

## Syllabus

### Course Overview

This course is a comprehensive survey of classical and contemporary theory and research related to physical, cognitive, emotional, and social development throughout the human lifespan. You will analyze the methods used to study human development and examine stage and non-stage human development theories. You will also study the interaction between heredity and the environment; milestones of physical, cognitive, and emotional growth; and personal issues associated with human development and aging.

## Assignments

**Week 2:** Complete a worksheet that analyzes various sources and describes criteria for identifying objectiveness of a source and will help to develop a strategy for locating sources on cognitive, biological, and sociocultural perspectives.

**Week 4:** Create a brochure for the Riverbend Child Development Center that advertises a service for young children that incorporates theory and scholarly research.

**Week 6:** Write a paper that summarizes a member of the Washington family and applies at least one cognitive or psychosocial theory, using scholarly research and your textbook to support your claims.

**Week 9:** Use the Riverbend City: The Mystery of Mercury media piece to assess the developmental stages of the Washington family members based on their life situation.

## Discussions

**Week 1:** Using Yellowdig, engage in a discussion with your classmates regarding some of the key concepts and theories that are central to human lifespan development.

**Week 2:** Using Yellowdig, engage in a discussion with your classmates regarding how humans develop throughout the lifespan.

**Week 3:** Using Yellowdig, engage in a discussion with your classmates regarding physical, cognitive, and social and emotional development at the infancy and toddlerhood stage.

**Week 4:** Using Yellowdig, engage in a discussion with your classmates regarding physical, cognitive, and social and emotional development at the early childhood stage.

**Week 5:** Using Yellowdig, engage in a discussion with your classmates regarding physical, cognitive, and social and emotional development at the middle childhood stage.

**Week 6:** Using Yellowdig, engage in a discussion with your classmates regarding physical, cognitive, and social and emotional development at the adolescent stage.

**Week 7:** Using Yellowdig, engage in a discussion with your classmates regarding physical, cognitive, and social and emotional development at the early adulthood stage.

**Week 8:** Using Yellowdig, engage in a discussion with your classmates regarding physical, cognitive, and social and emotional development at the middle adult stage.

**Week 9:** Using Yellowdig, engage in a discussion with your classmates regarding physical, cognitive, and social and emotional development at the late adult stage.

**Week 10:** Using Yellowdig, engage in a discussion with your classmates regarding concepts related to death, dying, and bereavement.

## Quizzes

**Course Competencies****(Read Only)**

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

- 1 Apply information literacy skills to topics in human lifespan development.
- 2 Interpret human behaviors using theories of human lifespan development across developmental domains.
- 3 Explain research found in scholarly articles related to human lifespan development.
- 4 Apply ethics to problems in human lifespan development.
- 5 Communicate with clear purpose, organization, evidence, tone, and sentence structure.

**Course Prerequisites**

Prerequisite(s): PSYC1000 or PSYC-FP1000.

## 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

Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson. ISBN: 9780134419701.

### 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.

- Greer, B. D., & Kodak, T. (2018). [Introduction to the special issue on applied behavior analysis](#). *Learning and Motivation*, 62, 1–3. doi:10.1016/j.lmot.2017.03.005
- Johnson, M. L. (Ed.). (2005). [Psychological theories of ageing](#). In *The Cambridge Handbook of Age and Ageing*. Cambridge, England: Cambridge University Press.
- Merriam, S. B., Caffarella R. S., & Baumgartner, L. M. (2006). [Learning in adulthood: A comprehensive guide \(3rd ed.\)](#). Hoboken, NJ: Wiley.
- Roeckelein, J. E. (Ed.). (2006). [Theories of aging](#). In *Elsevier's Dictionary of Psychological Theories*. Oxford, England: Elsevier Science & Technology.
- Rosin, H. (2014). [Hey! Parents, leave those kids alone](#). *The Atlantic Monthly*, 313(3), 74–84, 86.

### 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. (n.d.). [Ethical principles of psychologists and code of conduct](#). <https://www.apa.org/ethics/code/index>

- Clarke, J. I. (2013). Four phases of aging: Beyond Erikson's integrity versus despair. Retrieved from <https://www.ncfr.org/ncfr-report/focus/family-focus-aging/four-phases-aging-beyond-erikson-s-integrity-versus-despair>
- Excel, Word and PowerPoint Tutorials From Howtech. (2013, June 25). How to make a brochure in Microsoft Word [Video]. Retrieved from <https://www.youtube.com/watch?v=2-wuhi2W-Yc>
- ExploreHealthCareers.org. (n.d.). Pediatric nurse. Retrieved from <https://explorehealthcareers.org/career/nursing/pediatric-nurse/>
- Lumen. (n.d.). Aging: Late adulthood. Retrieved from <https://courses.lumenlearning.com/boundless-psychology/chapter/aging-late-adulthood/>
- Psychology-License.com. (n.d.). Child psychologists: What they do and how to become one. Retrieved from <https://www.psychologist-license.com/types-of-psychologists/child-psychologist.html#context/api/listings/prefilter>
- Student Development Theory. (n.d.). Retrieved from <https://studentdevelopmenttheory.weebly.com/index.html>
- The Perry Network. (n.d.). About the Perry Network. Retrieved from [http://perrynetwork.org/?page\\_id=6](http://perrynetwork.org/?page_id=6)
- United States Census Bureau. (2019). Income and poverty in the United States: 2018. Retrieved from <https://www.census.gov/data/tables/2019/demo/income-poverty/p60-266.html>

## 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 Lifespan Development, Research Methods, and Theory

### Introduction

#### Believing Misinformation

"Would you look at this," Juan says, and holds out his phone to his friends. "The Riverbend City Free Press is reporting that 38 percent of citizens believe the water turns people into zombies."

"I see they break it down by age," Christy says after she reads the article and passes the phone on. "I wonder why people at different ages believe the misinformation at different rates?"

"People over 65 are most likely to believe it, and young adults are least likely," Mike says after he reads the article.

"I wonder if that's from biological changes in the brain or some other factor," Susan says.

"Someone's learning from their college classes," Juan teases Susan. Susan smiles at him.

"That article we found last week talked about age effects," Christy says. "It might be related to how technology and society have changed."

"There's also an article about an unusual number of pets dying from unnatural causes," Mike says as he hands the phone back to Juan. "I don't know anyone who's lost a pet, do you?"

Developmental psychologists study how people change physically, mentally, and emotionally from conception to death. As you read the introduction this week, think about the story. What study methods might help answer why people of different ages are more susceptible to false information? What theories might explain the phenomenon?

## To-Do List:

- **Discussion:** Use Yellowdig to create a discussion post related to the content we are studying this week.
- **Quiz:** Take a quiz that checks your knowledge of concepts in the course thus far.
- **What You Need to Know:** Read about the history, theory, research strategies, and theorists of human development. Learn about citing sources parenthetically in current APA style.
- **Prepare:** Visit the Achievement Board and set up your avatar and bio.
- **Prepare:** Get introduced to Yellowdig.
- **Plan:** Plan for this week's discussion.
- **Prepare:** Start looking for sources that you will use in next week's assignment.
- **Achievement Board:** Revisit the Achievement Board and track your progress this week.

## Reference

Guess, A., Nagler, J., & Tucker, J. (2019). Less than you think: Prevalence and predictors of fake news dissemination on Facebook. *Science Advances*, 5(1). Retrieved from <https://advances.sciencemag.org/content/5/1/eaau4586>

## Learning Activities

### u01s1 - Activity Overviews

## Discussion Overview

Use Yellowdig to create a discussion post related to the content we are studying this week.

## Quiz Overview

Complete a quiz related to the content you studied so far.

### u01s2 - What You Need to Know

Each week, you will move through the stages of human lifespan development. Before you do that, however, it is important to understand the history and theory behind lifespan development, as well as research methods that contribute to lifespan development and the lifespan perspective.

## History, Theory, and Research Strategies

To prepare for your discussion and quiz this week, read the following chapter from your *Exploring Lifespan Development* text, which will help you understand what developmental studies are, and identify main issues in developmental studies, developmental theories, and research methods.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 1, "History, Theory, and Research Strategies," pages 1–34.

## Human Development Theorists

Throughout the course, you will need to incorporate theory and research in your assignment. Visit the [Human Development Theorists](#) media to get to know prominent theorists on human lifespan development, many of which you will reference in the course.

## APA Style: Parenthetical Citations

It is important to correctly apply APA style to the citation of the sources you select to support your assignments and discussions. Throughout the majority of the weeks in the course, you will be provided with tips on how to format citations. The following will help you format proper citations in your discussion board this week. You will also see this information in your quiz.

The most common type of APA-style citation comes at the end of the sentence and is in parenthesis. These are sometimes called parenthetical citations

The most important thing to note is to use a citation any time you are stating a fact and not your own opinion or experience. Other key aspects to note are as follows:

- The citations must contain the author's last name and the year.
- The author and year are separated by a comma.
- Page numbers are required for books and quotations; they are optional for other circumstances.
  - Paragraph numbers are required if there is not a page number.
- With more than one author, use the ampersand (&).
  - Do not write out the word *and*.

#### Citation Examples

If your source has one author:

- Writing can be an amazing experience (Drake, 2019).

