

Syllabus

Course Overview

Course Description

Within the field of psychology, lifespan development examines the lifelong process of how we change and grow from prenatal development, through childhood and adulthood all the way to the grave. This process of development can be studied scientifically across relevant domains such as physical, cognitive, and psychosocial. Specific developmental theories such as Piaget's theory of cognitive development, Freud's psychosexual stage theory, and Kohlberg's moral development theory assist professionals in understanding the developmental underpinnings of their profession. Knowledge of lifespan development assists professionals in the helping professions to distinguish normal developmental mishaps from real deviations in development, which allows them to develop more effective interventions.

Complete the multimedia presentation [Course Introduction: Lifespan Development](#) to get a brief overview of this course. You will view several presentations throughout this course. Please note that links to transcripts of these presentations are also provided, so you can read them instead of, or in addition to, viewing the videos.

Synchronous Meetings

You have the option of participating in supplemental instruction sessions in this course using Zoom. Please visit the [Using Zoom](#) page on Campus for more information.

Assignments

Week 2: Evaluate the writing you completed for your discussion in Week 1 based on assignment purpose, organization, use of evidence, tone, and grammar:

Week 4: Write a 5–6-page paper applying the concepts you've learned in order to complete an analysis of a case study that deals with the early childhood stage of development:

Week 7: Write a 5–6-page paper applying the concepts you've learned in order to complete an analysis of a case study that deals with adolescence or early adulthood:

Week 9: Write a 5–6-page paper applying the concepts you've learned in order to complete an analysis of a case study that deals with middle or later adulthood:

Discussions

Week 1: Summarize one of the main themes involved in lifespan development and describe lifespan development theories that are related to that theme.

Week 2: Describe and discuss one example of an environmental influence, teratogens, nutrition, or stress on prenatal development.

Week 3: Discuss early cognitive or emotional development.

Week 5: Select a risky behavior that emerges in middle childhood to adolescence and use development theories to explain different aspects of those behaviors.

Week 6: Discuss cognitive development in an adolescent.

Week 8: Examine issues facing people in the middle adulthood stage of development.

Week 10: Reflect on how aspects of lifespan development can apply to your specialization and to your current or future career.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze how lifespan development theories and related research explain aspects of human growth and behavior at different ages.

- 2 Assess the potential impact of individual and cultural differences on development across the lifespan.
- 3 Identify evidence-based interventions to address specific developmental issues.
- 4 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials**Required**

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Hoboken, NJ: Pearson Education. ISBN: 9780135227763

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Beijers, R., Hartman, S., Shalev, I., Hastings, W., Mattern, B. C., de Weerth, C., & Belsky, J. (2020). [Testing three hypotheses about effects of sensitive-insensitive parenting on telomeres](#). *Developmental Psychology*, 56(2), 237–250.
- Chopik, W. J., Newton, N. J., Ryan, L. H., Kashdan, T. B., & Jarden, A. J. (2019). [Gratitude across the life span: Age differences and links to subjective well-being](#). *The Journal of Positive Psychology*, 14(3), 292–302.
- De France, K., & Hollenstein, T. (2019). [Emotion regulation and relations to well-being across the lifespan](#). *Developmental Psychology*, 55(8), 1768–1774.
- de Graaf, N. M., & Carmichael, P. (2019). [Reflections on emerging trends in clinical work with gender diverse children and adolescents](#). *Clinical child psychology and psychiatry*, 24(2), 353–364.
- Ferschmann, L., Vijayakumar, N., Grydeland, H., Overbye, K., Sederevicius, D., Due-Tønnessen, P., ... & Tamnes, C. K. (2019). Prosocial behavior relates to the rate and timing of cortical thinning from adolescence to young adulthood. *Developmental cognitive neuroscience*, 40, 100734.
- Gattario, K. H., & Frisé, A. (2019). [From negative to positive body image: Men's and women's journeys from early adolescence to emerging adulthood](#). *Body image*, 28, 53–65.
- Harrington, E. M., Trevino, S. D., Lopez, S., & Giuliani, N. R. (2020). [Emotion regulation in early childhood: Implications for socioemotional and academic components of school readiness](#). *Emotion*, 20(1), 48–53.
- Lavelle, M., Carra, C., Rossi, G., & Keller, H. (2019). [Culture-specific development of early mother-infant emotional co-regulation: Italian, Cameroonian, and West African immigrant dyads](#). *Developmental psychology*, 55(9), 1850–1867.
- Marcia, J., & Josselson, R. (2013). [Eriksonian personality research and its implications for psychotherapy](#). *Journal of Personality*, 81(6), 617–29.
- Moreira, H., & Canavarro, M. C. (2015). [Individual and gender differences in mindful parenting: The role of attachment and caregiving representations](#). *Personality and Individual Differences*, 87, 13–19.
- Nielsen, M., Haun, D., Kärtner, J., & Legare, C. H. (2017). [The persistent sampling bias in developmental psychology: A call to action](#). *Journal of Experimental Child Psychology*, 162, 31–38.
- Rasmussen, P. D., & Storebø, O. J. (2020). [Attachment and epigenetics: A scoping review of recent research and current knowledge](#). *Psychological Reports*. <https://doi.org/10.1177/0033294120901846>
- Tse, D. C. K., Nakamura, J., & Csikszentmihalyi, M. (2019). [Beyond challenge-seeking and skill-building: Toward the lifespan developmental perspective on flow theory](#). *The Journal of Positive Psychology*, 1–12
- Wertz, J., Belsky, J., Moffitt, T. E., Belsky, D. W., Harrington, H., Avinun, R., ... Caspi, A. (2019). [Genetics of nurture: A test of the hypothesis that parents' genetics predict their observed caregiving](#). *Developmental Psychology*, 55(7), 1461–1472.
- Wetzel, E., Grijalva, E., Robins, R. W., & Roberts, B. W. (2019). [You're still so vain: Changes in narcissism from young adulthood to middle age](#). *Journal of Personality and Social Psychology*. <https://doi-org.library.capella.edu/10.1037/pspp0000266.supp> (Supplemental)

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association. (2017). [Speaking of psychology: Marijuana: The brain changer \[Audio podcast\]](#). Retrieved from <https://www.apa.org/>
- American Psychological Association. (2020). [Finding Psychology: Resource Guides for Students](#). Retrieved from <https://www.apadivisions.org/division-7/students-careers/student-resource-guides>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Introduction to Human Development Concepts and Theories

Introduction

Scenario: Real-World Applications

Maria teaches a lifespan developmental psychology course at her University. Because it's a requirement for many of the specializations, she has a wide array of students in her class, studying different areas of psychology, including industrial and organizational psychology, school psychology, and applied behavior analysis.

After covering Bronfenbrenner's bioecological theory and Piaget's cognitive development theory, one of her students asked a question. Sam wanted to know how studying these theories will help him when he becomes an Industrial and Organizational psychologist. Maria proceeded to give the same answer that she always gives. She explained how learning about developmental theories can give any psychology professional a great background for helping the people they are working with.

However, as she was speaking, she could tell that Sam and the rest of the class were not really understanding what she was saying on a deeper level. She resolved to come up with some real-life, concrete examples that she could share with the class.

This week you will start learning the basic concepts and theories related to developmental psychology. As you complete the readings, think about how learning about different stages of development can help you better understand the people you are working with, no matter your specialization. What are the issues facing the specific population of people you work with? What are the appropriate milestones to be reached with your population? Developmental psychology can help you answer these questions.

To learn more about how lifespan development applies to your professional development, listen to [Introduction to: Human Development](#). To discover more about developmental theories, listen to [Introduction to: Developmental Theories](#).

To-Do List:

- **Discussion:** Summarize one of the main themes involved in lifespan development and describe lifespan development theories that are related to that theme.
- **What You Need to Know:** Review resources that explain the theories that provide a foundation for developmental psychology.
- **Research Activity:** Choose a lifespan development theme and find a scholarly article to analyze that is related to the theme.
- **Prepare:** Review writing resources in preparation for writing and evaluating your first discussion question.

