



COLORADO STATE UNIVERSITY
— GLOBAL —

SYLLABUS

PSY235: HUMAN GROWTH AND DEVELOPMENT

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in eight weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course is designed to provide the student with a broad overview of human development, particularly changes in an individual's physical, cognitive, social, and emotional development across the lifespan. Students will be introduced to developmental theories and examine the developmental tasks and challenges unique to each type of development process. This is an approved Colorado gtPathways course.

Course Overview:

In this course, students will develop essential knowledge of human behavior, including learning, cognition, and human development. Exploration will be done via hallmark studies and current research in the field of human development. Moreover, social frameworks will be assessed to compare issues and characteristics of individuals, groups, communities, or cultures. Students will learn how to use tools, approaches, and skills from the social and behavioral sciences to analyze and interpret issues. Lastly, the course material will be applied to daily living with the aim of helping students understand themselves and others on a personal and interpersonal level, as well as learn good parenting practices.

Course Learning Outcomes:

1. Identify the biological factors associated with prenatal development.
2. Evaluate the environmental factors associated with prenatal development.
3. Explain the biological and physical factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
4. Analyze the cognitive factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
5. Explain the emotional factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.

6. Explain the psychosocial factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
7. Examine the emotional factors associated with death and dying.
8. Identify psychosocial factors associated with death and dying.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first seven days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

There is no required textbook. Please note the Required and Recommended Readings in each module lecture.

***NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.*

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT, and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- McLeod, S. A. (2017). Developmental psychology. Retrieved from <https://www.simplypsychology.org/developmental-psychology.html>
- McLeod, S. (2018). Lev Vygotsky. Retrieved from <http://www.simplypsychology.org/vygotsky.html>

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: (95 points)

OPTION #1: Data Collection Tool

Select an age group to assess between the ages of 0-12. After choosing an age-group consider applicable theories, research, milestones, and other unique features of this age group. Then, based upon this information, create a data-collection tool specifically for this group. This tool can be in the form of a questionnaire, interview, survey, etc. Keep in mind that your developed tool will be used by researchers and therapists in this field to collect the data for their research on child development. Your tool should be one page in length. After developing your data collection tool, then develop an accompanying one-page paper that justifies your data collection tool in terms of what it entails and why it will be useful for data collection in the field of child development.

Paper/Presentation Requirements

Your paper should be 2-3 pages in length and conform to CSU Global Writing Center: Citing & APA Resources. Include at least three scholarly references. The [CSU Global Library](#) is a good place to find these references.

OPTION #2: Historical Changes in Family Relationships, Essay

The purpose of this written assignment is to give you practice in using the Internet to research information in the field of child development. Select an age group from ages 0-12 for this assignment. Then visit the CSU library and find an article that addresses current research (published within the last 5 years) on the age group. In a 2-page summary of the article, evaluate the research methodology used in assessing the particular age group. Was the methodology appropriate in evaluating the age group? Also, please address the following in your paper: 1. Why did you choose this article? 2. What is the article about and how is this article relevant to this week's readings? 3. What did you learn that is meaningful to you?

Paper/Presentation Requirements

Your paper should be 2-3 pages in length and conform to CSU Global Writing Center: Citing & APA Resources. Or you may develop a 5-6 slide PowerPoint presentation with voice narration. Graphical images are encouraged to enhance your presentation! Include at least three scholarly references. The CSU Global Library is a good place to find these references.