If your source has two authors:

- Citations are fun (Drake & Josilowski, 2019).

As you look at the examples, pay attention to the punctuation. Where is the period? Where is the comma? What is the ampersand (&) doing?

## Organization: Paragraphs

The paragraph is the heart of most writing; the organization of a paragraph becomes critical in helping a reader understand what you want to say. While there are many ways to organize a paragraph, the MEAL plan is one of the better options for academic writing. Below is a breakdown of the MEAL plan, you can practice using it in the Yellowdig discussions this week (and throughout the course)!

**M = Main Idea.** A paragraph begins with the main point, which is represented by the letter *M* of the MEAL plan. This is generally one sentence that tells the reader what the overall paragraph says—such as the first sentence in this paragraph. Once the main point has been made, evidence and examples can be provided.

**E = Evidence.** The second component of a paragraph contains evidence or examples, which is represented by the letter *E* in the MEAL plan. Evidence can be in the form of expert opinions from research. Paraphrase and cite your sources to provide evidence to support your main idea.

**A = Analysis.** Analysis, which is represented by the letter *A* of the MEAL plan, should be based on your interpretation of the evidence. When getting started with providing an analysis in a paragraph, there are three approaches you can take:

1. You might include a discussion of the strengths and weaknesses of the arguments.
2. You may discuss your interpretation of the evidence and examples.
3. You could explain how the evidence provided supports the main idea. Without an analysis, the reader might not understand why you discussed the information that the reader just read.

**L = Link.** Even with the first three elements of the MEAL plan, it would not be complete without the final component. The letter *L* of the MEAL plan refers to information that *links* the current and the subsequent paragraphs. The link helps the reader understand what will be discussed in the next paragraph. It summarizes your reasoning and shows how the paragraph fits together and leads (that is, links) into the next section of the paper. For example, this sentence might explain that once the MEAL plan has been effectively used when writing the body of an academic paper, the final section is the summary and conclusion section.

#### u01s3 - Prepare: Set Up Your Achievement Board

Throughout your course (and your program if you are pursuing a degree in psychology), you will use the Achievement Board. The Achievement Board is a media piece where you can keep track of your weekly progress in your PSYC courses.

Each of your courses has its own checklist in the Achievement Board. The checklist includes all the tasks you will be asked to do in the course. Each time you check off a task in your courses as done, you progress toward earning another achievement.

Visit the [Achievement Board](#) this week and explore its functions. Make sure to set up your avatar and bio.

#### u01s4 - Prepare: Introducing Yellowdig

This course uses a tool called Yellowdig to facilitate course discussions. Yellowdig provides an interface that resembles modern and familiar social media platforms, and makes it easier to post and respond to discussions. It also makes posting media within your discussions simpler.

A Yellowdig account will be automatically created for you. The first time you access a Yellowdig discussion, you will be asked to acknowledge and confirm your account.

For more on how this course uses Yellowdig, visit the Tools and Resources page of this course. **Note:** You will have the best experience using Yellowdig with Chrome.

If you have trouble getting connected to the Yellowdig discussion boards, contact Capella Technical Support.

If you have further questions on how to navigate Yellowdig or are experiencing technical issues while on the platform, contact Yellowdig Support.

## Grading in Yellowdig

Yellowdig uses a unique discussion points grading system. In this course, points will initially be given as follows:

- **Initial post of 50 or more words:** 30 points
- **Comment (response) of 30 or more words on another learner's post:** 30 points

You can earn a maximum of 120 points each week.

A minimum of 100 points are needed to get full credit for posts, the equivalent of an "A." If you earn the maximum, you get 20 extra points.

### Grades in Blackboard Grade Book

In Blackboard, the Yellowdig grade will show if you are on-pace. The gradebook takes the total number of points earned in Yellowdig divided by the full points possible for that week. So, 100 points Week 1, 200 points Week 2, 300 points Week 3. Following are some examples to help you better understand the grading process:

- In Week 2, if a learner has a total of 100 (or more points) in Week 1 and 100 (or more points) in Week 2, you will see 100% in Blackboard.
- In Week 2, if a learner had 120 points in Week 1 and no points in Week 2, the grade book will show they have 60% which is 120/200 (this includes the extra 20% from Week 1). To get back up to 100%, you need to submit posts for Week 2 (due this Sunday).
- Again in Week 2, if a learner has a total of 135 points between Week 1 and Week 2, then that is 135/200 for a 67.5% in the grade book.

### Earning Extra

You are not able to get credit for late posts. However, each week, if you participate to the maximum 120 points, you accumulate 20 extra points (that can go towards any points lost in previous weeks). Consequently, if you participate to the maximum 120 points for 5 weeks, that is 100 points or a full week's worth of participation that you can earn.

Instead of the grade book, focus on the points displayed in Yellowdig. If you are hitting your maximum points each week, you are good. In fact, you are more than good. Aim for 100 to 120 points each week to stay on track. The point structure is designed so you can earn extra points during the week to balance out other weeks where you may not earn as many.

### Reasons Yellowdig May Appear Wrong

Common reasons why Yellowdig grades appear wrong are:

- Your post or comment did not have the minimal number of words. It will show when typing if you have hit the word count or not (but sometimes it is easy to overlook that).
- In some circumstances you can get over 120 pts per week. Yellowdig will not grant you partial points for an item. So, if you are at 100 points and post another comment—you will get the full 40 points and show as 140 for the week (even though 120 is the maximum).
- You have hit the 120 maximum for the week and are no longer getting points for activity.

## Using Yellowdig

Yellowdig is designed to take a less formal approach to discussing course content. Think of it as a playground for ideas. We still expect you to use APA-style citations and references. However, we want you to focus on shorter, more succinct posts on the content rather than writing short essays. Try to start a conversation on the new topics you learn each week. Also share additional resources with one another to help better understand and explore the new ideas you will learn.

This is an environment designed to give you flexibility and control. Take advantage of that to learn in the manner best suited to you.

## Yellowdig Features

- You can like or love each other's posts.
- You can use hashtags.
- You can filter what you see (icon on the top of the screen).
- You can use the sort function (icon on the top of the screen) to control the order of the posts.
- Weekly points (on the left) will tell you how many points you have earned that week. Aim for 100 to 120 points each week to stay on track.
- You can embed outside resources like video, pictures, and links.
- You can create polls or videos from within your post while you are writing it.

### u01s5 - Plan: Review This Week's Discussion

Review the Yellowdig discussion instructions. Determine the topic and kind of information you wish to share in your post, and allow sufficient time in your weekly schedule to identify the resources upon which you will base your discussion post.

### u01d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this week, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig work.

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#).
  - Capella's Campus support page for Yellowdig, with links for technical support.

## Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post, be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Choose a theory from Chapter 1 of your text. Briefly summarize the theory, and describe some of its strengths and limitations. Discuss how this theory applies to your personal or professional life. Feel free to embed a picture or video to illustrate.
- Describe briefly one of the research designs covered this week in your textbook reading and share an example of a research question appropriate to this design. Feel free to embed a picture or video to illustrate.
- Share a link to a video or an article you found that relates to an area addressed in this week's textbook reading. Offer a quick summary and explain why you found it interesting or helpful.
- Select a topic that was covered in your textbook reading this week that interested you and explain why it caught your attention. Describe how you might use the information in your personal or professional life.

## Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

### Course Resources



### u01q1 - Quiz: Knowledge Check

Click the quiz title to access the quiz.

- There are 15 questions in this quiz, and it is worth two percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking on the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

### u01s6 - Prepare: Next Week's Assignment

For your assignment next week, you will be navigating the Capella University Library and analyzing resources. If you would like to prepare for next week, take a look at the Week 2 assignment instructions.

Also, review the following in preparation for the assignment:

- United States Census Bureau. (2019). [Income and poverty in the United States: 2018](https://www.census.gov/data/tables/2019/demo/income-poverty/p60-266.html). Retrieved from <https://www.census.gov/data/tables/2019/demo/income-poverty/p60-266.html>

You will also use the [Capella University Library](#) to complete the Week 2 assignment.

### u01s7 - Achievement Board: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Unit 2 >> Prenatal Development and Birth

### Introduction

#### Prenatal and Newborn Development

Christy is working temporarily at Red Oaks Senior Center in Riverbend City, filling in for Amy, an aide who just went on maternity leave. Tonight, she's helping Betty Washington to arrange her bingo cards for weekly bingo night. Betty lives with her granddaughter but comes to bingo night every week.

"How is Amy doing after the birth?" Betty asks as she gets her cards and dabber ready.

"She's tired and a bit down," Christy answers. "But the baby is doing great. She's got the cutest smile anytime her mom is nearby, but she sure does scream if the cat gets too close!"

"I hope Amy was careful around that cat when she was pregnant," Betty says. "Pets and pregnant women don't mix. I always told my great-granddaughter to be careful around her sister's gerbil when she was pregnant."

"I've heard that, too," Christy says. "Pregnant women have to watch out for so many things."

"So true," Betty says. "But children do love pets. The whole family has been heartbroken over the death of that gerbil."

As bingo kicks off, Christy remembers the articles about pet deaths and wonders what happened to the Washingtons' gerbil.