Learning Activities

u01s1 - Activity Overview

Discussion Overview

Summarize one of the main themes involved in lifespan development and describe lifespan development theories that are related to that theme. Find one scholarly, peer-reviewed article to support your discussion.

u01s2 - What You Need to Know

Human Development Concepts and Theories

Theories are the foundation upon which ideas are generated and pursued. It is important to have a base of knowledge upon which to organize information. Development theories can provide a new perspective through which to understand behavior no matter what specialization or profession you choose. With respect to applying major issues in development to practice, it is consistent with current research that individuals in the helping professions understand the importance of issues in lifespan development. For example, in regards to the nature and nurture issue, having an awareness of the interacting contributions of genetics and environment can allow helpers to take a more reasoned and accurate view of problems.

- Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Boston, MA: Pearson Education.
 - Chapter 1, "Organizing Themes in Development," pages 1–37.
 - This chapter introduces lifespan developmental theorists, including Freud, Erikson, and Piaget; learning theories, such as behaviorism and social learning; multidimensional theories, including Bronfenbrenner's theory; and the concept of nature-nurture.
- Human Development Theorists.
 - Review this media piece to learn more about some of the theories behind human development.
- Nielsen, M., Haun, D., Kärtner, J., & Legare, C. H. (2017). The persistent sampling bias in developmental psychology: A call to action. *Journal of Experimental Child Psychology*, 162, 31–38.
 - This article reviews some of the known and unknown issues related to the impact of sampling bias in the field of developmental psychology and suggests some ways to address this pervasive issue.
- Wertz, J., Belsky, J., Moffitt, T. E., Belsky, D. W., Harrington, H., Avinun, R., Poulton, R., Ramrakha, S., & Caspi, A. (2019). Genetics of nurture: A test of the hypothesis that parents' genetics predict their observed caregiving. *Developmental Psychology*, 55(7), 1461–1472.
 - This article highlights some of the key challenges related to evaluating the impact of nature versus nurture and presents a bidirectional model of development.

u01s3 - Research Activity: Article Search

For this week's discussion, you are required to search the library to find a scholarly, peer-reviewed article and use it to investigate one of the following themes and the lifespan development theories associated with that theme. The major themes embedded in development theory are:

- Nature versus nurture.
- Critical periods and plasticity.
- Universality and specificity.
- Continuity and discontinuity.
- Qualitative and quantitative change.
- Activity and passivity.

Library Resources

A peer-reviewed reference typically appears in an academic journal like those found in Capella University Library. An example of an appropriate article is below. Please do not use this as your article for your discussion post.

- Wertz, J., Belsky, J., Moffitt, T. E., Belsky, D. W., Harrington, H., Avinun, R.,...Caspi, A. (2019). Genetics of nurture: A test of the hypothesis that parents' genetics predict their observed caregiving. *Developmental Psychology*, 55(7), 1461–1472.

For more information, please see [How Do I Find Peer-Reviewed Articles?](#)

If you are not familiar with using the library, the following resources can help you understand where to begin your search.

- The "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. This guide also provides a range of research-related information, including links to statistical websites and professional organizations (in the Staying Current section), and specific tabs related to the various specializations within psychology. You can access the information and links by clicking the tabs near the top of the page.
- Visit the [Library Research and Information Literacy Skills \(RAILS\)](#) page. This online handbook helps you develop your research skills. Be sure to go through the following sections:
 - Identifying Scholarly Resources.
 - Defining Your Topic.
 - Searching Effectively.
 - Evaluating Source Quality.

- If you are having trouble finding an appropriate article, please know that Capella's librarians are available to provide support. Visit the [Library Help](#) page for more information.

u01s4 - Prepare: Writing Resources

Writing is a core skill involved in any degree program. Understanding writing expectations can save you time and help you succeed in the program. This week, you will practice your writing skills in your first discussion post and then evaluate your writing in your first assignment next week. Review the following resources to help you elevate your writing and meet the expectations of your assignments and your profession.

- [Addressing an Assignment Prompt.](#)
- [Organizing Paragraphs.](#)
- [Evidence and APA.](#)
- [Tone.](#)
- [First, Second, and Third Person.](#)
- [Active and Passive Voice.](#)
- [Sentence Structure.](#)

In addition, review the following coursefile you will use to evaluate your writing:

- [Writing Self-Evaluation Rubric.](#)

u01s5 - Plan: Using Zoom

You have the option of participating in supplemental instruction sessions in this course, for which you will find information in the courselong discussion "Supplemental Instruction." To participate in these live sessions you need to have a screen (for example, a computer or a phone) and audio capabilities, either through your computer or your phone. You are not required to have video capabilities. If you choose to join these live sessions, which use Zoom, complete the following:

- For more information about the Supplemental Instruction live sessions, review the [How Does Supplemental Instruction Work?](#) page on Campus.
- Instructions are available on the [Using Zoom](#) Campus page.

u01d1 - Write Your Discussion Post

Approaches to Lifespan Development

What are the various themes involved in human development and lifespan development theory? For this discussion, you will find a scholarly, peer-reviewed article and use it to investigate one of those themes and the lifespan development theories associated with that theme. Next week you will evaluate your discussion post in your first assignment.

Preparation

- If you have not already done so, choose one of the following themes and use the library to find a scholarly, peer-reviewed article that addresses that theme.
 - Nature versus nurture.
 - Critical periods and plasticity.
 - Continuity and discontinuity.
 - Universality and specificity.
 - Qualitative and quantitative change.
 - Activity and passivity.

- Before you write your discussion post, review the [Writing Self-Evaluation Rubric](#) you will use to evaluate your post and the resources you can use

Instructions

For your initial discussion post, address the following:

- Introduction
- Clearly summarize the theme you chose and the main issues, oppositions, or controversies in differing approaches to it.
 - What are the similarities and differences in the contrasting approaches?
 - Are these approaches appropriate in light of what the researcher seeks to understand or predict? Why or why not?
- Describe specific lifespan development theories that are associated with the theme you analyzed.
- Evaluate to what extent the scholarly article you used in your analysis met the criteria for credibility, using an appropriate combination of these criteria:
 - Detailed and clear information.
 - Accuracy of information.
 - Support of conclusions.
 - Relevancy to the field.
 - Credibility of author or authors.
 - Publication date (timeliness or current relevancy).
- Conclusion

Note: In your discussion posts and responses, be sure to follow the [Learner Expectations](#), the [Professional Communications and Writing Guide](#), and the rules of grammar.

Response Guidelines

Read the posts of your peers and respond to at least two. What questions do you have about the ideas in the post? What can you add to their ideas, building upon the connections you have made to the material so far? Your responses to other learners are expected to be substantive, referencing the assigned readings as well as other scholarly or professional literature to support your statements.

Course Resources

Psychology Graduate Discussion Scoring Guide

Unit 2 >> Prenatal Through Toddler Development

Introduction

Scenario: Prenatal Alcohol Exposure

Joe has been working with Molly in a clinical setting, helping her manage her anxiety. Last week when she came to her appointment, she was particularly agitated. When he asked her what was bothering her, she spoke in a flood of words. She explained that she took a pregnancy test and it was positive. While she and her boyfriend had not talked about it before, she was happy and relieved that he was thrilled about it.

They started talking about how they would tell their family and friends when she remembered that two weeks ago they had been out with friends and she had had two vodka tonics and three weeks ago she had had a couple of glasses of wine. Since then, she had been having anxiety attacks more often than usual. She said that she knew that alcohol can harm a fetus and she did not know what to do.

Then came the questions, "Do you think it is OK?" "Did I mess everything up?" "What can I do now?" "Is there anything else I should avoid?"

How can concepts from lifespan development help Joe in this situation? What can he tell Molly? If early development seems remote to your professional specialization, consider that the implications may be direct or indirect. For instance, if you work in education, you will need to take into account how the permanent influences of early development can affect how a person learns. As you review the literature and complete the learning activities, consider the potential implications of early development for your professional direction. How might you apply your knowledge directly or indirectly to influences to your areas of professional interest?