Mastery Exercise (10 points)

Module 2

Readings

- Balter, M. (2015, March 30). Poverty may affect the growth of children's brains. Retrieved from <http://www.sciencemag.org/news/2015/03/poverty-may-affect-growth-children-s-brains>
- Rabin, R. (2019, May 7). Huge racial disparities found in death linked to pregnancy. *The New York Times*. Retrieved from <https://www.nytimes.com/2019/05/07/health/pregnancy-deaths-.html>

Opening Exercise (0 points)

Discussion (25 points)

Portfolio Milestone: (25 points)

OPTION #1: Annotated Bibliography and Reference list, Portfolio Project

Review Option #1 for the Portfolio Project below. Once you have familiarized yourself with the project, do the following for this week's milestone:

- Find appropriate sources from the CSU-Global Library that include both academic and professional literature.
- Prepare an annotated bibliography with 5-7 relevant sources. Each annotation should have 2-3 sentences summarizing the source's main argument and 2-3 sentences explaining how the source does or does not work in your research project. You may use the recommended readings in this course but not the required readings. Go to the following link for an example annotated bibliography: [Annotated Bibliography](#).
- Format your annotated bibliography formatted according to the CSU Global Writing Center: [Citing & APA Resources](#).

Scenario

You are a consultant in a children's ward for a long-term care hospital facility geared towards ages three to ten years old. The facility directors ask you to construct an indoor/outdoor play center and activity schedule to allow those in early and middle childhood to maintain and develop their cognitive, physical, social, and emotional growth while recovering from their injuries/illnesses.

Justify for the facility's stakeholders the use and placement for each piece of play equipment, toy, and furniture. Make it clear when and why you would need to divide some of the space to separate children in early childhood from those in middle childhood.

Paper Requirements

- How does each piece of play equipment, toy, and furniture contribute to the four types of development (e.g., fine-motor movement helps physical growth)?
- How does each piece facilitate social-emotional bonds of children with their families?
- How does each piece improve coping and adjustment to long-term care?
- The paper should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example). To that, your paper should synthesize current, relevant research on your topic from at least five scholarly sources.
- Include an introduction that provides a clear statement of your position on the topic, a body that discusses the implications of possible solutions for the project under consideration, and a conclusion regarding how best to manage the issue (i.e., your informed opinion on the issues raised).

OPTION #2: Annotated Bibliography and Reference list, Portfolio Project

Review Option #2 for the Portfolio Project below. Once you have familiarized yourself with the project, do the following for this week's milestone:

- Find appropriate sources from the CSU-Global Library that include both academic and professional literature.
- Prepare an annotated bibliography with 5-7 relevant sources. You may use the recommended readings in this course but not the required readings.
- Format your annotated bibliography according to the CSU Global Writing Center: Citing & APA Resources.

Scenario

You are a consultant in a hospice facility for adult patients with terminal illness. The patients come from diverse ethnic and cultural backgrounds. The administration has two concerns.

First, there have been many patient complaints filed indicating that the staff is being abusive, both physically and psychologically. It is possible that the staff is being abusive (e.g., pulling them out of bed roughly, causing injury) or that the patients are misinterpreting the staff's behavior (for example, the patients might suffer from dementia or Alzheimer's, which may lead them to believe they are not being fed).

Second, the patients have difficulty complying with their medication regime, with some patients seeking alternative methods for treating their illnesses and coping with the dying process.

Based on what you learned in this course, what information should be given to the staff to address both issues? Be sure to specify the following:

- Ways the staff can ensure that patient care is applied in a consistent and respectful manner. Physical and cognitive abilities/limitations should be described. For example, the patient may have physical impairments that make it difficult for the person to move with ease or to see/hear properly. Cognitive impairments (e.g., dementia) may distort patient perceptions.
- Ways that staff can get compliance from patients to take medications and to show understanding for the patient's cultural and ethical beliefs, although implementation of some alternative methods can only be allowed if they are not illegal.
- Ways that staff can ease the coping process related to dying and death for the patient and his/her family. In particular, the patient must be informed of choices while in the hospital (for example, a Living Will or a DNR) and for his/her funeral, while helping the family cope with mourning, bereavement, and grief over the loss or probable loss of their kin.