Prenatal and newborn development are periods of rapid growth and change. As you read through the materials this week, consider these questions: What can put mother and fetus at risk? What is suitable for a newborn?

Throughout the rest of the class, members of the Washington family will provide clues about the fate of Mercury the gerbil. Can you decode the clues? How did Mercury die? Did someone kill him? If so, why?

To-Do List:

- **Discussion:** Use Yellowdig to create a discussion post related to the content we are studying this week.
- **Assignment:** Complete your Analyzing Sources Worksheet.
- **What You Need to Know:** Read about genetic foundations and learn about prenatal development. Learn about parenthetical citations and narrative in-text citations in APA style.
- **Prepare:** Understand grading in Yellowdig.
- **Plan:** Plan for this week's discussion.
- **Interactive Learning Module:** Practice the skills you have learned about citing sources in APA style.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

## Learning Activities

### u02s1 - Activity Overviews

## Discussion Overview

Use Yellowdig to create a discussion post related to the content we are studying this week.

## Assignment Overview

Complete a worksheet that analyzes various sources and describes criteria for identifying the objectiveness of a source and will help to develop a strategy for locating sources on cognitive, biological, and sociocultural perspectives.

### u02s2 - What You Need to Know

Now that you understand the basics of what affects development, it is time to begin exploring how humans develop throughout the lifespan, starting prior to birth. Each week, we will look at different stage of development, moving chronologically. This week, begin with prenatal development and move through to the newborn baby.

## Genetic Foundations

Both genetics and our environment play a role in shaping who we are. Before examining the stages of prenatal development and birth, read the following chapter from your *Exploring Lifespan Development* text:

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 2, "Genetic and Environmental Foundations," pages 35–59.
    - This chapter explains gene-gene interactions, how the ecological systems theory explains family functioning, and environmental aspects that support family development and well-being.

## Prenatal Development

Visit the [Turning Points: An Overview of Prenatal Development](#) media to explore how a human develops at the prenatal stage over the course of the nine months in the womb.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 3, "Prenatal Development, Birth, and the Newborn Baby," pages 60–90.
    - This chapter will help you understand the milestones of prenatal development, stages of childbirth, and qualities of the newborn baby, such as reflexes, states of arousal, and sensory capabilities. Be sure to read this chapter as the concepts will be in next week's quiz.

## APA Style: Parenthetical Citations

### Narrative In-Text Citations

Another way to write parenthetical citations involves the times when you include the author's name in the sentence. For example, you would create this type of citation when you want to say that the author said, found, or did something.

### Key Points

- Use just the author's last name.
- Use the word *and* if you have more than one author.
- Include the year of publication in parenthesis.
- Always keep the author's name and the year together.
- Page numbers (required for quotations and books) go at the end.

### Examples

#### One Author: Journal or Magazine Article

- Drake (2019) stated that APA style is complicated when you get started.
- Drake (2019) found writing to be great.

#### One Author: Book

- Drake (2019) found writing to be great (p. 22).

#### Two Authors: Journal or Magazine Article

- Drake and Josilowski (2019) found writing to be great.

#### Two Authors: Book

- Drake and Josilowski (2019) found writing to be great (p. 22).

## u02s3 - Prepare: Yellowdig and Grades

## Grading in Yellowdig: Answers to Your Questions

Yellowdig uses a unique discussion points grading system. In this course, points will initially be given as follows:

- **Initial post of 50 or more words:** 30 points
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## u02s4 - Plan: Review This Week's Discussion

Review the Yellowdig discussion instructions. Determine the topic and kind of information you wish to share in your post, and allow sufficient time in your weekly schedule to identify the resources upon which you will base your discussion post.

## u02v1 - Interactive Learning Module: APA Formatting: Parenthetical Citations

In this activity, you will have the opportunity to practice APA skills related to parenthetical citations. You will receive feedback that will help you check your work and provide tips as to what remember when it comes to citing sources parenthetically.

### Course Resources

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[APA Formatting: Parenthetical Citations](#) | Transcript

## u02d1 - Write Your Discussion Post

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Here are some ideas for your pin (post) to get you started:

- Select a TV show or movie that centers on a family with children. If you can find a quick video of the TV show or movie to include with your post, please do. Explain the similarities and differences of the siblings using concepts such as genetics, environment, niche picking, and epigenesis.
- Share a link to a video or an article related to this week's textbook reading. Offer a quick summary of the content and explain why you found it interesting or helpful.
- Identify a topic that was covered in your textbook reading this week that interested you and explain why it caught your attention. Describe how you might use the information in your personal or professional life.

## Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## u02a1 - Analyzing Sources Worksheet

As you begin your work in this course, this assignment gives you the opportunity to explore scholarly sources, analyze their purposes, and determine how to apply those sources to your work. To successfully use scholarly literature, you need to understand its source and components.

## Assignment Instructions

Use the [Analyzing Sources Worksheet \[DOCX\]](#) to complete your work. Make sure you read and follow the directions carefully.

Be sure to use current [APA Style and Format](#) guidelines for your citations.

Submit the completed worksheet as your deliverable for the assignment.

## Competencies Measured

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

- Competency 1: Apply information literacy skills to topics in human development.
  - Locate information in a government source.
  - Locate articles in the library.
  - Locate information in a scholarly source.
  - Paraphrase information from a source.
- Competency 3: Explain research found in scholarly articles related to human lifespan development.
  - Evaluate sources for generalizability.
- Competency 5: Communicate with clear purpose, organization, evidence, tone, and sentence structure.
  - Use formatted APA-style citations.

## u02s5 - Achievement Board: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Unit 3 >> Infancy and Toddlerhood

### Introduction

#### Play Behaviors During Toddlerhood

"Will you watch the toddlers, Mike?" one of the nurses says as she passes him in the hall. Mike nods and heads down to the toddler playroom at Sunshine Child Development Center. At first, he had been a bit resistant to work even temporarily with children, but he has found he enjoys working with the younger ones.

As he walks in, the room appears to be in its usual chaos. He watches a group of toddlers in a group around the stuffed animal collection.

Mia Washington steps on one of the stuffed animals, saying "Bad!"

The boy next to her shoves her. "You're bad!" he says. Then one of the other girls picks up a stuffed animal and hits the boy with it.

Mike heads over to intervene before things get worse.

"I wonder what's up with Mia," the usual aide for the room says.  
"She normally cuddles the toys."

As we explore infancy and toddlerhood this week, think about Mia. Why might her play behaviors have changed? What developmental changes occur during these years?

#### To-Do List:

- **Discussion:** Use Yellowdig to create a discussion post related to the content we are studying this week.
- **Quiz:** Take a quiz that checks your knowledge of concepts in the course.
- **What You Need to Know:** Read about the physical, cognitive, and social or emotional development at the infancy and toddlerhood stage. Learn about short quotations in APA style.
- **Plan:** Plan for this week's discussion.
- **Prepare:** Start planning for next week's assignment.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

### Learning Activities

#### u03s1 - Activity Overviews

#### Discussion Overview

Use Yellowdig to create a discussion post related to the content we are studying this week.

#### Quiz Overview

Complete a quiz related to the content you studied so far.

## u03s2 - What You Need to Know

This week, we move from prenatal development and birth to infancy and toddlerhood.

### Infancy and Toddlerhood

The textbook chapters this week will help you understand the physical, cognitive, and social development of infants and toddlers.

#### Physical Development

Read the following chapter to explore aspects of physical development in the first two years, such as major body changes and brain development. You will also learn about the dynamic systems theory of motor development and the differentiation theory of perpetual development.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 4, "Physical Development in Infancy and Toddlerhood," pages 91–117.

#### Cognitive Development

Cognitive development relates to the development of how we think. This chapter explains various theories on cognitive development, such as Piaget's sensorimotor stage changes in theory and attention, Vygotsky's zone of proximal development, and theories of language development.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 5, "Cognitive Development in Infancy and Toddlerhood," pages 118–144.

#### Emotional and Social Development

Read the following chapter from your textbook to learn about theories related to emotional and social development such as Erikson's stages of basic trust, and the development of basic emotions, attachment, and self-awareness.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 6, "Emotional and Social Development in Infancy and Toddlerhood," pages 145–166.

### APA Style: Short Quotations

When citing sources, there will be times when you will quote directly from your source. If you are quoting 1–39 words from your source, there are two ways to cite it.

#### Way 1

Write the author into the sentence.

- Jones (2019) said, "happiness is quoting" (p. 21).
- Fuller (2018) found that "APA style can be confusing" (p. 4).

**Note:** You must use quotation marks, and the page number is after the quote. The period is outside of the parenthesis.

#### Way 2

The author is not written into the sentence. The citation is at the end.

- "Happiness is quoting" (Jones, 2019, p. 21).
- "APA style is confusing" (Fuller, 2018, p. 4).

**Note:** You must use quotation marks. The year follows the author's name, and the pages follow the year. Commas separate the author, year, and page number. The period is also outside of the parenthesis.

## u03s3 - Plan: Review This Week's Discussion

Review the Yellowdig discussion instructions. Determine the topic and kind of information you wish to share in your post, and allow sufficient time in your weekly schedule to identify the resources upon which you will base your discussion post.

### u03d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in Week 1, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig work.