To learn more about prenatal development and the influences that can have an impact, complete the multimedia titled [Introduction to: Prenatal Development](#).

To-Do List:

- **Discussion:** Describe and discuss one example of an environmental influence, teratogens, nutrition, or stress on prenatal development.
- **Assignment:** Evaluate the writing you completed for your discussion in Week 1.
- **What You Need to Know:** Review resources that explore brain development in the womb and for the first few years of life.

Learning Activities

u02s1 - Activity Overview

Discussion Overview

Describe and discuss one example of an environmental influence, teratogens, nutrition, or stress on prenatal development.

Assignment Overview

Evaluate the writing you completed for your discussion in Week 1 based on assignment purpose, organization, use of evidence, tone, and grammar.

u02s2 - What You Need to Know

Prenatal Through Toddler Development

Beginning as early as conception, hereditary and environmental influences can affect the development of a person. Small influences can have a significant impact on a developing fetus. Hereditary diseases, genetics, teratogens, nutrition, and stress are all factors that can influence prenatal development which, in turn, can have effects across the lifespan. Once a child is born, the external environment begins to influence development in a huge way. You may choose to include information from the following resources in your discussions or your assignments in this course.

- Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Boston, MA: Pearson Education.
 - Chapter 2, "Genetics, Epigenesis and the Brain: The Fundamentals of Behavioral Development," pages 38–76.
 - This chapter is about genetics with respect to early brain development. The chapter also introduces stress and adaptation responses, and atypical development linked to heredity.
- Beijers, R., Hartman, S., Shalev, I., Hastings, W., Mattern, B. C., de Weerth, C., & Belsky, J. (2020). [Testing three hypotheses about effects of sensitive-insensitive parenting on telomeres](#). *Developmental Psychology*, 56(2), 237–250.
 - This article presents data that shows the genetic impact of parenting and discusses how that impact may play out in later development.
- Rasmussen, P. D., & Storebø, O. J. (2020). [Attachment and epigenetics: A scoping review of recent research and current knowledge](#). *Psychological Reports*. <https://doi.org/10.1177/0033294120901846>
 - This is a review article that considers the role that epigenetics may play on a specific developmental construct, attachment. Attachment is one aspect that has been given much attention as having emotional influence during this time. Attachment can have direct implications on the ability to successfully develop and maintain peer and family relations into adulthood.
- [Turning Points: An Overview of Prenatal Human Development](#).
 - This media piece details the development of each system by month during gestation.

u02d1 - Write Your Discussion Post

Environmental Influences on Prenatal Development

What effect does vaping during pregnancy have on a developing fetus? Does eating too much sugar during pregnancy have an impact? There are many types of environmental influences on prenatal development. Some positive and others negative. In this discussion, choose one of the following categories to explore:

- Teratogens—substances taken or absorbed by the mother during pregnancy that produce fetal deformities.
- Nutrition—the impact of abundance or lack of sufficient supply.
- Stress—the impact of stress hormones on an infant's neuroendocrine system.

Using the assigned readings or other professional literature, describe and discuss one example of an environmental influence on prenatal development.

- What is the effect on a developing fetus?
- Does timing, dosage, or genetics play a part? Are there other factors?

Response Guidelines

Read the posts of your peers and respond to at least two. What questions do you have about the ideas in the post? What can you add to their ideas, building upon the connections you have made to the material so far? Your responses to other learners are expected to be substantive, referencing the assigned readings as well as other scholarly or professional literature to support your statements.

Course Resources

Psychology Graduate Discussion Scoring Guide

u02a1 - Writing Self-Analysis

Overview

Fundamental to the Capella Writing Standards are five core writing skills, known as the POETS writing skills. This acronym relates to 1. Addressing assignment purpose, 2. Developing strong organization, 3. Citing appropriate evidence, 4. Using scholarly tone, and 5. Developing grammatically sound sentence structure. Learn more about the Capella Writing Standards on the [Capella Online Writing Center](#). For this assignment, you will evaluate the writing you completed for your discussion in Week 1 against some of these writing standards.

Preparation

If you have not already done so, review the following resources to help you evaluate your writing for this assignment:

- [Addressing an Assignment Prompt](#)
- [Organizing Paragraphs](#)
- [Evidence and APA](#)
- [Tone](#)
- [First, Second, and Third Person](#)
- [Active and Passive Voice](#)
- [Sentence Structure](#)

Instructions

For this assignment, complete a self-evaluation of your professional writing skills, including the following:

- **Review last week's discussion post:** Review the content, structure, and organization of the initial post you submitted in your discussion (from the previous week) and the responses you received from your fellow learners.
- **Complete the Self-Evaluation Rubric:** Evaluate your post, using the [Writing Self-Evaluation Rubric](#). Review the different levels of achievement that are possible for each criterion. Place an "X" in the level of achievement you believe your discussion post has attained. The very last column on the right provides space for you to leave notes about the criterion. Indicate the reason for your assessment of each criterion in the last column.
- **Save a copy:** Once you have completed the rubric, be sure to save a copy of it to your computer for later comparison.
- **Submit your assignment:** Submit the rubric along with a copy of the discussion post you assessed as Word document attachments in the assignment area.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 6: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.
 - Accurately evaluate the inclusion of all required elements.
 - Accurately evaluate the structure of paragraphs.
 - Accurately evaluate the use of scholarly sources and APA citation and reference style.
 - Accurately evaluate the appropriateness of voice, person, and tone.
 - Accurately evaluate the use of grammar and mechanics.

Refer to the scoring guide to ensure you meet the grading criteria for this assignment.

u02s3 - Prepare: Choose a Case Study

To prepare for your Case Study Analysis: Early Childhood assignment in Week 4, complete the following:

- Select one of the following case studies from your Broderick and Blewitt textbook to complete an analysis of the developmental and contextual issues related to the selected case. Each of the case studies includes a set of questions that can guide your analysis of the pertinent issues for the particular case.
 - Angela and Adam — page 169
 - Dawn — page 205

Unit 3 >> Cognitive and Emotional Development in Early-Middle Childhood

Introduction

Scenario: Leave Policies

Charlotte works in human resources for a company that has recently grown from 30 employees to 150. She is working with a group of people tasked with reviewing the existing human resource policies and figuring out what needs to change as well as identifying where there might be gaps. She has always felt that the existing maternity leave policy was not consistent with the research about maternal bonding that she had learned in her psychology class. She would love to see an increase in the number of weeks allowed for maternity leave and she thinks that the policy should extend to fathers as well.

Charlotte knows that she will meet some resistance when she presents her proposal to the group, so she decides to do some research into the benefits of time spent at home after a birth on both parents as well as the baby. She is hoping that the information she finds can help her convince the others that increased maternity and paternity leave time is not just a social good but also a benefit to the company.

This week you will focus on cognitive and emotional development in the early years. You will also learn about the importance of secure attachments to the development of a healthy self-concept. As you complete the reading, think about Charlotte. What kind of information do you think she will find regarding the importance of mother and baby bonding in the early years of life? How about father and baby bonding? Do companies benefit when a new mother or father takes time to be with their new baby?

To discover more about cognitive and social development in early and middle childhood, complete the following multimedia presentation:

- [Introduction to: The Early Years.](#)

To-Do List:

- **Discussion:** Discuss early cognitive or emotional development.
- **What You Need to Know:** Learn about cognitive and emotional development in early and middle childhood.
- **Prepare:** Choose a case study to focus on for your assignment and begin your research.

Learning Activities

u03s1 - Activity Overview

Discussion Overview

This week, you will have a choice of two different discussions.

- Select two theories related to early cognitive development and compare and contrast them.
- Explain how the development and differentiation of emotions during the first three years of life coincide with, or even contribute to, the development of milestones in other domains of development.

u03s2 - What You Need to Know

Cognitive and Emotional Development in Early-Middle Childhood

Cognitive and emotional development play critical roles in healthy development. Early attachments have implications for the development of a healthy self-concept. Securely attached youngsters begin to see themselves as lovable and worthy. John Bowlby, as stated in Chapter 4 in the text, contends that attachment influences a child's processing of information in social situations. He also claims a child's attachment influences the child's functioning in social contexts, affecting what he or she learns and remembers.