References:

MedlinePlus. (2019, December). Do-not-resuscitate order. Retrieved from <https://medlineplus.gov/ency/patientinstructions/000473.htm>

Mastery Exercise (10 points)

Module 3

Readings

- Child Development Institute. (n.d.). Play and developmental stages. Retrieved from <http://www.childdevelopmentinfo.com/development/pl2.shtml>

- Pederson, T. (2019, June 17). As we age, loss of brain connections slows or reaction time. Retrieved from <https://psychcentral.com/news/2018/09/13/as-we-age-loss-of-brain-connections-slows-our-reaction-time/18031.html>

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: (90 points)

OPTION #1: Playground Evaluation, Essay

[Note: If you are unable to conduct a site visit, see the alternate assignment.]

For this activity, visit a playground in a public park. Your task is to evaluate the outdoor play environment to determine if it supports physical growth for those in early and middle childhood in a safe and secure way.

- Select three pieces of equipment that would allow children to engage in different types of play.
- For each piece of equipment, address the following.
 - Name the equipment.
 - Indicate the specific type of gross motor skills for each age group that is developed by using the equipment (hint: do not mix up terms for early- and middle-childhood skills).
 - What, if any, fine motor skills are being developed for each age group (again, do not confuse early- and middle-childhood skills)?
 - Specify which senses are being stimulated.
 - Name the type of play in which the child engages while using each piece of equipment (it can be more than one type).
- Consider what materials were used to make the equipment and what is used on the ground under it (e.g., sand, grass, concrete). Evaluate whether each is safe. Explain.

Alternate Assignment

If you are unable to conduct a site visit, you may instead write a research paper on the best practices in an outdoor play environment so that it supports physical growth for those in early childhood and middle childhood in a safe and secure way. Address all the questions above and follow the paper requirements below.

Paper Requirements

- Indicate in your title if this is a site visit or a paper based on the alternate assignment.

Your paper should be 2-3 pages in length and conform to CSU Global Writing Center: Citing & APA Resources. Include at least three scholarly references. The CSU-Global Library is a good place to find these references.

OPTION #2: Adult Facility Evaluation, Essay

[Note: If you are unable to complete the written assignment, see the alternate assignment.]

For this activity, consider a senior-living facility. This might be an adult day-care facility or senior-living retirement home. Your task is to develop a written assignment that offers best practices in the design of a senior-living facility or assisted-living facility. Be sure to address the importance of the physical environment supporting safety and accessibility for elderly adults with varying physical disabilities.

You will build on this design in constructing a hospice center, which is the focus of the Portfolio Project Option #2. It is recommended that you choose this option this week if you have decided to complete Option #2 of the final Portfolio Project due in Week 8.

Directions:

- Evaluate the various rooms located in an adult facility or assisted living facility such as a bathroom, bedroom, kitchen, living room, or entryway. You want to ensure that a sensible, functional, and easily accessible approach is applied that is consistent with daily living needs. (Keep in mind that senses, perception, and ease-of-movement deteriorate with age and illness.)
- For each of these rooms, indicate what should be present, eliminated, or altered in some way, based on the following considerations:
 - Ease of movement into and out of the space, especially in terms of accessibility for those with reduced, limited, or no fine and gross motor abilities (e.g., use of walker or wheelchair)
 - The chance for accidents, particularly for those with limited senses/perception and movement
 - Flexibility and adaptation to the person's changing needs and enabling him/her to have continued independence for as long as possible.

Alternate Assignment

You may conduct a site at an adult facility and evaluate the physical environment to determine if it supports safety and accessibility for elderly adults with varying physical disabilities.

Paper Requirements

Your paper should be 2-3 pages in length and conform to CSU Global Writing Center: Citing & APA Resources. Include at least three scholarly references. The CSU-Global Library is a good place to find these references.

