 - October 25

In-Person

Meeting Days: Monday & Wednesday

Meeting Time: 5:30 PM - 8:15 PM

Meeting location:

Mission Valley Campus 302

Instructor: Jenna Hillman

Email: jhillman@pointloma.edu (mailto:jhillman@pointloma.edu)

Office Location and Hours: By appointment

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.

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

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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.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**
   Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, in a Christ-centered Faith Community**
   Students will develop a deeper and more informed understanding of others as they negotiate

complex professional, environmental, and social contexts.

3. **Serving, in a Context of Christian Faith**
   Students will serve locally and/or globally in vocational and social settings.

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 for having the required 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.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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.

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/lecture

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/)**
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 their 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/89215/pages/apa-7th-edition-help-file)**
- **The OWL at Purdue: APA Style (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:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- **80 – 82% = B-**
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

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.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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.

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/1_1JfZZPjLAXrE5izT3p_m_-4bNiieJqx46ZqDztHgi8/edit?tab=t.0)** .

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Accelerated Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the **Chaplain's Page (https://my.pointloma.edu/pages/chaplains)** via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

Student Success

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success **by email (mailto:studentsuccess@pointloma.edu)** or by phone at 619-563-2850. Please visit **myPLNU Student Success (https://my.pointloma.edu/pages/student-success-center)** for more details. If you are in the School of Education, please contact **SOE Advising (mailto:soeadvising@pointloma.edu)**.

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)** for definitions of kinds of academic dishonesty and for furth policy information.

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.”

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the **Academic Behavior Policy (https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#academicbehavior)** in the **University Catalog (https://pointloma-public.courseleaf.com/grad-catalog)** .

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/)

APA Style: 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)

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 on the PL campus, the first floor of the Balboa campus, and the second floor of the Mission Valley campus. For all students, including the Bakersfield campus, virtual appointments

are available. You can reach the Educational Access Center (EAC) **by email (mailto:EAC@pointloma.edu)** or phone at 619-849-2533. Students can access both requests for and evidence of disability through the Accommodate link off the main page of **OneLogin (https://pointloma.onelogin.com/portal)**. 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 approved accommodations. Professors are able to view a student's approved accommodations through **Accommodate (https://pointloma-accommodate.symplicity.com/)**.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility 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 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 **PLNU's Nondiscrimination webpage**

(http://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** (https://www.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** (https://www.pointloma.edu/title-ix) .

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact **Counseling Services** (mailto:counselingservices@pointloma.edu) or **consult the list of campus pastors** (https://www.pointloma.edu/title-ix/get-help-now) .

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the **Nondiscrimination and Anti-harassment Policy** (http://www.pointloma.edu/nondiscrimination) .

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
   - Synchronous Courses: At least one class meeting takes place at a designated time.
   - Asynchronous Courses: All class meetings are asynchronous.
1. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
2. 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 and Participation Policy

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/)** for additional detail.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting attendance requirement.

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) 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)** 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)** off the student lounge
- **Academic Writing Resources Course (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/4H8KTZ4BOaY)** and take time now to explore!
- **Grammarly (https://my.pointloma.edu/pages/writing-center-gps)** : 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)** : 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.

Course Schedule and Assignments

COURSE SCHEDULE

Week	Session/ Day	Chapter	Topic	Activities	Assignments

1 (Light Week - NO CLASS)	S1 MON	Broderick Ch. 1 & 2	• *Organizing Themes in Development* • Broderick Chapter 2 – *Genetics, Epigenetics, and the Brain: The Fundamentals of Behavioral Development*		
1 (Light Week - NO CLASS)	S2 WED	Broderick Ch. 3	• 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	Broderick Ch. 4	• Emotional Development and Clinical Practice in EFT		
2	S4 WED	Yerkovich Ch. 1 & 2 Yerkovich Part 1 Ch. 3 & 4	• Emotional Development in the Early Years	Class Discussion and Case Study	**Concept Map #2 (B. Ch.4)** ***Upload Due Saturday 11:59 pm.***
3	S5 MON	Broderick Ch. 5	• *The Emerging Self and Socialization in the Early Years*		**Love Style Quiz and Reflection Paper** ***Due Tuesday 11:59 PM***

3	S6 WED	Yerkovich Ch. 5	• Love Styles		**Reflection Essay #1 *Due Saturday 11:59 PM.***
4	S7 MON	Broderick Ch. 7	◦ Self and Moral Development: Middle Childhood Through Early Adolescence ◦ Self Esteem Narcissism and Efficacy in Children		**Concept Map #3 (Broderick, Ch 7 *Due Tuesday***
4	S8 WED	• Class Discussion and Case Study on Yerkovich chapters & the Avoider •	• Watch: PBS Nova's ***Life's Greatest Miracle*** ***(https://www.pbs.org/video/nova-lifes-greatest-miracle/)*** ◦ Season 28 Episode 16 | 53m 56s • Chapter 6 – *The Pleaser Love Style*	Be Ready for Class Discussion Mon. on what you learned from video and Yerkovich	• **Mid-Course Survey**
5	S9 MON	Yerkovich Ch. 6	• *Gender and Peer Relationships: Middle Childhood Through Early Adolescence*		