Individuals often misinterpret the stage of cognitive development during middle childhood. Because of the increase in vocabulary and physical growth, the limitations of the concrete operational stage are not easily recognized. For example, many times adults view children as miniature adults. Yet children in middle childhood are often not capable of thinking in logical and abstract terms or able to formulate hypotheses until the formal operation stage. An understanding of cognitive development and what children are capable of during the various stages is essential for educators and psychologists who will be working with children and families.

- Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Boston, MA: Pearson Education.
 - Chapter 3, "Cognitive Development in the Early Years," pages 77–124.
 - This chapter introduces theorists such as Piaget and Vygotsky and applies their theories to how children learn across contexts.
 - Chapter 4, "Emotional Development in the Early Years," pages 125–171.
 - This chapter focuses on how nurture impacts emotional development and the presenting theories and processes related to the development of attachment.
- Lavelle, M., Carra, C., Rossi, G., & Keller, H. (2019). [Culture-specific development of early mother–infant emotional co-regulation: Italian, Cameroonian, and West African immigrant dyads](#). *Developmental psychology*, 55(9), 1850–1867.
 - This article examines the role of culture in the development of maternal or infant across three unique cultures and finds some similarities and differences.
- Moreira, H., & Canavarro, M. C. (2015). [Individual and gender differences in mindful parenting: The role of attachment and caregiving representations](#). *Personality and Individual Differences*, 87, 13–19.
 - This article considers individual differences in developing mindful parenting.

u03d1 - Write Your Discussion Post

Development in Early Childhood

This week we focused on cognitive and social-emotional development in early childhood and the processes that promote positive development as well as risk factors that negatively impact development. For this discussion, respond to **one** of the following discussion posts:

- Multiple theories exist that attempt to explain the processes related to early cognitive development. Select two theories and compare and contrast them. Consider and present evidence for ways they are supported and refuted in the literature.
- How might the development and differentiation of emotions during the first three years of life coincide with, or even contribute to, the development of milestones in other domains of development?

Response Guidelines

Read the posts of your peers and respond to at least two. What questions do you have about the ideas in the post? What can you add to their ideas, building upon the connections you have made to the material so far? Your responses to other learners are expected to be substantive, referencing the assigned readings as well as other scholarly or professional literature to support your statements.

Course Resources

Psychology Graduate Discussion Scoring Guide

u03s3 - Prepare: Find Resources

To prepare for your Case Study Analysis: Early Childhood assignment in Week 4, complete the following:

- Use the [Capella Library](#) to find peer-reviewed articles related to the case study you chose last week. If you are not familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include at least five properly cited resources.
- Review the **example assignment**. You may use the assignment example to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

Unit 4 >> The Emerging Self and Socialization in Early-Middle Childhood

Introduction

Scenario: Typical or Atypical Behavior?

Amir is working with a teacher at a local K-5 elementary school as a consultant. The teacher, Sadie, is worried about one of her first grade students who exhibits a significant amount of self-talk throughout the day. Sometimes the behavior appears to be harmless. She notices that he talks to himself when he's working on an art project or when he should be completing a writing assignment. Sometimes this behavior is disruptive, especially when she is trying to teach her students a new concept in math. She also worries that his self-talk is keeping him from making friends in the class.

As a consultant, Sadie is hoping Amir could work with this student to eliminate the behavior. Amir has never encountered a student with this behavior, so he decides to do some research.

This week you'll continue to focus on early to middle childhood development, focusing on the emerging sense of self and socialization. While you complete your readings, think about Sadie and her student. Is self-talk a typical part of development at that age? Is it a problem behavior? Does it help to have knowledge of developmental milestones in this situation?

Listen to [Introduction to: The Emerging Self and Socialization in Early Childhood](#), to learn more about the development of a concept of self.

To-Do List:

- **Assignment:** Apply the concepts you've learned in order to complete an analysis of a case study that deals with the early childhood stage of development.
- **What You Need to Know:** Learn about socialization and the development of a sense of self during early and middle childhood.

Learning Activities

u04s1 - Activity Overview

Assignment Overview

Write a 5-6 page paper, applying the concepts you've learned in order to complete an analysis of a case study that deals with the early childhood stage of development.

u04s2 - What You Need to Know

The Emerging Self and Socialization in Early-Middle Childhood

The middle years of childhood are critical to the development of a person. Biological development continues at a rapid rate during this stage of a person's life. In addition, significant cognitive development occurs as one spends more time in educational settings. As the child is exposed to more outside influences, social development also becomes prominent. Gender differentiation becomes a focus of much attention during this time.

- Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Boston, MA: Pearson Education.
 - Chapter 5, "The Emerging Self and Socialization in the Early Years," pages 172–206.
 - This chapter reviews key points related to the development of the self-system with a focus on the impact of parenting practices on self-development.
 - Chapter 6, "Realms of Cognition in Middle Childhood," pages 207–251.
 - This chapter presents recent brain-based research and Piaget's theory of Concrete Operations as it relates to the development of cognition. These concepts are applied to common middle childhood topics such as technology, eyewitness technology, and immigrant families.
- Harrington, E. M., Trevino, S. D., Lopez, S., & Giuliani, N. R. (2020). Emotion regulation in early childhood: Implications for socioemotional and academic components of school readiness. *Emotion*, 20(1), 48–53.
 - This article extends our understanding of how early development impacts later development in different domains.

u04a1 - Case Study Analysis: Early Childhood

Overview

As you have been reading, there are multiple aspects of development in the early years, including cognitive, emotional, social, and the development of a sense of self. What are the risk factors in a baby's life that prevent healthy emotional development? How do different parenting styles affect a child's development of a sense of self? For this assignment, you will apply the concepts you've learned in order to complete an analysis of a case study that deals with the early childhood stage of development.

Preparation

- If you haven't done so already, select one of the following case studies from your Broderick and Blewitt textbook to complete an analysis of the developmental and contextual issues related to the selected case. Each of the case studies includes a set of questions that can guide your analysis of the pertinent issues for the particular case.
 - Angela and Adam — page 169
 - Dawn — page 205
- If you didn't finish your research last week, use the [Capella University Library](#) to find peer-reviewed articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include at least five properly cited resources.
- Review the [Week 4 Assignment Example \[PDF\]](#). You may use the assignment example to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

Instructions

The case study analysis should be a maximum of 6 pages in length, including the introduction and conclusion, each of which should be approximately one half-page in length. The body of the paper should not exceed 5 pages.

Organize your paper in the following manner. Be sure to include headings for each section.

- **Title Page**
- **Introduction:** An introduction that includes an overview of the paper contents, including a brief summary and background information regarding the case study.
- **Case Study Analysis:**
 - **Presenting Challenge:** Explain the presenting challenge or challenges and primary issue or issues.
 - **Lifespan Theory:** Analyze lifespan development theories to determine the most appropriate theory or theories to apply to the case study.
 - **Intervention Process:** Apply the appropriate lifespan development theory to support an identified intervention process.
 - **Individual and Cultural Differences:** Describe the potential impact of individual and cultural differences on development for the current age and context described in the case study.
- **Conclusion:** A conclusion that summarizes what was introduced in the body of the paper, with respect to the case study context, challenges, and interventions.
- **References**

Additional Requirements

Submit a professional document, in APA style, that includes the following required elements identified with headings and subheadings:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** References and citations should be formatted according to current APA style and formatting. See [Evidence and APA](#).
- **Number of References:** Your paper should include at least five properly cited peer reviewed articles in addition to the textbook in which the case study is embedded.
- **Length:** 5–6 double-spaced pages of content in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 points.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- **Competency 1:** Analyze how lifespan development theories and related research explain aspects of human growth and behavior at different ages.
 - Analyze lifespan development theories to determine the most appropriate theory or theories to apply to the case study.
- **Competency 2:** Assess the potential impact of individual and cultural differences on development across the lifespan.
 - Describe the potential impact of individual and cultural differences on development for the current age and context described in the case study.
- **Competency 3:** Identify evidence-based interventions to address specific developmental issues.
 - Apply the appropriate lifespan development theory to support an identified intervention process.
- **Competency 4:** Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.
 - Convey purpose, in an appropriate tone and style, incorporating supporting evidence and adhering to organizational, professional, and scholarly writing standards.
 - Apply APA style and formatting to scholarly writing.