Mastery Exercise (10 points)

Module 4

Readings

- Bergland, C. (2014, February). Tackling the “vocabulary gap” between rich and poor children. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/the-athletes-way/201402/tackling-the-vocabulary-gap-between-rich-and-poor-children>
- Markman, A. (2015, June). The consistency flashbulb memories. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/ultimate-motives/201506/the-consistency-flashbulb-memories>
- Thompson, J. J., Blair, M. R., & Henrey, A. J. (2014). Over the hill at 24: Persistent age-related cognitive-motor decline in reaction times in an ecologically valid video game task begins in early adulthood. *PLoS ONE* 9(4), e94215. Retrieved from <http://journals.plos.org/plosone/article?doi=10.1371/journal.pone.0094215>

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: (90 points)

OPTION #1: Early Childhood and Toys, Essay

Remember that it is advantageous for you to complete the Critical Thinking option that corresponds to the option you selected for the final Portfolio Project due in Week 8. If you wish to complete Portfolio Project Option #1, then also complete Critical Thinking Assignment Option #1 as well.

For this paper, you will write an essay about the games/activities/materials children use. You will name those games/activities/materials and describe which preoperational type of thinking each addresses, and how each would help the child to gain one of the types of operational thinking.

- Visit a preschool or early elementary school classroom, both when children are there (for you to observe them interacting with the toys) and when they are not (so you can look around the room). [Note: if you are unable to access a site, you may complete the alternate assignment below.]
- Make note of all the games, toys, activities, and other materials that are in the room (including those posted on the walls and those on the toy/book shelves). These might include, for example, such things as playdough, toys, calendars, and storybooks that are available to help children to overcome types of immature thinking (i.e., centration, egocentrism, precausal thinking, nonconservation, irreversible thinking, and transductive reasoning) and to develop logical thinking typical in middle childhood (e.g., seriation, transitive inference, classification, conservation), as described in Piaget's theory.

Alternate Assignment

If you are unable to access a site as described above, then you may submit a research paper that addresses the best practices in games/activities/materials for children available to help children to overcome types of immature thinking (i.e., centration, egocentrism, precausal thinking, nonconservation, irreversible thinking, and transductive reasoning) and to develop logical thinking typical in middle childhood (e.g., seriation, transitive inference, classification, conservation), as described in Piaget's theory.

Describe which preoperational type of thinking each game/activity/material addresses, and how each would help the child to gain one of the types of operational thinking.

Paper/Presentation Requirements

Your paper should be 2-3 pages in length and conform to CSU Global Writing Center: Citing & APA Resources. Or you may develop a 5-6 slide PowerPoint presentation with voice narration. Graphical images are encouraged to enhance your presentation. Include at least three scholarly references. The CSU-Global Library is a good place to find these references.

OPTION #2: Adolescents and Adults: Decision-Making Essay

Remember that it is advantageous for you to complete the Critical Thinking option that corresponds to the option you selected for the final Portfolio Project, due in Week 8. If you wish to complete Portfolio Project Option #2, then also complete Critical Thinking Assignment Option #2 as well.

Adolescents and adults are forced to make a variety of decisions every day that will impact their lives. Some of these decisions can be based on abstract and logical thinking (formal stage), but others require dialectical thought (post-formal stage).

- For this task, you will need to ask your family and friends to help you by telling you various situations in which they had to make important decisions (e.g., buying a car or home, which college to attend, or whom to date/marry). It would be best if you had at least one person between the ages of 15 to 20 and one person older than 30.
- Ask your family and friends to tell you about at least three of their biggest decisions and collect the following information:
 - What were the three decisions?
 - How did they figure out what decision to make (e.g., they made a list of pros/cons; they compared benefit and consequences; they evaluated based on their previous experiences or those of others)?
 - Did parents/teachers/friends help them to decide, and if so, how?
 - Did they make the best decision, based on what they knew at the time? What would they have done differently if deciding today?
- Evaluate the stories you collected. For each person, determine if you would classify them as formal operational or post-formal operational, based on how they made their decisions (i.e., basically using concepts in formal thinking, dialectical/post-formal thinking, or a combination).
- What is the evidence for your evaluation?
- Based on the answer to whether they would make a different decision today, are they still in formal operational or have they progressed to post-formal operational?