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#).
  - Capella's Campus support page for Yellowdig, with links for technical support.

### Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post, be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Embed a picture or video of an infant or toddler demonstrating an aspect of physical development in your post. Describe what aspect of physical development you see, what is typical development, and what can go wrong with the child's development.
- Share a link to a video or an article related to an area covered in your textbook reading. Then offer a quick summary and why you found it interesting or helpful.
- Select a topic that was covered in your textbook reading this week that interested you and explain why it caught your attention. Describe how you might use the information in your personal or professional life.

### Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u03q1 - Quiz: Knowledge Check

If you would like to prepare for the quiz, review Chapters 2 and 3 of your textbook.

Click the quiz title to access the quiz.

- There are 30 questions in this quiz, and it is worth five percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.



After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking on the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

#### u03s4 - Prepare: Next Week's Assignment

For your assignment next week, you will create a brochure advertising a service and the benefits of that service, which will need to be supported by scholarly research. To prepare for the assignment, take some time to look at the Week 4 assignment instructions and the Research Activity in Week 4 for resources that will help you.

#### u03s5 - Achievement Board: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

### Unit 4 >> Early Childhood

#### Introduction

#### Imaginative Play in Early Childhood

After a morning with the toddlers, Mike spends the afternoon with the 4–6-year-olds. The difference in language and play strikes him the moment he enters the room. He watches a group of children playing with the blocks. Then he moves closer to Liam Washington, who has rounded up some of the others to play with him.

"I'll pretend to be a zombie hunter, and you pretend to be my partners," Liam tells the other children.

"What's going to be zombies?" one of the boys asks.

"Let's act like these blocks are animals, and some are zombies," Liam says. The boys launch into a debate on how to tell a zombie block from a non-zombie block.

Zombie animals? Mike wonders where Liam got that idea.

As you read about early childhood this week, think about Liam and his friends. What is the purpose of play? What can we learn about imaginative play?

To-Do List:

- **Discussion:** Use Yellowdig to create a discussion post related to the content we are studying this week.
- **Assignment:** Create your brochure for the Riverbend City Child Development Center.
- **What You Need to Know:** Read about the physical, cognitive, and emotional and social development in the early childhood stage. Learn about long quotations in APA style.
- **Plan:** Plan for this week's discussion.
- **Interactive Learning Module:** Practice the skills you have learned about short and long quotations in APA style.

- **Research Activity:** Locate sources that you will use for this week's assignment and review the APA "Ethical Principles of Psychologists and Code of Conduct."
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

## Learning Activities

### u04s1 - Activity Overviews

## Discussion Overview

Use Yellowdig to create a discussion post related to the content we are studying this week.

## Assignment Overview

Create a brochure for the Riverbend City Child Development Center that advertises a service for young children that incorporates theory and scholarly research.

### u04s2 - What You Need to Know

This week, let us move from toddlerhood to early childhood, up until about six years old.

## Physical and Cognitive Development

There are many physical and cognitive changes occurring in early childhood, such as gross- and fine-motor skill development, and development of vocabulary, conversation, and language. Read the following chapter in your textbook to dive deeper into these aspects as well as explore Vygotsky's views and perspectives on development in early childhood, and a perspective on Piaget's preoperational stage.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 7, "Physical and Cognitive Development in Early Childhood," pages 170–204.

## Emotional and Social Development

At the early childhood stage, children are going through personality changes as well. Their development of self-concept and self-esteem are occurring, and there are changes in how they express emotions. Chapter 8 in your textbook explores these concepts further along with emergence of gender identity, friendships, and social interactions. It also discusses features of psychoanalytic, social learning, and cognitive-developmental approaches to moral development.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 8, "Emotional and Social Development in Early Childhood," pages 205–230.

## APA Style: Long Quotations

Last week, you worked with short quotations. This week, we will cover how to directly quote longer passages. If your quotes are 40 words or longer, there is a special process for this.

### Key Notes

- Start the quote on a new line.
- Indent the *entire* quote half an inch from the left margin (where the new paragraph starts).
- Double space the entire quote.
  - Note that because of formatting in the courseroom, the example below may not reflect the double spacing.
- Parenthetical citation goes after the period. This is different than other parenthetical citations we have discussed.

### Example

Drake (2020) found:

APA style may take a while to learn, but it lends credibility to the author. It's a bit like putting on our nice clothes for an interview. If we dress up our writing with proper formatting, readers will assume we know what we're talking about. It may take a while to get comfortable, but it's so worth it. (p. 21)

## Organization: Visual and Textual Information

In the modern era, you will often be asked to combine visual elements with text elements when communicating. As you have seen with the introduction each week, one of the common ways to do this is to put the visual element at the beginning. You will be doing the same thing in your assignment this week—choosing appropriate visuals to put at the beginning of the brochure.

Visuals are most appropriate at the beginning of a text when their purpose is to catch the reader's attention. In these cases, the visual is often something related to text but not critical to understanding the text.

If a visual (like a graph, chart, or some illustrations) is critical to understanding the text, they are often put right after the text that introduces or begins explaining the ideas presented in the visual component.

Practice organizing the presentation of both visual and textual information in your Yellowdig discussion posts this week and throughout the course.

### u04s3 - Plan: Review This Week's Discussion

Review the Yellowdig discussion instructions. Determine the topic and kind of information you wish to share in your post, and allow sufficient time in your weekly schedule to identify the resources upon which you will base your discussion post.

### u04v1 - Interactive Learning Module: APA Formatting: Short and Long Quotations

In this activity, you will have the opportunity to practice the APA skills you have been learning the past two weeks related to short and long quotations. You will receive feedback that will help you check your work and provide tips on what to remember when it comes to citing quotations.

Course Resources

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[APA Formatting: Short and Long Quotations](#) | Transcript

### u04d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in Week 1, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig work.

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#).
  - Capella's Campus support page for Yellowdig, with links for technical support.

## Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post, be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Embed a picture or video of children playing in your post. Describe the development stage and type of play you see. How do the theories (cognitive, psychosocial, et cetera) explain how this type of play promotes successful development?
- Crowdfund your assignment. Share a link to a resource you will use for your assignment this week. Briefly summarize it and state how you will use it to support your assignment.
- Share a link to a video or an article related to this week's textbook reading. Offer a quick summary of the content and explain why you found it interesting or helpful.
- Select a topic that was covered in your textbook reading this week that interested you and explain why it caught your attention. Describe how you might use the information in your personal or professional life.

## Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u04s4 - Research Activity: Locate Sources for This Week's Assignment

For your assignment this week, you will create a brochure advertising a service that a child development center offers. If you have not done so yet, review the assignment instructions. Then, take a look at the following resources which will help you with your assignment.

## Types of Services

If you cannot decide what type of service you want to use for your assignment, the resources below can help you. These are different types of services or careers you can include in your brochure.

### Applied Behavior Analysis

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - "Contributions and Limitations of Behaviorism and Social Learning Theory," page 14.
- Greer, B. D., & Kodak, T. (2018). Introduction to the special issue on applied behavior analysis. *Learning and Motivation*, 62, 1–3. doi:10.1016/j.lmot.2017.03.005

### Pediatric Nursing

- ExploreHealthCareers.org. (n.d.). Pediatric nurse. Retrieved from <https://explorehealthcareers.org/career/nursing/pediatric-nurse/>

### Child Psychology

- Psychology-License.com. (n.d.). Child psychologists: What they do and how to become one. Retrieved from <https://www.psychologist-license.com/types-of-psychologists/child-psychologist.html#context/api/listings/prefilter>

## APA Code of Ethics

The APA "Ethical Principles of Psychologists and Code of Conduct" guides behaviors and decisions made by psychologists in most mental health services. Being familiar with the code of ethics not only will help you with your assignment, but in the field as well. You will need to incorporate the following sections in your assignment this week.

- American Psychological Association. (n.d.). [Ethical principles of psychologists and code of conduct](https://www.apa.org/ethics/code/index). Retrieved from <https://www.apa.org/ethics/code/index>
  - Section 4, "Privacy and Confidentiality."
  - Section 5, "Advertising and Other Public Statements."
  - Section 10, "Therapy."

#### u04a1 - Riverbend City Child Development Center Brochure

In your psychology career, you may find yourself working for an agency or organization that offers medical, counseling, or behavior analysis services, and you may be asked to design literature or marketing materials to promote these services in your community. Not only will you need to have strong communication skills, but you will need to understand human development, which will help you design effective services and meet the needs of children, families, and people of all ages.

For this assignment, you will practice these skills by designing a brochure for the Riverbend City Child Development Center that advertises a service of your choice. If you need help on creating a brochure in Word, watch the following tutorial.

- Excel, Word and PowerPoint Tutorials From Howtech. (2013, June 25). [How to make a brochure in Microsoft Word \[Video\]](https://www.youtube.com/watch?v=2-wuhi2W-Yc) | Transcript. Retrieved from <https://www.youtube.com/watch?v=2-wuhi2W-Yc>

## Assignment Instructions

Using the [Brochure Template \[DOCX\]](#), complete the following:

- Design the brochure for an audience of parents with young children.
- Choose a service that you would like to advertise.
- Describe the benefits of the service.
  - Support your description with scholarly research.
- Connect your service to a psychological theory or perspective.
  - For example, how would an after-school program connect to cognitivism?
- Apply APA "[Ethical Principles of Psychologists and Code of Conduct](#)."
  - Be sure to include information from the confidentiality, advertising, and therapy sections.
    - Information from the confidentiality and therapy sections can be provided via a disclaimer or *small print*.
    - The information from the advertising section should be applied to the way you design the brochure and the information you chose to include.