5	S10 WED	Broderick Ch. 8	• *Gender and Peer Relationships: Middle Childhood Through Early Adolescence*		• **Secure Connecter Paper *Due Saturday 11: PM:59 PM***
6	S11 MON	Broderick Ch. 9 & 10	Physical, Cognitive, and Identity Development in Adolescence • The Social World of Adolescence		
6	S12 WED	Yerkovich Ch. 7	• The Vacillator Love Style • Class Discussion the Pleaser and the Vacillator -Case Study	Class Discussion the *Pleaser* and the *Vacillator* - Case Study	**Reflection Essa #2 *Due Saturda 11:59 PM***
7	S13 MON	Broderick Ch. 11 & 12	• *Physical and Social Development in Young Adulthood* • *Socioemotional & Vocational Development*		**Concept Map #4 (B. Ch. 9) Uploa *Due Tuesday at 1:59 PM***

7	S14 WED	Broderick Ch. 14 & 15 Yerkovich Ch. 8	• *Death and Dying* • 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 *Du Saturday by 11:5 PM***
8	S15 MON		**Presentation in Class**		
8	S16 WED		**Presentation in Class**		**Personal Development Paper *Due Saturday by 11:5 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
Mon Aug 31, 2026	Session 1 Agenda (Light Week - NO CLASS)	to do

Date	Details	Due
	Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/89215/assignments/1342153)	due by 11:59pm
Wed Sep 2, 2026	Session 2 Agenda (Light Week - NO CLASS)	to do: 5:30pm
Sat Sep 5, 2026	Concept Map #1 (Broderick, Ch 1) (https://canvas.pointloma.edu/courses/89215/assignments/1342155)	due by 11:59pm
Mon Sep 7, 2026	Concept Map #2 (Broderick, Ch 2) (https://canvas.pointloma.edu/courses/89215/assignments/1342156)	due by 5:30pm
	Session 3 Agenda	to do: 5:30pm
Wed Sep 9, 2026	Session 4 Agenda	to do: 5:30pm
Sat Sep 12, 2026	Concept Map #2 (Broderick, Ch 4) (https://canvas.pointloma.edu/courses/89215/assignments/1342157)	due by 11:59pm
Mon Sep 14, 2026	Concept Map #4 (Broderick, Ch 5) (https://canvas.pointloma.edu/courses/89215/assignments/1342159)	due by 5:30pm
	Love Styles Quiz Reflection (https://canvas.pointloma.edu/courses/89215/assignments/1342163)	due by 5:30pm
	Session 5 Agenda	to do: 5:30pm
Wed Sep 16, 2026	Session 6 Agenda	to do: 5:30pm

Date	Details	Due
Sat Sep 19, 2026	Reflection Essay #1 (https://canvas.pointloma.edu/courses/89215/assignments/1342167)	due by 11:59pm
Sun Sep 20, 2026	Avoider Love Style Reflection Paper (https://canvas.pointloma.edu/courses/89215/assignments/1342154)	due by 11:59pm
Mon Sep 21, 2026	Concept Map #3 (Broderick, Ch 7) (https://canvas.pointloma.edu/courses/89215/assignments/1342158)	due by 5:30pm
	Session 7 Agenda	to do: 5:30pm
Wed Sep 23, 2026	Session 8 Agenda	to do: 5:30pm
Fri Sep 25, 2026	Mid-Course Professionalism Feedback (https://canvas.pointloma.edu/courses/89215/assignments/1342164)	due by 11:59pm
Sun Sep 27, 2026	Mid-Course Survey (https://canvas.pointloma.edu/courses/89215/assignments/1342152)	due by 11:59pm
Mon Sep 28, 2026	Session 9 Agenda	to do: 5:30pm
Wed Sep 30, 2026	Session 10 Agenda	to do: 5:30pm
Sat Oct 3, 2026	Secure Connecter Paper (https://canvas.pointloma.edu/courses/89215/assignments/1342170)	due by 11:59pm
Sun Oct 4, 2026	Essay Quiz #2 (Broderick Ch 8) (https://canvas.pointloma.edu/courses/89215/assignments/1342151)	due by 11:59pm
Mon Oct 5, 2026	Session 11 Agenda	to do

Date	Details	Due
Wed Oct 7, 2026	Session 12 Agenda	to do: 5:30pm
Sat Oct 10, 2026	Reflection Essay #2 (https://canvas.pointloma.edu/courses/89215/assignments/1342168)	due by 11:59pm
Mon Oct 12, 2026	Concept Map #4 (Broderick, Ch 9) (https://canvas.pointloma.edu/courses/89215/assignments/1342160)	due by 5:30pm
	Session 13 Agenda	to do: 5:30pm
Wed Oct 14, 2026	Session 14 Agenda	to do: 5:30pm
Sat Oct 17, 2026	Developmental Model Presentation (https://canvas.pointloma.edu/courses/89215/assignments/1342161)	due by 11:59pm
Mon Oct 19, 2026	Session 15 Agenda	to do: 5:30pm
Wed Oct 21, 2026	Session 16 Agenda	to do: 5:30pm
Sat Oct 24, 2026	Personal Development Paper (https://canvas.pointloma.edu/courses/89215/assignments/1342165)	due by 11:59pm
Sun Oct 25, 2026	End-of-Course Evaluation (https://canvas.pointloma.edu/courses/89215/assignments/1342162)	due by 11:59pm
	Professionalism (https://canvas.pointloma.edu/courses/89215/assignments/1342166)	due by 11:59pm
	Roll Call Attendance (https://canvas.pointloma.edu/courses/89215/assignments/1342169)	due by 11:59pm