Refer to the scoring guide to ensure you meet the grading criteria for this assignment.

Unit 5 >> Middle Childhood to Early Adolescence

Introduction

Scenario: Public Policy and Health

Ravi works for a nonprofit organization that promotes children's health. His boss, Celia walks into his office looking surprised and excited. She explains that a state senator had just contacted the organization asking if someone at the organization could give a presentation to her staff about issues that preteens and teens face today. She suspects that the senator might want to partner with the organization to develop some legislation aimed at improving adolescent health.

Because of Ravi's background in developmental psychology, she asks him to give the presentation. Feeling overwhelmed, Ravi asks how many issues he should talk about with the senator and her staff. There are so many to choose from. Celia tells him to keep it simple, maybe only address 3 or 4 topics. She recommends including the impacts of sexting on early adolescents as well as high rates of depression in transgender adolescents.

This week you will explore middle childhood and early adolescent development, including moral development, gender, and peer relationships. As you complete the reading, think about Ravi. What are the common issues that face this age group? Are there strategies that can help promote healthy development?

To discover more about cognitive and social development during this time period, complete the following media presentation:

- [Introduction to: Middle Childhood to Early Adolescence](#).

To-Do List:

- **Discussion:** Discuss a risky behavior that emerges in middle childhood to adolescence.
- **What You Need to Know:** Review resources that explore development during middle childhood to early adolescence, including gender identification, peer relationships, and identity development.

Learning Activities

u05s1 - Activity Overview

Discussion Overview

Select a risky behavior that emerges in middle childhood to adolescence and use development theories to explain different aspects of those behaviors.

u05s2 - What You Need to Know

Middle Childhood to Early Adolescence

The middle years of childhood are critical to a person's development. Adolescence is when people begin to try to figure out who they are and who they want to be. The quest for individuality is a prime focus at a time when significant—often uncomfortable—changes are taking place. In addition to dramatic biological changes, adolescents continue to demonstrate cognitive development. They are greatly influenced by peer relationships, while often being at odds with the influence of schools and parents. The issue of risk-taking behavior is prominent at this time.

- Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Boston, MA: Pearson Education.
 - Chapter 7, "Self and Moral Development: Middle Childhood Through Early Adolescence," pages 252–295.
 - This chapter introduces self and moral development using a cross-cultural approach while considering both prosocial and antisocial behavior.
 - Chapter 8, "Gender and Peer Relationships: Middle Childhood Through Early Adolescence," pages 296–340.
 - This chapter considers the development of gender and peer relationships, and these concepts are applied to recent changes in how we conceptualize gender identity and gender differences in STEM fields.
 - Chapter 9, "Physical, Cognitive, and Identity Development in Adolescence," pages 341–387.
 - This chapter reviews key developmental domains related to adolescence including the domains of physical, emotional, cognitive, and identity.
- de Graaf, N. M., & Carmichael, P. (2019). Reflections on emerging trends in clinical work with gender diverse children and adolescents. *Clinical child psychology and psychiatry*, 24(2), 353–364.
 - This article highlights the vast changes that have occurred recently related to society's conceptualizations of gender, it and has practical suggestions to support gender diverse children and adolescents.

u05d1 - Write Your Discussion Post

Risky Behaviors

Research a behavior that represents *risky behaviors* as children emerge from middle childhood to adolescence. Discuss the individual, cultural, and environmental contexts that help professionals understand the emergence of specific behaviors. Discuss developmental theories that can help explain the adaptive and maladaptive aspects of those behaviors.

Response Guidelines

Read the posts of your peers and respond to at least two. What questions do you have about the ideas in the post? What can you add to their ideas, building upon the connections you have made to the material so far? Your responses to other learners are expected to be substantive, referencing the assigned readings as well as other scholarly or professional literature to support your statements.

Course Resources

Psychology Graduate Discussion Scoring Guide

Unit 6 >> Adolescence Through Early Adulthood

Introduction

Scenario: Transitions

Samara works as a consultant, focusing on child and adolescent development. One day she gets a call from a principal at a local high school. He wants to hire her to give a presentation to parents and staff at an upcoming PTA meeting. When Samara asks about the topic of the presentation, the principal explains that the PTA is looking for strategies to help students transition from adolescents into healthy young adults. He concedes that the topic is pretty broad and might need some narrowing. Samara and the principal have a discussion about the issues that face this age group and how adolescence is a time when friendships, romantic interests, and social media become increasingly important. He also mentions that the high school has a significant number of students with Autism

Spectrum Disorder and wonders how the issues those students face might be the same or different.

Samara agrees to give a presentation on the social factors that impact the transition into young adulthood for both neuro-typical and students on the Autism Spectrum. When she finishes the call she starts thinking about how she can tailor her presentation for parents and teachers.

This week you'll focus on the social, physical, and cognitive development in adolescents and young adults. As you complete the readings, think about Samara. What are the main challenges that these students face? What can parents do to help their children become healthy adults with a positive sense of self? What can the school do?

For an overview of development during adolescence and the issues that can occur complete the following multimedia presentation:

- [Introduction to: Adolescence](#).

To-Do List:

- **Discussion:** Discuss cognitive development in an adolescent.
- **What You Need to Know:** Review resources that relate to social, cognitive, and physical development during adolescence through early adulthood.
- **Prepare:** Choose a case study to focus on for your assignment and begin your research.

Learning Activities

u06s1 - Activity Overview

Discussion Overview

This week, you will have a choice of two different discussions.

- Describe the expected cognitive changes that are important in understanding adolescent development.
- Discuss how recent advances in brain research have provided important information about the development of an adolescent's brain.

u06s2 - What You Need to Know

Adolescence Through Early Adulthood

This week focuses on the physical, cognitive, identity, and social development that occurs from adolescence into early adulthood. Developmental gender differentiation continues in the young adult, and it affects pursuits. As a professional, understanding the differences that occur and the role adult attachment can play can be important as you interact with young adults. Major issues that people address during this time include career, love and relationships, and achievement.

- Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Boston, MA: Pearson Education.
 - Chapter 10, "The Social World of Adolescence," pages 388–426.
 - This chapter provides an overview of adolescent social development with a focus on different contexts including home, school, and work while considering normative vs. non-normative risk-taking.
 - Chapter 11, "Physical and Cognitive Development in Young Adulthood," pages 427–460.
 - This chapter reviews physical and cognitive development as they relate to young adulthood with special emphasis on decision-making processes.
- Gattario, K. H., & Frisén, A. (2019). [From negative to positive body image: Men's and women's journeys from early adolescence to emerging adulthood](#). *Body image*, 28, 53–65.
 - This article shows how social groups buffer body image development differential across age and gender.
- American Psychological Association. (2017). [Speaking of psychology: Marijuana: The brain changer \[Audio podcast\]](#). Retrieved from <https://www.apa.org/>
 - Listen to this podcast to learn more about how early marijuana use impacts brain development.

u06d1 - Write Your Discussion Post

Physical, Emotional, and Cognitive Changes in Adolescence

This week we focused on development in adolescence. Adolescence marks a transition period from childhood to adulthood with important physical, emotional, and cognitive changes occurring. Peers and family each have a role in helping the adolescent develop their unique identity. For this discussion, respond to **one** of the following discussion posts.

- Describe the expected cognitive changes that are important in understanding adolescent development (e.g., changes in executive functioning, formal operational thinking, metacognitive thinking). Address differences in the development of these changes related to gender or culture that are discussed in the scholarly literature.
- Recent advances in brain research have provided important information about the development of an adolescent's brain. Select a topic of interest (e.g., sleep, stress, etc) and discuss how that topic impacts adolescent brain development.