**Note:** Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

## Submission Requirements

Submit the completed brochure as your deliverable for the assignment.

## Competencies Measured

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

- Competency 1: Apply information literacy skills to topics in human development.
  - Support claims with scholarly sources.
- Competency 2: Interpret human behaviors using theories of human lifespan development across developmental domains.
  - Differentiate the discipline of psychology from other disciplines.
  - Describe key characteristics of a cognitive, biological, or sociocultural service.
- Competency 3: Explain research found in scholarly articles related to human lifespan development.
  - Describe the value and limitations of a psychological theory related to lifespan development.
- Competency 4: Apply ethics to problems in human lifespan development.
  - Apply the APA code of ethics when designing and including information for a psychology-related service.
- Competency 5: Communicate with clear purpose, organization, evidence, tone, and sentence structure.

- Write for the specific audience of parents with young children.
- Organize information to fit the purpose of advertising a service.
- Include APA-style citations when including references.

#### u04s5 - Achievement Board: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

### Unit 5 >> Middle Childhood

#### Introduction

##### Role of Play in Middle Childhood

Juan spends the afternoon helping out at his dad's nonprofit, an organization called Afterschool Adventures. He likes helping with the kids a lot more than helping his dad out at the bodega he owns.

As some of the young girls color at a table, he notices that Ava Washington seems sadder than her usual happy self.

"Liam thinks dad believes in zombies, but dad just tells him that to get him going," Ava says to her friend.

"Zombies have something to do with your gerbil's death?" her friend asks.

"Grandpa says Mercury needed to go to keep the family safe," Ava answers. "I don't think he did anything, but he wanted us to be safe."

Another girl joins the group, and the conversation shifts to finding more crayons and another coloring group. Ava and her friend help the newcomer get supplies, and they settle into a lengthy discussion on what color the sky should be.

As we explore middle childhood this week, think about Ava and her friend. What role does play have in middle childhood? What are relations like with friends and peers?

#### To-Do List:

- **Discussion:** Use Yellowdig to create a discussion post related to the content we are studying this week.
- **Quiz:** Take a quiz that checks your knowledge of concepts in the course.
- **What You Need to Know:** Read about the physical, cognitive, and social and emotional development at the middle childhood stage. Learn about citing multiple authors in APA style.
- **Plan:** Plan for this week's discussion.
- **Interactive Learning Module:** Practice the skills you have learned about quoting multiple authors in APA style.
- **Plan:** Review next week's assignment instructions and the steps involved to complete the assignment.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

#### Learning Activities

#### u05s1 - Activity Overviews

## Discussion Overview

Use Yellowdig to create a discussion post related to the content we are studying this week.

## Quiz Overview

Complete a quiz related to the content you studied so far.

### u05s2 - What You Need to Know

We now transition from early childhood to middle childhood, which is about 6–10 years old.

## Physical and Cognitive Development

At this stage in development, children are experiencing significant changes in their bodies and their motor skills. Read your textbook to learn more specifically about these changes and to explore defining and measuring intelligence, the concept of concrete operational thought and related research, and the role of student-teacher interaction at this stage in development.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 9, "Physical and Cognitive Development in Middle Childhood," pages 233–267.

## Emotional and Social Development

Chapter 10 of your course text will help you understand Erikson's stage of industry versus inferiority and the personality changes that take place at this stage. You will also read about emotional understanding, the types of changes in social interactions and friendships, and parent-child communication.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 10, "Emotional and Social Development in Middle Childhood," pages 268–293.

## APA Style: Multiple Authors

You have been looking at examples of citing sources with one author, but now, let us move to situations when you have more than one author.

### Three or More Authors

Use the first author's last name then use et al. in place of the other author's. Examples of two ways to do this:

#### Example 1

1. There are many rules to citing sources correctly (Drake et al., 2019).
2. Drake et al. (2019) stated that there are many rules to citing sources correctly.

#### Example 2

1. The sky is blue (Moody et al., 2019).
2. Moody et al. (2019) stated that the sky is blue.

### u05s3 - Plan: Review This Week's Discussion

Review the Yellowdig discussion instructions. Determine the topic and kind of information you wish to share in your post, and allow sufficient time in your weekly schedule to identify the resources upon which you will base your discussion post.

## u05v1 - Interactive Learning Module: Multiple Authors

In this activity, you will have the opportunity to practice the APA skills you have been learning this week related to quoting multiple authors. You will receive feedback that will help you check your work and give you tips on what to remember when it comes to citing quotations.

Course Resources

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[Multiple Authors](#) | Transcript

## u05d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in Week 1, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig work.

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#).
  - Capella's Campus support page for Yellowdig, with links for technical support.

## Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post, be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a picture or video of siblings in middle childhood. Describe sibling relationships in childhood and explain how your picture or video shows this. Share how theories (cognitive, psychosocial, et cetera) explain differing relationships during middle childhood.
- Crowdfund your assignment. Share a link to a resource you will use for your assignment next week. Briefly summarize it and state how you will use it in your assignment.
- Share a link to a video or an article related to this week's textbook reading. Offer a quick summary of the content and explain why you found it interesting or helpful.
- Identify a topic that was covered in your textbook reading this week that interested you and explain why it caught your attention. Describe how you might use the information in your personal or professional life.

## Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## u05q1 - Quiz: Knowledge Check



Click the quiz title to access the quiz.

- There are 30 questions in this quiz, and it is worth five percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking on the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

#### **u05s4 - Plan: Next Week's Assignment**

Next week's assignment is a 2–3-page paper that requires you to apply a theory and its concepts to one of the characters portrayed in a Riverbend City scenario.

- Review the Week 6 assignment instructions.
- View the Riverbend City: Meet the Washingtons interactive media piece.
- Visit the Research Activity in Week 6 and explore what theory and theoretical concept you would like to use.
  - Note that you will have to do some research in the Capella library related to your theory and concept.

#### **u05s5 - Achievement Board: Visit Your Achievement Board**

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

### **Unit 6 >> Adolescence**

#### **Introduction**

#### **The Turbulence of Adolescence**

Juan decides to take the adolescents who came to Afterschool Adventures out to ride horses at a local horse farm. He gets the interested kids loaded into the van amongst a slew of gossip and conversation.

"Grandpa hates me," Emma Washington tells her best friend. "He's so mean. Mercury just died, and all he can say is how I must be doing drugs because I wanted a gerbil instead of a dog."

"He just doesn't get it," Emma's best friend says. "Dogs are so ordinary. Gerbils, though, are something unique. I'm going to miss Mercury."

"You heard Antony just got an iguana," Emma says.

"That's really cool and creepy all at the same time," her friend says.

As we explore adolescence this week, think about Emma and her friend. What theories explain her comments? What development changes do her thoughts illustrate?

To-Do List:

- **Discussion:** Use Yellowdig to create a discussion post related to the content we are studying this week.
- **Assignment:** Create your Meet the Washingtons: Case Study PowerPoint presentation.
- **What You Need to Know:** Read about the physical, cognitive, and social and emotional development at the adolescence stage. Learn about citing special cases in APA style.
- **Plan:** Plan for this week's discussion.
- **Interactive Learning Module:** Navigate through the Riverbend City: Meet the Washingtons interactive media piece to get to know the members of the family for your assignment.
- **Research Activity:** Choose your theory and theoretical concepts you will apply to your family member for your assignment.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

## Learning Activities

### u06s1 - Activity Overviews

## Discussion Overview

Choose *one* of three options:

- Discuss sociocultural and cognitive factors when it comes to teenagers and driving.
- Apply concepts from Marcia's extension of Erikson's work on identity crisis to an area of a life challenge.
- Summarize a concept or an idea from your textbook that interested you.

## Assignment Overview

Create a PowerPoint presentation that summarizes a member of the Washington family and applies at least one cognitive or psychosocial theory, using scholarly research and your textbook to support your claims.

### u06s2 - What You Need to Know

This week, we move from changes in middle childhood to the turbulent, yet exciting, stage of adolescence.

## Physical and Cognitive Development

The majority of physical changes from childhood to adulthood occur during adolescence. Following chapter will cover these changes such as body growth, brain development, and sexual maturation. You will also read about the impact of advancing cognition on adolescents and major characteristics of formal operational thought.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 11, "Physical and Cognitive Development in Adolescence," pages 296–327.

## Emotional and Social Development

The emotional and social development for adolescents can be equally as significant. Read your textbook to learn about Erikson's viewpoint on personality attainment of adolescence, Kohlberg's theory of moral development, and the four identity statuses.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 12, "Emotional and Social Development in Adolescence," pages 328–351.

## APA Style: Special Cases

Now that we have covered the basics of formatting citations, let us look at some of the special cases that can arise.

What if There Is no Author?