Paper/Presentation Requirements

Your paper should be 2-3 pages in length and conform to CSU Global Writing Center: Citing & APA Resources. Or you may develop a 5-6 slide PowerPoint presentation with voice narration. Graphical images are encouraged to enhance your presentation. Include at least three scholarly references. The CSU-Global Library is a good place to find these references.

Mastery Exercise (10 points)

Module 5

Readings

- Burke, E., Danquah, A., & Berry, K. (2016). A qualitative exploration of the use of attachment theory in adult psychological therapy. *Clinical Psychology & Psychotherapy*, 23(2), 142–154.
- Klass, P. (2017) Why a baby's connection with a parent matters. *New York Times*. Retrieved from <https://www.nytimes.com/2017/06/26/well/family/why-a-babys-connection-with-a-parent-matters.html>

Opening Exercise (0 points)

Discussion (25 points)

Portfolio Milestone (25 points)

OPTION #1: Children and Long-Term Care: Literature Review

Note: Complete this option of the Portfolio Milestone *only* if you are completing Option #1 of the final Portfolio Project. Review the entire Portfolio Project in the Module 8 folder. Visit the following link for information on how to write a literature review:

- Literature Reviews

For this milestone, complete the following:

- Review current literature on the topic.
- Summarize, critique, and evaluate the major findings of the sources that you find.
- Evaluate the current state of the literature on the topic such as gaps in the research and inconsistencies in findings.
- Identify any areas for further research on the topic.
- Utilize the CSU Library to find and assess scholarly, peer-reviewed sources for the development of your Literature Review.
- Sources should be no more than five years old.
- Format your paper according to the CSU Global Writing Center: Citing & APA Resources.

OPTION #2: The Elderly and Spatial Arrangements: Literature Review

Note: Complete this option of the Portfolio Milestone *only* if you are completing Option #2 of the final Portfolio Project. Review the entire Portfolio Project in the Module 8 folder. Visit the following link for information on how to write a literature review:

- Literature Reviews

For this milestone, complete the following:

- Review current literature on the topic.
- Summarize, critique, and evaluate the major findings of the sources that you find.
- Evaluate the current state of the literature on the topic such as gaps in the research and inconsistencies in findings.
- Identify any areas for further research on the topic.
- Utilize the CSU Library to find and assess scholarly, peer-reviewed sources for the development of your Literature Review.
- Sources should be no more than five years old.
- Format your paper according to the CSU Global Writing Center: Citing & APA Resources.

Mastery Exercise (10 points)

Module 6

Readings

- Allemand, M., Steiger, A. E., & Fend, H. A. (2015). Empathy development in adolescence predicts social competencies in adulthood. *Journal of Personality, 83*(2), 229-241.
- Chirban, J. (2014, March). Appearance and peer pressure. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/age-un-innocence/201403/appearance-and-peer-pressure>
- Linacre, Q. (2014, November). The impact of family structure on the health of children: Effects of divorce. *The Linacre Quarterly, 81*(4): 378-387. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4240051/>
- Lyness, D. (2015, July). Peer pressure (for teens). *Kids Health*. Retrieved from <https://kidshealth.org/en/teens/peer-pressure.html>

- Rafferty, J. (2018, September). Gender identity development in children. *American Academy of Pediatrics*. Retrieved from <https://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Gender-Identity-and-Gender-Confusion-In-Children.aspx>

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: (95 points)

OPTION #1: Parents of Children with Long-term Illness or Disability, Essay

This week analyze challenges experienced by parents with children who have long-term illnesses or disabilities. Consider the following situations and the impact of each on parent-child socio-emotional relationships and parenting:

- The hospital is a far distance from where the family lives, and the parent/parents is/are unable to stay nearby to visit the child daily/weekly.
- Finances (and familial relations such as marriage or co-custody) are strained by the cost of treatment and/or there are other children in the home needing care.
- Ill children often feel abandoned and may act-out, often rejecting the parent(s), who, in turn, may feel guilty and fail to discipline the children properly.