Response Guidelines

Read the posts of your peers and respond to at least two. What questions do you have about the ideas in the post? What can you add to their ideas, building upon the connections you have made to the material so far? Your responses to other learners are expected to be substantive, referencing the assigned readings as well as other scholarly or professional literature to support your statements.

Course Resources

Psychology Graduate Discussion Scoring Guide

u06s3 - Prepare: Find Resources

To prepare for your Case Study Analysis: Adolescence to Emerging Adulthood assignment in Week 7, complete the following:

- Select one of the following case studies from your Broderick and Blewitt textbook to complete an analysis of the developmental and contextual issues related to the selected case. Each of the case studies includes a set of questions that can guide your analysis of the pertinent issues for the particular case.
 - Alex — page 250
 - Kevin — page 293
- Use the [Capella University Library](#) to find peer-reviewed articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include at least five properly cited resources.

Unit 7 >> Early Adulthood

Introduction

Scenario: Supporting Students

Mei works at a local university for the Associate Dean for Diversity, Equity, and Inclusion. In a meeting with her boss, Noah, they discuss the challenges that are facing the college. She's surprised to learn that recently attrition among students of color is increasing. She asks whether the latest tuition increase is the reason behind the increase in attrition. Sadly, Noah replies that no one really

knows and adds that we really need to find out. He puts Mei in charge of researching the issue and developing some policy recommendations that might help. He encourages Mei to research the unique needs of students of color before creating a survey to gather feedback from diverse students. He reminds her that the average student is between the ages of 18 and 24 and asks her to focus her research on that age group.

Mei leaves the meeting full of ideas. She majored in psychology in school and thinks back to her developmental psychology class in particular.

This week you'll explore the two main concerns of emerging adults, love and work. As you complete the reading, think about Mei. How can developmental theory help her figure out what the problem is? What are the issues that face students of color in this age group? What strategies can be used to encourage this population to finish their degree and find fulfilling work?

For an overview of the unique issues and challenges faced by your adults, complete the following multimedia presentation:

- [Introduction to: Early Adulthood.](#)

To-Do List:

- **Assignment:** Apply the concepts you've learned in order to complete an analysis of a case study that deals with one of the following stages of lifespan development: adolescence or emerging adulthood.
- **What You Need to Know:** Explore cognitive, social, and emotional development during early adulthood, focusing on topics such as relationships and work.

Learning Activities

u07s1 - Activity Overview

Assignment Overview

Write a 5–6-page paper, applying the concepts you've learned in order to complete an analysis of a case study that deals with adolescence or early adulthood.

u07s2 - What You Need to Know

Early Adulthood

The introduction to this unit suggested that during these few years, which usually extend from the ages of 18 until 24, those in early adulthood choose a career, make decisions on partner selection and relationships, and maybe making the transition to living on their own. Decisions made during this developmental stage have the potential for shaping the future health and happiness for each person. There are differing perspectives on what influences the transition into adulthood. Stability and change are complementary processes that are reflected in development in early adulthood. In conjunction with physical and biological maturity and continuing changes in the brain, this is a time of life when expectations to move forward in various domains including career or vocational choices and relationships become reality.

- Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Boston, MA: Pearson Education.
 - Chapter 12, "Socioemotional and Vocational Development in Young Adulthood," pages 461–502.
 - This chapter reviews key points related to socio-emotional and vocational development in young adulthood with a focus on two fundamental aspects: love and work.
- Ferschmann, L., Vijayakumar, N., Grydeland, H., Overbye, K., Sederevicius, D., Due-Tønnessen, P., ... & Tamnes, C. K. (2019). Prosocial behavior relates to the rate and timing of cortical thinning from adolescence to young adulthood. *Developmental cognitive neuroscience*, 40, 100734.
 - This article investigates how the rate and timing of cortical thinning are related to the development of prosocial behavior.

Overview

Early childhood begins at the end of toddlerhood, at approximately age 2, and continues until middle childhood begins with formal school entry at age 5 or 6. During this period, there are greater changes in cognitive development than any other period of life. At the same time, family relationships provide individuals with their earliest social experiences. Attachment patterns developed during early childhood influence an individual's ability to successfully develop and maintain peer and adult relationships throughout the lifespan. For this assignment, you will apply the concepts you've learned in order to complete an analysis of a case study that deals with one of the following stages of lifespan development: adolescence or emerging adulthood.

Preparation

- If you haven't done so already, select one of the following case studies from your Broderick and Blewitt textbook to complete an analysis of the developmental and contextual issues related to the selected case. Each of the case studies includes a set of questions that can guide your analysis of the pertinent issues for the particular case.
 - Alex — page 250
 - Kevin — page 293
- If you didn't finish your research last week, use the [Capella University Library](#) to find peer-reviewed articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include at least five properly cited resources.

Instructions

The case study analysis should be a maximum of 6 pages in length, including the introduction and conclusion, each of which should be approximately one half-page in length. The body of the paper should not exceed 5 pages.

Organize your paper in the following manner. Be sure to include headings for each section.

- **Title Page**
- **Introduction:** An introduction that includes an overview of the paper contents, including a brief summary and background information regarding the case study.
- **Case Study Analysis:**
 - **Presenting Challenges:** Explain the presenting challenge or challenges and primary issue or issues.
 - **Lifespan Theory:** Analyze lifespan development theories to determine the most appropriate theory or theories to apply to the case study.
 - **Intervention Process:** Apply the appropriate lifespan development theory to support an identified intervention process.
 - **Individual and Cultural Differences:** Describe the potential impact of individual and cultural differences on development for the current age and context described in the case study.
- **Conclusion:** A conclusion that summarizes what was introduced in the body of the paper, with respect to the case study context, challenges, and interventions.
- **References**

Additional Requirements

Submit a professional document, in APA style, that includes the following required elements identified with headings and subheadings:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** References and citations should be formatted according to current APA style and format. See [Evidence and APA](#).
- **Number of References:** Your paper should include at least five properly cited peer-reviewed articles in addition to the textbook in which the case study is embedded.
- **Length:** 5-6 double-spaced pages of content in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 points.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 1: Analyze how lifespan development theories and related research explain aspects of human growth and behavior at different ages.
 - Analyze lifespan development theories to determine the most appropriate theory or theories to apply to the case study.
- Competency 2: Assess the potential impact of individual and cultural differences on development across the lifespan.
 - Describe the potential impact of individual and cultural differences on development for the current age and context described in the case study.

- Competency 3: Identify evidence-based interventions to address specific developmental issues.
 - Apply the appropriate lifespan development theory to support an identified intervention process.
- Competency 4: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.
 - Convey purpose, in an appropriate tone and style, incorporating supporting evidence and adhering to organizational, professional, and scholarly writing standards.
 - Apply APA style and formatting to scholarly writing.

Refer to the scoring guide to ensure you meet the grading criteria for this assignment.

Unit 8 >> Middle Adulthood

Introduction

Scenario: Work-Life Balance

John is a consultant that works with companies to identify and solve problems related to job satisfaction. Recently he was hired by a mid-sized company to help figure out why dissatisfaction is increasing among the employees. The owner explained that for the past five years, the employees have been asked to complete a survey every six months to determine their level of job satisfaction. For the past two years, the owner has noticed a consistent drop in satisfaction across the company, but the drop is particularly significant among employees who have been there 15 plus years. The owner of the company is concerned by this trend and is hoping that John can dig more deeply into this issue to determine what the causes might be and what they can do to fix it.

While reviewing the survey results, John notices a comment that somebody had written. "My daughter gets out of school at 4:00 every day. I wish that I could be home when she gets there, so the evenings wouldn't be so rushed and we could have time as a family. I would be happy to start work an hour earlier so I could get home earlier, but my boss believes that if he lets me, then he will have to let everyone." John understands the pressures that families face these days. He wonders what kinds of policies the company could enact to help working adults have a better work-life balance.