- Use a word or two of the title in place of the author's name.
  - Example: Citations are the best thing since sliced bread ("Fun Citations," 2019).
- Occasionally "Anonymous" will be listed as the author; if so, use it.
  - Example: Some people are shy (Anonymous, 2019).

What if There Is an Organization That Is Listed As the Author?

- Use the organization in place of the author.
  - Example: Do not quote, paraphrase (Good Authors Committee [GAC], 2019).

What Do I Do if My Author Is Citing Someone Else?

- If you use the names of the authors in the citation:
  - Freud said psychology is cool (as cited in Jones, 2019).
- If not mentioned in the sentence:
  - Psychology is cool (Freud, as cited in Jones, 2019).

## APA Code of Ethics

The APA "Ethical Principles of Psychologists and Code of Conduct" guides behaviors and decisions made by psychologists in most mental health services. Being familiar with the APA code of ethics not only will help you with your assignment, but in the field as well. You will need to incorporate the following sections in your assignment this week.

- American Psychological Association. (n.d.). Ethical principles of psychologists and code of conduct. Retrieved from <https://www.apa.org/ethics/code/index>
  - Section 4, "Privacy and Confidentiality."
  - Section 10, "Therapy."

## Organization: Papers

Putting Your Thoughts Together

Now that you have had practice writing well-organized paragraphs, how do you put a number of paragraphs together to form a paper or larger text? For a well-organized paper, start with a plan.

Creating an outline as a guide can help you see how to put all the elements together. An outline is a simplified map for your final product. When creating an assignment for a class, start with the assignment directions. What elements are needed?

For example, in the assignment for this week, you are asked to do the following:

- Apply a theory to your selected character.
- Apply a theoretical concept based on research found in a scholarly article.
- Apply your knowledge of the development of the brain.
- Apply your knowledge of ethics.

Those four bullets can become the start of an outline:

1. Apply a theory to your selected character.
2. Apply a theoretical concept based on research found in a scholarly article.
3. Apply your knowledge of the development of the brain.
4. Apply your knowledge of ethics.

Once you have worked out what you need to include and the order you want it, you can use headers in your paper to help your reader follow along. In the paper template provided to you for this assignment, the headers are already in place.

If you are writing a paper without a mandatory template, you can create headers of your own. A tip for writing for your Capella papers—create headers that have one or two words that relate directly to specific scoring guide criteria. This will help your instructors see what information in your paper relates to what they are grading you on.

### u06s3 - Plan: Review This Week's Discussion

Review the Yellowdig discussion instructions. Determine the topic and kind of information you wish to share in your post, and allow sufficient time in your weekly schedule to identify the resources upon which you will base your discussion post.

### u06d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in Week 1, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig work.

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#).
  - Capella's Campus support page for Yellowdig, with links for technical support.

## Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post, be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Embed a picture or video of adolescents engaged in something risky in your post. Describe the sociocultural and cognitive factors involved in their risky behavior. Explain how theories (cognitive, psychosocial, et cetera) explain risky behaviors in adolescence.
- Crowdsource your assignment. Share a link to a resource you will use for your assignment this week. Briefly summarize the resource and explain how you will use it to support your assignment.
- Share a link to a video or an article related to this week's textbook reading. Offer a quick summary of the content and explain why you found it interesting or helpful.
- Identify a topic that was covered in your textbook reading this week that interested you and explain why it caught your attention. Describe how you might use the information in your personal or professional life.

## Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u06v1 - Interactive Learning Module: Riverbend City: Meet the Washingtons

If you have not done so already, view the Riverbend City: Meet the Washingtons interactive media piece. You will need this media to complete your assignment this week. You will meet the members of the Washington family and choose one child to study.

Course Resources

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[Riverbend City: Meet the Washingtons](#) | Transcript

## u06s4 - Research Activity: Choose Your Theory

Now that you have navigated through the Riverbend City: Meet the Washingtons interactive media piece, for the assignment, you will write a 2–3-page paper based on one of the children or teens.

After choosing a character, you will apply a theory and its concepts to the person you selected based on his or her age group. You will then consider the physical development of the brain for the character as well as how brain development affects attitudes and behaviors at that age. Last, you will note ethical considerations a psychological professional would need to consider in working with this individual.

Below are the steps that will help to make sure you have the pieces to complete the assignment. It may be helpful to review the assignment instructions for context.

### Choose Your Theory

In the assignment, you will apply at least one cognitive or psychosocial theory to your chosen family member. Possible theory choices include, but are not limited to, the following. Review your textbook for information on these theories.

Liam Washington (Age 5)

- Piaget's theory of cognitive development.
- Vygotsky's social development theory.

Ava Washington (Age 9)

- Piaget's theory of cognitive development.
- Erickson's psychosocial stages.

Emma Washington (Age 13)

- Marcia's identity status theory.
- Erickson's psychosocial stages.

Kyla Washington (Age 16)

- Marcia's identity status theory.
- Erickson's psychosocial stages.

### Choose Your Theoretical Concept

You will also need to find one scholarly article in the Capella library studying the effect of a theoretical concept for the age group of your chosen family member. Below is a list of theoretical concepts you could choose that may be easier to research.

Theoretical Concepts to Consider

Liam Washington (Age 5)

- Pretend play.
- Egocentric speech.
- Private speech.
- Non-social activities.

Ava Washington (Age 9)

- Classification industry.
- Inferiority.
- Perspective taking.

Emma Washington (Age 13)

- Identity.
- Personal fable.
- Decision making.

- Self-esteem.

Kyla Washington (Age 16)

- Identity.
- Idealism.
- Decision making.
- Self-esteem.

## Review Brain Development

Along with theory and concepts, you will also consider how the brain is physically developing at the age of your chosen character. Review the appropriate chapters in your textbook.

## Review the APA Code of Ethics

You will also consider the appropriate ethics a psychological professional would need to apply to working with your chosen character. Review the APA code of ethics.

### u06a1 - Meet the Washingtons: Case Study

## Assignment Preparation

If you have not done so, complete the Riverbend City: Meet the Washingtons interactive media piece in the studies for this week. You may also refer to the Research Activity in this unit for more details and examples of theories and theoretical concepts you can apply to your chosen family member.

Make sure you have done the following before starting the assignment:

- Choose a character from the interactive media piece to study.
- Select at least one cognitive or psychosocial theory to apply to your chosen family member and review your textbook for information on the theory.
- Choose a theoretical concept for the age group of your member and find at least one scholarly research article that supports this concept.
- Review the brain activity for the character.
- Review the APA code of ethics to identify ethical issues to consider when working the character.

## Assignment Instructions

For this assignment, write a 2–3-page paper using the information you found related to your chosen family member's development. Analyze your chosen family member's cognitive or psychological development and their physical brain development. Based on the theory you choose, the research article that supports the theory, and the brain development of the family member you selected, describe why the character is displaying the attitudes and behaviors depicted in the case study media piece. Describe ethical issues to consider when working with your family member.

## Submission Requirements

Use the [APA Paper Template \[DOC\]](#) to complete the following:

- Write a 2–3-page paper.
- Use in-text citations in the paper and create title and reference pages.

## Assignment Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Writing 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](#) guidelines.
- **Length of paper:** 2–3 typed, double-spaced pages, not including the title page and references page.
- **Resources:** One peer-reviewed source, your textbook, and the APA code of ethics.
- **Font and font size:** Times New Roman, 12 point.
- **SafeAssign:** Use the SafeAssign Draft option to check your writing and ensure you have paraphrased, quoted, and cited your sources appropriately.

**Note:** Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

## Competencies Measured

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

- Competency 1: Apply information literacy skills to topics in human development.
  - Evaluate research from scholarly articles.
- Competency 2: Interpret human behaviors using theories of human lifespan development across developmental domains.
  - Apply a psychological theory to a case study.
  - Provide examples of contributions of biological, cognitive, or sociocultural domains.
- Competency 3: Explain research found in scholarly articles related to human lifespan development.
  - Apply research findings to a case study.
- Competency 4: Apply ethics to problems in human lifespan development.
  - Apply ethics to problem presented in assignment.
- Competency 5: Communicate with clear purpose, organization, evidence, tone, and sentence structure.
  - Include APA-style citations when including references.
  - Write an organized presentation with clear purpose, proper grammar, and with a scholarly tone.

### u06s5 - Achievement Board: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Unit 7 >> Early Adulthood

### Introduction

#### Shifts in Development Changes During Early Adulthood

Susan clears a table at the Coffee Café, where she's working this week. She tries but fails to ignore the conversation at the table nearby, where Tyler and Nell Washington are sitting.

"I've been listening to the family argue over that gerbil for ages," Tyler says. "Emma loved that thing, and dad thought it gave her experience in taking on responsibility."

"Your mom sure didn't like it," Nell says.

"No, Mom thought it was filthy and unhealthy, and Grandpa thought it was going to bring some sort of plague down upon on us," Tyler responds, chuckling.

"How did your dad win that argument to buy Mercury originally?"

"Well, great-grandma thought every child should have a pet. And no one argues with her."

"So, if our kids want pets, where do you stand?"

"Me—well—I think kids should take responsibility for a pet when they're old enough to understand that if it's not taken care of, it doesn't stay in the house," Tyler says.

"Then don't be shocked when Liam asks for a dog," Nell says. "He's got the idea they can sniff out zombies or something."