Paper/Presentation Requirements

Your paper should be 2-3 pages in length and conform to CSU Global Writing Center: Citing & APA Resources. Or you may develop a 5-6 slide PowerPoint presentation with voice narration. Graphical images are encouraged to enhance your presentation. Include at least three scholarly references. The CSU-Global Library is a good place to find these references.

OPTION #2: Historical Changes in Family Relationships, Essay

This week, you will review the list below and choose one area to address and describe changes in family relationships with respect to your choice in the United States over the last 50 years.

- Variations in types of families that were/are considered acceptable by society.
- The timing for major life changes, such as marriage, childbearing, and increasing family size.
- Balancing responsibilities for family and work with leisure, particularly for the “sandwich” generation.

Paper/Presentation Requirements

Your paper should be 2-3 pages in length and conform to CSU Global Writing Center: Citing & APA Resources. Include at least three scholarly references. The CSU-Global Library is a good place to find these references.

Reference:

Pew Research Center. (2013, January). The sandwich generation. Retrieved from <http://www.pewsocialtrends.org/2013/01/30/the-sandwich-generation/>

Mastery Exercise (10 points)

Module 7

Readings

- American Psychological Association. (2015). End-of-life issues and care. Retrieved from <https://www.apa.org/pi/aging/programs/eol>
- Easy Living. (2018). The leading causes of death in 65+ year-olds might surprise you. <https://easylivingfl.com/leading-causes-death-65-year-olds/>
- Gregory, C. (2018). The five stages of grief. Retrieved from <https://www.psychom.net/depression.central.grief.html>
- Salek, E., & Ginsburg, K. (2014). How children understand death & what you should say. Retrieved from <https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/How-Children-Understand-Death-What-You-Should-Say.aspx>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 8

Readings

- Rodriguez, J., & Capotescu, C. (2018). Poor people die younger in the U.S. That skews American politics. *The Washington Post*. Retrieved from <https://www.washingtonpost.com/news/monkey-cage/wp/2018/05/31/because-poor-people-die-younger-in-the-u-s-our-politics-are-more-unequal-than-elsewhere/>
- World Health Organization (WHO). (2016, September). Children: Reducing mortality. Retrieved from <http://www.who.int/mediacentre/factsheets/fs178/en/>
- Zonderman, A., Mode, N., Ejiogu N, & Evans, M. (2016). Race and poverty status as a risk for overall mortality in community-dwelling middle-aged adults. *JAMA Intern Medicine*, 176(9): 1394-1395. doi:<https://doi.org/10.1001/jamainternmed.2016.3649>

Opening Exercise (0 points)

Discussion (25 points)

Portfolio Project (300 points)

OPTION #1: Children's Ward Consultant Essay

Scenario

You are a consultant in a children's ward for a long-term care hospital facility geared towards ages three to ten years old. The facility directors ask you to construct an indoor/outdoor play center and activity schedule to allow those in early and middle childhood to maintain and develop their cognitive, physical, social, and emotional growth while recovering from their injuries/illnesses.

Justify for the facility's stakeholders the use and placement for each piece of play equipment, toy, and furniture. Make it clear when and why you would need to divide some of the space to separate children in early childhood from those in middle childhood.

Paper Requirements

- How does each piece of play equipment, toy, and furniture contribute to the four types of development (e.g., fine-motor movement helps physical growth)?
- How does each piece facilitate social-emotional bonds of children with their families?
- How does each piece improve coping and adjustment to long-term care?
- The paper should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example). To that, your paper should synthesize current, relevant research on your topic from at least five scholarly sources.
- Include an introduction that provides a clear statement of your position on the topic, a body that discusses the implications of possible solutions for the project under consideration, and a conclusion regarding how best to manage the issue (i.e., your informed opinion on the issues raised).