This week you will examine how adults in the middle of their lives continue to change from a cognitive and social perspective. As you complete the reading, think about John. What are kinds of changes are people in middle adulthood experiencing? Are there policies that a company could implement that could reduce stress?

To-Do List:

- **Discussion:** Examine issues facing people in the middle adulthood stage of development.
- **What You Need to Know:** Review resources that discuss cognitive, social, and personality development during middle adulthood.
- **Prepare:** Choose a case study to focus on for your assignment and begin your research.

Learning Activities

u08s1 - Activity Overview

Discussion Overview

This week, you will have a choice of two different discussions.

- Discuss Baltes's theory on the gains and losses in middle adulthood.
- Describe how age-graded changes and history-graded changes help to explain development during this stage.

u08s2 - What You Need to Know

Middle Adulthood

Middle adulthood is the first time when the changes in development include the lessening of some abilities and the adjustments required to effectively address these changes. It may be the first time that the aging process becomes apparent and the issue of health becomes more prevalent. In addition, there seem to be more opportunities for life-task changes and normal versus crisis events.

- Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Boston, MA: Pearson Education.
 - Chapter 13, "Middle Adulthood: Cognitive, Personality, and Social Development," pages 503–553.
 - This chapter considers cognitive, personality, and social development in middle adulthood using lifespan developmental theory while considering the influences of change and stability on development as well as key developmental tasks of adulthood.
- Wetzel, E., Grijalva, E., Robins, R. W., & Roberts, B. W. (2019). You're still so vain: Changes in narcissism from young adulthood to middle age. *Journal of Personality and Social Psychology*. <https://doi-org.library.capella.edu/10.1037/pspp0000266.supp> (Supplemental)
 - This article reviews how one psychological construct, narcissism, changes over time and considers how other developmental domains impact those changes.

u08d1 - Write Your Discussion Post

Change in Middle Adulthood

Middle adulthood is characterized by gains and losses. It is a time of *senescing* or growing down where health issues and declines in some types of cognitive functioning appear. It is also a time when there are opportunities for growth, adaptation, and change. What are termed *age-graded changes* relate to physical changes, cognitive changes, and life-course changes that progressively occur in one's late 20s, 30s, 40s, and 50s? History-graded changes that place individuals in cohorts based on their year of birth reflect the realities of the times. For this discussion, respond to **one** of the following discussion posts:

- Discuss Baltes's theory on the gains and losses in middle adulthood. Choose one example, and elaborate on the processes of growth, maintenance, and regulation of loss that can be adaptive for development at this stage.
- Describe how age-graded changes and history-graded changes help to explain development during this stage. Be sure to provide examples of each type of change.

Response Guidelines

Read the posts of your peers and respond to at least two. What questions do you have about the ideas in the post? What can you add to their ideas, building upon the connections you have made to the material so far? Your responses to other learners are expected to be substantive, referencing the assigned readings as well as other scholarly or professional literature to support your statements.

Course Resources

Psychology Graduate Discussion Scoring Guide

u08s3 - Prepare: Find Resources

To prepare for your Case Study Analysis: Adulthood assignment in Week 9, complete the following:

- Select one of the following case studies from your Broderick and Blewitt textbook to complete an analysis of the developmental and contextual issues related to the selected case. Each of the case studies includes a set of questions that can guide your analysis of the pertinent issues for the particular case.
 - Tayib — page 501.
 - Lien — page 552.
- Use the [Capella Library](#) to find peer-reviewed articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include at least five properly cited resources.

Unit 9 >> Late Adulthood

Introduction

Scenario: Aging Gracefully

Irene runs an assisted living facility for older adults who cannot or choose not to live independently. She has had a lot of questions recently from family members who want to know how to help parents or grandparents with the transition to assisted living. She remembers that she worked with a consultant, Kate, when they first designed the facility. Kate knew a lot about aging, especially in terms of cognitive, and emotional change. She contacts Kate and asks her if she could give a presentation to the residents and their families about how to manage stress and increase life satisfaction as we age.

Kate is happy to help. To prepare herself, she decides to take a look at the latest research regarding aging as well as strategies to help older adults stay happy and healthy.

This week you will be learning about cognitive, physical, social, and emotional changes that occur as we age. As you complete the readings this week, think about Kate and what she should talk about in her presentation. How do you manage the stress caused by the death of a friend or the increasing limits on your mobility? What can you do to stay healthy mentally, emotionally, and physically?

To understand more about the characteristics that define late adulthood, complete the following multimedia presentation:

- [Introduction to: Late Adulthood](#)

To-Do List:

- **Assignment:** Apply the concepts you have learned in order to complete an analysis of a case study that deals with one of the following stages of lifespan development: middle adulthood or later adulthood.
- **What You Need to Know:** Learn about development in late adulthood, including factors that affect life satisfaction, coping with stress, and gains and losses during this time.

Learning Activities

u09s1 - Activity Overview

Assignment Overview

Write a 5–6-page paper, applying the concepts you have learned in order to complete an analysis of a case study that deals with middle or later adulthood.

u09s2 - What You Need to Know

Late Adulthood

Adulthood can be analyzed by exploring the factors that contribute to life satisfaction as well as the factors that create stress or psychopathology. Late adulthood can be a joyous time or something people fear and try to avoid. It is important to understand and evaluate the aging process and how people effectively cope with old age. This stage is characterized by physical, cognitive, social, and emotional changes, as well as death and grieving.

- Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th ed.). Boston, MA: Pearson Education.
 - Chapter 14, "Living Well: Stress, Coping, and Life Satisfaction in Adulthood," pages 554–590.
 - This chapter presents research about life satisfaction, stress, and coping in adulthood with a focus on religion and spirituality and ways we measure these concepts.
 - Chapter 15, "Gains and Losses in Late Adulthood," pages 591–632.
 - This chapter considers gains and losses in late adulthood, specifically in the areas of physical, cognitive, and socio-emotional change, with a focus on navigating transitions and successful aging.
- Tse, D. C., Nakamura, J., & Csikszentmihalyi, M. (2019). Beyond challenge-seeking and skill-building: Toward the lifespan developmental perspective on flow theory. *The Journal of Positive Psychology*, DOI: 10.1080/17439760.2019.1579362
 - This article presents a case for positive aging and applies a lifespan lens to flow theory.

u09a1 - Case Study Analysis: Adulthood

Overview

How can a person live a happy life? How can we better cope with stresses in our lives and become more resilient? Development does not stop once you reach adulthood. We continue to change and grow because life does not stay static. In early adulthood, most people focus on developing friendships and partnerships as well as developing a work-life. In middle adulthood, people are affected by a wide variety of events. Becoming a parent, switching careers, taking care of aging parents, dealing with a chronic illness, or having financial issues, just to name a few. For this assignment, you will apply the concepts you've learned in order to complete an analysis of a case study that deals with one of the following stages of lifespan development: middle adulthood or later adulthood.

Preparation

- If you have not done so already, select one of the following case studies from your Broderick and Blewitt textbook to complete an analysis of the developmental and contextual issues related to the selected case. Each of the case studies includes a set of questions that can guide your analysis of the pertinent issues for the particular case.
 - Tayib — page 501
 - Lien — page 552
- If you did not finish your research last week, use the [Capella Library](#) to find peer-reviewed articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include at least five properly cited resources.

Instructions

The case study analysis should be a maximum of 6 pages in length, including the introduction and conclusion, each of which should be approximately one half-page in length. The body of the paper should not exceed 5 pages.

Organize your paper in the following manner. Be sure to include headings for each section.

- **Title Page**
- **Introduction:** An introduction that includes an overview of the paper contents, including a brief summary and background information regarding the case study.
- **Case Study Analysis:**
 - Presenting Challenges: Explain the presenting challenge or challenges and primary issue or issues.
 - Lifespan Theory: Analyze lifespan development theories to determine the most appropriate theory or theories to apply to the case study.
 - Intervention Process: Apply the appropriate lifespan development theory to support an identified intervention process.
 - Individual and Cultural Differences: Describe the potential impact of individual and cultural differences on development for the current age and context described in the case study.

- **Conclusion:** A conclusion that summarizes what was introduced in the body of the paper, with respect to the case study context, challenges, and interventions.
- **References**

Additional Requirements

Submit a professional document, in APA style, that includes the following required elements identified with headings and subheadings:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** References and citations should be formatted according to current APA style and format. See [Evidence and APA](#).
- **Number of References:** Your paper should include at least five properly cited peer-reviewed articles in addition to the textbook in which the case study is embedded.
- **Length:** 5-6 double-spaced pages of content in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 points.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 1: Analyze how lifespan development theories and related research explain aspects of human growth and behavior at different ages.
 - Analyze lifespan development theories to determine the most appropriate theory or theories to apply to the case study.
- Competency 2: Assess the potential impact of individual and cultural differences on development across the lifespan.
 - Describe the potential impact of individual and cultural differences on development for the current age and context described in the case study.
- Competency 3: Identify evidence-based interventions to address specific developmental issues.
 - Apply the appropriate lifespan development theory to support an identified intervention process.
- Competency 4: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.
 - Convey purpose, in an appropriate tone and style, incorporating supporting evidence and adhering to organizational, professional, and scholarly writing standards.
 - Apply APA style and formatting to scholarly writing.

Refer to the scoring guide to ensure you meet the grading criteria for this assignment.

Unit 10 >> Development Through the Ages

Introduction

Scenario: Wrapping it Up

Maria sits back and rereads all of the scenarios she has written. She is surprised at how many she was able to come up with and it occurs to her that they would make great case studies for assignments in her course. Or maybe she could use some of them as discussion topics in class. Either way, she is convinced that her students will have a much better grasp of how developmental psychology can be applied across many different psychology specializations.

Week 10 will give you an opportunity to assess how much you have learned during this course. Consider the developmental lifespan theories, research, and issues you have explored in the course. For example, in the areas of cognitive and physical development, think about how the nervous system and the brain changes throughout life (Salthouse, 2012; Schuff, et al., 2012). Also, consider how crystallized and fluid intelligences (Salthouse & Pink, 2008) change over the years.

You may also explore social and emotional development in the later years, such as Erikson's (1950, 1982) stages in the lifespan; particularly, the later and older adulthood stages of generativity versus stagnation and integrity versus despair. You may consider other developmental theorists who have

made major contributions to our understanding of the lifespan, such as Piaget (Lourenco & Machado, 1996), Bronfenbrenner (1979, 2005), Vygotsky (1962), or Bandura (1986, 2012).

Reflect on if and how your views have changed from the start of the course. What were your beliefs about lifespan issues at the beginning of the course, and how have these perceptions changed? Analyze how lifespan development theory and research applies to your specialization.

References

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (2012). Social cognitive theory. In P. A. M. Van Lange, A. W. Kruglanski & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1, pp. 349–373).

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (2005). The bioecological theory of human development. In U. Bronfenbrenner (Ed.), *Making human beings human: Bioecological perspectives on human development* (pp. 3–15). Thousand Oaks, CA: Sage.

Erikson, E. H. (1950). *Childhood and society* (2nd ed.). New York, NY: Norton.

Erikson, E. H. (1982). *The life cycle completed*. New York, NY: Norton.

Lourenco, O., & Machado, A. (1996). In defense of Piaget's theory: A reply to 10 common criticisms. *Psychological Review*, 103, 143–164.

Salthouse, T. A. (2012). Consequences of age-related cognitive declines. *Annual Review of Psychology*, 63, 201–226.

Salthouse, T. A., & Pink, J. E. (2008). Why is working memory related to fluid intelligence? *Psychonomic Bulletin & Review*, 15, 364–371.

Schuff, N., Tosun, D., Insel, P. S., Chiang, G., Truran, D., Aisen, P. S., & Weiner, M. W. (2012). Nonlinear time course of brain volume loss in cognitively normal and impaired elders. *Neurobiology of Aging*, 33, 845–855.

Vygotsky, L. S. (1962). *Thought and language*. Cambridge, MA: MIT Press. (Original work published 1934)

To-Do List:

- **Discussion:** Reflect on how aspects of lifespan development can apply to your specialization and to your current or future career.
- **What You Need to Know:** Review resources that examine issues that cross-development stages, as well as, resources that can help you determine your future career.

Learning Activities

u10s1 - Activity Overview

Discussion Overview

Identify aspects of lifespan development that are relevant to your own specialization and explain how you can apply this information to your current and future work.

u10s2 - What You Need to Know

Development Through the Ages: Reflecting and Applying

During this course, lifespan development has been explored starting from prenatal development and culminating in this final stage of late adulthood. The perspectives gained that relate to each stage across the lifespan have been enhanced by both theory and research. Theories that span the lifespan have implications for how development is viewed at various ages, and developmental research has supported that various influences at earlier stages continue to have an influence on later outcomes. As you consider that development continues across the life span, it is important to remember that there are myriad of ways to apply this information in both your professional and personal contexts.

- Chopik, W. J., Newton, N. J., Ryan, L. H., Kashdan, T. B., & Jarden, A. J. (2019). Gratitude across the life span: Age differences and links to subjective well-being. *The Journal of Positive Psychology*, 14(3), 292–302.
 - This article examines the construct of gratitude and considers how it varies across the lifespan.

- De France, K., & Hollenstein, T. (2019). [Emotion regulation and relations to well-being across the lifespan](#). *Developmental Psychology*, 55(8), 1768–1774.
 - This article considers the connection between emotional regulation and well-being as individuals age.
- Marcia, J., & Josselson, R. (2013). [Eriksonian personality research and its implications for psychotherapy](#). *Journal of Personality*, 81(6), 617–29.
 - This article reviews and connects Erikson's theory of psychosocial development to lifespan stages and reviews psychotherapy techniques for addressing challenges within each of those stages.

Career Exploration

- [Finding Psychology: Resource Guides for Students](#).
 - This website helps you explore different careers and specializations in psychology. It may help you further reflect your professional goals and how this course relates to those goals.

Capella Career Center

This is a very good time for you to review the services offered by the Capella University [Career Center](#). The Career Center provides a wide array of resources and tools to help Capella learners and alumni manage and plan their career development at every stage. The Career Center offers webinars, on-demand tutorials on career topics, and live career counselors. They can help with your resume, give tips on job searches and interviews, and provide other assistance to help you make the most of your experience and education to achieve your goals. The Career Center's tutorials are strongly recommended because—with topics such as networking, informational interviewing, and online social networking—they provide the building blocks of successful career management!

- If you have not done so before, take some time now to explore the services offered by viewing this short [Welcome Message](#).
- Take some time to begin filling out the [Competency Translator](#). This resource provides a format for capturing a concise picture of the professional competencies you acquire throughout the courses you take at Capella. The purpose is to encourage you to reflect on what you have learned and how you might apply this learning in your career. Possible uses for this information include resume accomplishment statements, interview responses, performance review conversations, promotion proposals, and salary negotiations.

You are encouraged to explore the following additional Career Center resources:

- [Capella Competencies in Action](#).
- [Career Planning Self-Assessment](#).
- [Exploration and Planning](#).
- [Networking](#).
- [Career Exploration Guides](#).

u10d1 - Write Your Discussion Post

Reflection and Application

People from multiple areas of psychology take this course which means that concepts related to lifespan development are and will be used in different ways. Think about your own specialization. What aspects of the theory and research related to lifespan development are most relevant to your own specialization? Are there any themes that emerged that are most meaningful for you? How can you apply this information to your current and future work?

Response Guidelines

Read the posts of your peers and respond to at least two. What questions do you have about the ideas in the post? What can you add to their ideas, building upon the connections you have made to the material so far? Your responses to other learners are expected to be substantive, referencing the assigned readings as well as other scholarly or professional literature to support your statements.

Course Resources

Psychology Graduate Discussion Scoring Guide