Final Paper Instructions

- The paper should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example). To that, your paper should synthesize current, relevant research on your topic from at least five scholarly sources. Cite and reference these sources according to APA style.
- Include an introduction that provides a clear statement of your position on the topic, a body that discusses the implications of possible solutions for the project under consideration, and a conclusion regarding how best to manage the issue (i.e., your informed opinion on the issues raised).

The paper must demonstrate what you have learned about current issues related to human development. Your paper is expected to have depth and offer a thoughtful analysis on the topic. The most common mistakes in writing an essay are, (a) simply summarizing the topic and not analyzing it or discussing your views, and (b) failing to relate the subject to the broader context of restorative justice, as discussed in class and as found in the readings.

Adequately including the broader contexts includes, for example, considering how your research might yield a different approach to restorative justice in the United States.

Paper Requirements

Your paper should be 7-9 pages in length and conform to CSU Global Writing Center: Citing & APA Resources. Include at least five scholarly references. The CSU-Global Library is a good place to find these references.

OPTION #2: Hospice Facility Consultant, Essay

Scenario

You are a consultant in a hospice facility for adult patients with terminal illness. The patients come from diverse ethnic and cultural backgrounds. The administration has two concerns.

First, there have been many patient complaints filed indicating that the staff is being abusive, both physically and psychologically. It is possible that the staff is being abusive (e.g., pulling them out of bed roughly, causing injury) or that the patients are misinterpreting the staff's behavior (for example, the patients might suffer from dementia or Alzheimer's, which may lead them to believe they are not being fed).

Second, the patients have difficulty complying with their medication regime, with some patients seeking alternative methods for treating their illnesses and coping with the dying process.

Based on what you learned in this course, what information should be given to the staff to address both issues? Be sure to specify the following:

- Ways the staff can ensure that patient care is applied in a consistent and respectful manner. Physical and cognitive abilities/limitations should be described. For example, the patient may have physical impairments that make it difficult for the person to move with ease or to see/hear properly. Cognitive impairments (e.g., dementia) may distort patient perceptions.
- Ways that staff can get compliance from patients to take medications and to show understanding for the patient's cultural and ethical beliefs, although implementation of some alternative methods can only be allowed if they are not illegal.
- Ways that staff can ease the coping process related to dying and death for the patient and his/her family. In particular, the patient must be informed of choices while in the hospital (for example, a Living Will or a DNR) and for his/her funeral, while helping the family cope with mourning, bereavement, and grief over the loss or probable loss of their kin.

Final Paper Instructions

- The paper should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example). To that, your paper should synthesize current, relevant research on your topic from at least five scholarly sources. Cite and reference these sources according to APA style.
- Include an introduction that provides a clear statement of your position on the topic, a body that discusses the implications of possible solutions for the project under consideration, and a conclusion regarding how best to manage the issue (i.e., your informed opinion on the issues raised).

The paper must demonstrate what you have learned about current issues related to human development. Your paper is expected to have depth and offer a thoughtful analysis on the topic. The most common mistakes in writing an essay are, (a) simply summarizing the topic and not analyzing it or discussing your views, and (b) failing to relate the subject to the broader context of restorative justice, as discussed in class and as found in the readings.

Adequately including the broader contexts includes, for example, considering how your research might yield a different approach to restorative justice in the United States.

Paper Requirements

Your paper should be 7-9 pages in length and conform to CSU Global Writing Center: Citing & APA Resources. Include five to six scholarly references. The CSU-Global Library is a good place to find these references.

References:

MedlinePlus. (2019, December). Do-not-resuscitate order. Retrieved from <https://medlineplus.gov/ency/patientinstructions/000473.htm>

Mastery Exercise (10 points)

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
0% Opening Exercises
8% Mastery Exercises
37% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see the CSU-Global Guide to Writing and APA Requirements for the percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

Citing Sources with APA Style

All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations.

Netiquette

Respect the diversity of opinions among the instructor and classmates, and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.