As we shift to studying adulthood, the pace of developmental changes slows down. However, human beings continue their developmental journey. As you look at early adulthood, think about Tyler's conversation with Nell. What cognitive traits is he showing? Also, think about the life choices made during this stage. Is Tyler's choice to be married and have children normal for this age group?

To-Do List:

- **Discussion:** Use Yellowdig to create a discussion post related to the content we are studying this week.
- **Quiz:** Take a quiz that checks your knowledge of concepts in the course.
- **What You Need to Know:** Read about the physical, cognitive, and social and emotional development at the early adulthood stage. Learn about citing more special cases in APA style.
- **Plan:** Plan for this week's discussion.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

## Learning Activities

### u07s1 - Activity Overview

## Discussion Overview

Use Yellowdig to post something to the discussion board related to the content we are looking at this week.

## Quiz Overview

Complete a quiz related to the content you studied so far.

### u07s2 - What You Need to Know

From adolescence, we move to the early adulthood stage of lifespan development. In this stage, many experience firsts such as starting out in one's career and becoming financially independent.

## Physical and Cognitive Development

Read the following chapter to explore theories of biological aging, physical changes that are connected to aging, the role of psychological stress at this stage in development, and how thinking changes.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 13, "Physical and Cognitive Development in Early Adulthood," pages 353–379.

## Emotional and Social Development

The following chapter will explain Erikson's perspective on personality changes during early adulthood, friendships, and partner selection, and Levinson and Vaillant's psychosocial theories of adult personality development.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 14, "Emotional and Social Development in Early Adulthood," pages 380–409.

## Student Development Theory

Student development theory focuses upon many of the potential changes that occur in college students as they pursue their education. These resources will allow you to explore those changes, and will aid you in the completion of your final assignment.



- Student Development Theory. (n.d.). Retrieved from <https://studentdevelopmenttheory.weebly.com/index.html>
- The Perry Network. (n.d.). About the Perry Network. Retrieved from [http://perrynetwork.org/?page\\_id=6](http://perrynetwork.org/?page_id=6)

## APA Style: More Special Cases

We have covered a lot of APA-style citations in this course, but there are still a few more odd situations to note.

If you want to cite *two different sources at the same time*, in those cases where both sources give the same information, separate the sources with a semicolon (;).

- Example: The world is round (Drake, 2019; Josilowski, 2018).

If you have *two different authors with the same last name*, use the first initial.

- Examples: The world is round (A. Smith, 2019). The sky is blue (T. Smith, 2017).

If the *exact same author has two different publications in the same year*, distinguish them by letters.

- Examples: The sky is blue (Drake, 2019a). The grass is green (Drake, 2019b).

If you are *using information that came from an interview, e-mail, or other personal communication*, use the phrase *personal communication* and include the full date if you have it.

- Example: The cow jumped over the moon (L. Sullivan, personal communication, July 4, 2019).

## Organization: Papers

### Chronological Approach

If the assignment and scoring guide do not help with organization (or when writing for something other than school), start by organizing your notes into categories. What evidence goes with what? From there, you can build out main points and put them in order. This week and the next few weeks to follow, we will explore ways you can organize your writing.

If you are writing a paper or a discussion where the order of events is important, you will want to use a chronological approach. When using this style of organization, you will start with the earliest event and move forward in time.

In the academic setting, this organizational approach is most appropriate when you are:

- Looking at the history of a topic.
- Explaining step-by-step how to do something.
- Writing a story.
- Basically—when the timeline matters.

When using the chronological approach to organization, it is a good idea to give a quick summary of the information you will present and the order in your introduction.

As we are studying lifespan development, chronological order can be used when looking at the changes from one age to the next. See if you can apply it to your discussion post this week.

### u07s3 - Plan: Review This Week's Discussion

Review the Yellowdig discussion instructions. Determine the topic and kind of information you wish to share in your post, and allow sufficient time in your weekly schedule to identify the resources upon which you will base your discussion post.

### u07d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in Week 1, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig work.

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#).
  - Capella's Campus support page for Yellowdig, with links for technical support.

## Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post, be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Embed a picture or video of a young adult relationship in your post. Describe how theories (cognitive, psychosocial, et cetera) explain differing relationships during young adulthood.
- Share a link to a video or an article related to this week's textbook reading. Offer a quick summary of the content and explain why you found it interesting or helpful.
- Identify a topic that was covered in your textbook reading this week that interested you and explain why it caught your attention. Describe how you might use the information in your personal or professional life.

## Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u07q1 - Quiz: Knowledge Check

Click the quiz title to access the quiz.

- There are 30 questions in this quiz, and it is worth four percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking on the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

### u07s4 - Achievement Board: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Unit 8 >> Middle Adulthood

### Introduction

#### Aspects of Middle Adulthood

Susan brings a coffee over to Bob, Tyler's father, who is deep in conversation with a friend of his.

"I've finally gotten pretty good in my role as a father and don't worry anymore what my own dad thinks," says Bob Washington. "I do worry about my girls. Emma is so sure that Ava killed Mercury that it's nothing but constant fighting. Sisters should be friends. There's no way Ava killed anything; she's way too gentle. Now, my dad and Liam were up to something that night, and neither will tell me anything about it."

"I wouldn't worry about it," his friend says. "Emma's a teenager; they're just like that."

"I know," Bob says. "But my wife is getting even more stressed, and I hate to see that happen."

As we explore middle adulthood this week, think about this short conversation. What aspects of middle adulthood is Bob showing?

To-Do List:

- **Discussion:** Use Yellowdig to create a discussion post related to the content we are studying this week.
- **Quiz:** Take a quiz that checks your knowledge of concepts in the course.
- **What You Need to Know:** Read about the physical, cognitive, and social and emotional development at the middle adulthood stage.
- **Plan:** Plan for this week's discussion.
- **Prepare:** Review next week's assignment instructions and the steps involved in completing the assignment.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

### Learning Activities

#### u08s1 - Activity Overviews

#### Discussion Overview

Use Yellowdig to create a discussion post related to the content we are studying this week.

#### Quiz Overview

Complete a quiz related to the content you studied so far.

#### u08s2 - What You Need to Know

This week, we will focus on the middle adulthood stage of lifespan development, which begins around age 40 and ends at about age 65. This stage is marked for its variability in physicality and mental attitudes.

## Physical and Cognitive Development

Read about changes to information processing, development of problem solving and expertise at this stage in development, and the double standard of aging.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 15, "Physical and Cognitive Development in Middle Adulthood," pages 412–433.

Visit The Ebb of Time media to explore how physical and mental health affect each other and how the five senses are affected as we age.

## Emotional and Social Development

This chapter will help you explore the middle adulthood phase of the family life cycle, job satisfaction and career change, Erikson's views on personality change, and Levinson and Valliant's views of psychosocial development in middle adulthood.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 16, "Emotional and Social Development in Middle Adulthood," pages 434–455.

## Organization: Papers

### Order-of-Importance Approach

If you are writing a paper or discussion where you are trying to persuade someone, propose a solution, or focus on the order of significance of your points, then you will want to organize order of importance.

The first step to take this approach is to know your main points and be able to determine importance (from most important to least important—or from least important to most important). Once you know this, you can determine which way will be most effective.

In most cases, you will want to present your least important point to your most important point. However, if you are writing a persuasive paper, it is often best to start with your most important point and then down the order of importance to end with your least important point.

If you are writing a paper with a solution, your first point will always be to show what the problem is. If you have more than one point supporting your problem, organize them by order of importance. Once you have established the problem, then provide your points for the solution by order of importance.

You can signal the organization to your readers by phrases like *most importantly*, *almost as importantly*, *just as importantly*, and *finally*. Try to organize your discussion post this week using order of importance.

## Using Evidence: Paraphrase

Now that you have learned how to cite your sources, let us look at the best way to write the evidence within your assignments.

Use quotations rarely (or never). Quotations do not flow well in papers because they were written to support someone else's main point. To write a well-written paragraph, you want the evidence you use to flow from the main idea you have created.

The first step is to choose the right piece of information from your source. What supports your main idea? Pick a sentence or a part of a sentence that does two things (1) provides a snapshot of what the author of your source is trying to say and (2) directly supports the main idea of the paragraph you are writing.

Once you have chosen the best piece, paraphrase it. Put it in your own words in a way the flows with your overall paragraph.

Some tips for paraphrasing:

- Read the piece you selected once (or more) until you feel familiar with it.
- Write out what it said without looking at the source.
- Go back and check the original source. Make sure what you wrote is an accurate representation of what the source said.
- Remember to cite your source.

Practice your use of evidence by paraphrasing in your Yellowdig discussions this week.

Review the Yellowdig discussion instructions. Determine the topic and kind of information you wish to share in your post, and allow sufficient time in your weekly schedule to identify the resources upon which you will base your discussion post.

### u08d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in Week 1, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig work.

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#).
  - Capella's Campus support page for Yellowdig, with links for technical support.

### Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post, be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Embed a picture or video that illustrate the physical or mental changes that occur in middle adulthood into your post. Describe the changes you see and discuss what behaviors can promote and support health in middle adulthood.
- Crowdfund your assignment. Share a link to a resource you will use for your assignment this week. Briefly summarize it and state how you will use it to support your assignment.
- Share a link to a video or an article related to this week's textbook reading. Offer a quick summary of the content and explain why you found it interesting or helpful.
- Select a topic that was covered in your textbook reading this week that interested you and explain why it caught your attention. Describe how you might use the information in your personal or professional life.

### Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u08q1 - Quiz: Knowledge Check

Click the quiz title to access the quiz.

- There are 15 questions in this quiz, and it is worth three percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking on the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

#### u08s4 - Prepare: Next Week's Assignment

To be prepared for the assignment next week, you may wish to look through or complete the following.

- Review the [Riverbend City: Meet the Washingtons](#) interactive media piece from Week 6 to re-familiarize yourself with the members of the Washington family.
- Review the [Riverbend City: The Mystery of Mercury](#) interactive media piece in Week 9. In the interactive, you will be given a description of four different Washington family members. You will need to review the developmental theories associated with each person and determine the best theory and developmental level that matches the situation.

#### u08s5 - Achievement Board: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

### Unit 9 >> Late Adulthood

#### Introduction

##### Aspects of Aging in Late Adulthood

Christy walks Betty Washington out to the curb after bingo night. As they walk, Betty brings up Mercury's death again.

"All things die, that's the way of it," she says. "That gerbil and I were nearing our time. I look at my children, grandchildren, and great-grandchildren, and know I did something right with my life. I even lived long enough to meet my great-great-grandchildren. I never expected that; we were lucky to know our grandparents when I was a child. Even if one of them killed a pet, they are my contribution to the world. What did the gerbil contribute? Happiness to my great-granddaughter. Stress to my grand-daughter-in-law. And fear to my son."

"Maybe just bringing happiness to one person is enough," Christy says.

"True," Betty answers. "I was awake the night Mercury died; I don't sleep as much as I used to. I heard people fighting but didn't go see because I didn't want to get involved. It sounded like David and Bob talking about something. Who am I to get between a father and son?"

As we explore late adulthood, what aspects of aging was Betty displaying? What roles do older adults play in their families?

## To-Do List:

- **Discussion:** Use Yellowdig to create a discussion post related to the content we are studying this week.
- **Assignment:** Use the Riverbend City: The Mystery of Mercury media to write a paper determining what happened to the family gerbil.
- **What You Need to Know:** Read about the physical, cognitive, and social and emotional development at the late adulthood stage.
- **Plan:** Plan for this week's discussion.
- **Interactive Learning Module:** Complete Riverbend City: The Mystery of Mercury media, which you will need for this week's assignment.
- **Research Activity:** Locate articles that will help support your claims in this week's assignment.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

## Learning Activities

### u09s1 - Activity Overviews

## Discussion Overview

Use Yellowdig to create a discussion post related to the content we are studying this week.

## Assignment Overview

Use the Riverbend City: The Mystery of Mercury media piece to write a paper determining what happened to the Washington family's gerbil, incorporating theory and research to support your claims.

### u09s2 - What You Need to Know

This week, we transition from middle adulthood to late adulthood, which spans from age 65 until the end of the lifespan.

## Physical and Cognitive Development

Read the following chapter to explore overall changes in cognitive functioning, changes in physical appearance, and the difference between chronological age and functional age.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 17, "Physical and Cognitive Development," pages 458–489.

## Emotional and Social Development

The following chapter will help you learn about Erikson's perspective on personality changes in late adulthood, continuity theory and socioemotional selectivity theory, and changes in relationships.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 18, "Physical and Cognitive Development," pages 490–517.

## Resources Related to the Aging Process

The following resources have been selected to provide you with information that will deepen your understanding of the aging process. They will help you as you complete your final assignment for the course.

### Capella Library

- Merriam, S. B., Caffarella R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide (3rd ed.)*. Hoboken, NJ: Wiley.
  - Chapter 12, "Adult Development."
- Roekelein, J. E. (Ed.). (2006). *Theories of aging*. In *Elsevier's Dictionary of Psychological Theories*. Oxford, England: Elsevier Science & Technology.
- Johnson, M. L. (Ed.). (2005). *Psychological theories of ageing*. In *The Cambridge Handbook of Age and Ageing*. Cambridge, England: Cambridge University Press.

## Internet Article

- Clarke, J. I. (2013). Four phases of aging: Beyond Erikson's integrity versus despair. Retrieved from <https://www.ncfr.org/ncfr-report/focus/family-focus-aging/four-phases-aging-beyond-erikson-s-integrity-versus-despair>

## Website

- Lumen. (n.d.). Aging: Late adulthood. Retrieved from <https://courses.lumenlearning.com/boundless-psychology/chapter/aging-late-adulthood/>

## Organization: Papers

### Spatial-Order Approach

If you are writing a paper or discussion where there are strong visual elements (such as discussing different licensure in different states), you might want to organize spatially. With a spatial order, you explain or describe your points based on the way they arranged in space. You move your area of focus in an orderly way that seems logical to your reader.

Words you can use to signal the transitions and order are the following: *to the right, to the south, just behind*.

This is an organization approach rarely used for academic writing, however, it is always nice to know it is an option. With the flexibility of Yellowdig discussions, this is a way you could organize your post when your points relate to a strong visual. Give it a try this week on your discussion.

## Using Evidence: Summarizing

Now that you have practiced paraphrasing, it is time to discuss summarizing. With a paraphrase, you are taking a small piece of another person's writing and putting it in your words without losing any of the meaning. When you summarize, you are sharing with your reader the gist of a larger source. In many ways, writing a summary is easier than writing a paraphrase.

The key to a good summary—share the overall point your source is making. Unlike paraphrasing, you do not need to ensure that you keep all the details of the source.

When to use a summary? Use a summary when the source supports your main idea but there is no clear sentence or two that will work for a paraphrase. Summarizing allows you to back up to a more global view of your source when adding evidence to support your points.

As you write your Yellowdig discussion this week, use a summary. And remember to cite your source.

### u09s3 - Plan: Review This Week's Discussion

Review the Yellowdig discussion instructions. Determine the topic and kind of information you wish to share in your post, and allow sufficient time in your weekly schedule to identify the resources upon which you will base your discussion post.

### u09d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in Week 1, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig work.

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#).
  - Capella's Campus support page for Yellowdig, with links for technical support.



## Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post, be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find an article or website that discuss the myths of aging and embed the link in your post. What myths did you believe? What took you by surprise?
- Crowdfund your assignment. Share a link to a resource you will use for your assignment this week. Briefly summarize it and state how you will use it in your assignment.
- Share a link to a video or an article related to this week's textbook reading. Offer a quick summary of the content and explain why you found it interesting or helpful.
- Select a topic that was covered in your textbook reading this week that interested you and explain why it caught your attention. Give an example of how could use it in your personal or professional life.

## Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u09v1 - Interactive Learning Module: Riverbend City: The Mystery of Mercury

If you have not done so already, review the Riverbend City: The Mystery of Mercury interactive media piece. You will need this media to complete your assignment this week. In the media, you will be given a description of four different Washington family members. You will need to review the developmental theories associated with each person and determine the best theory and developmental level that matches the situation.

Beforehand, it may be helpful to review the Riverbend City: Meet the Washingtons interactive media piece from Week 6 to re-familiarize yourself with the members of the Washington family.

### Course Resources

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[Riverbend City: The Mystery of Mercury](#) | Transcript

### u09s4 - Research Activity: Locate Articles for This Week's Assignment

One of the steps in your assignment this week is to support your insights with research. Be sure to search in the Capella library for one or two articles that will help you.

### u09a1 - Developmental Stages of Washington Family Members

## Assignment Preparation

Review the chapters on development during adolescence and middle adulthood.

## Assignment Instructions

Complete the Riverbend City: The Mystery of Mercury interactive media piece, which focuses on the developmental stages of the members of the Washington Family. As you complete the media piece, you will be asked a series of questions. When you have completed the media piece, it will generate a document. Submit this document as your assignment.

## Submission Requirements

Submit the document generated by the media piece as your assignment.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competency:

- Competency 2: Interpret human behaviors using theories of human lifespan development across developmental domains.
  - Apply Gilligan's and Kohlberg's theories of moral development to a case study
  - Apply William Perry's theory of cognitive development to a case study.
  - Apply Levinson's season of life to a case study.
  - Apply Erikson's and Cohen's theories of adult development and aging to a case study.
  - Evaluate the effectiveness of a theory to explain human behavior.
  - Interpret human behavior using knowledge of human development.

### u09s5 - Achievement Board: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.

## Unit 10 >> End of Life and Grieving

### Introduction

#### The End of Life

Juan, Christy, Mike, and Susan are together for lunch at the Perkins in downtown Riverbend City. After chatting about their most recent jobs and the classes they were taking, the conversation drifts to more personal matters.

"My neighbor's grandmother died," Christy says. "I feel bad for them; they lost their pet last week, too."

"We don't talk much about death, do we?" Susan says. "We bring it up in hushed tones and pass the word. But, that's it, you know?"

"I know what you mean," Mike says. "Watching the kids playing zombie games this week got me thinking that. Isn't that why zombies are scary and intriguing? They're dead but not."

"Losing a pet was my first experience with death," Juan comments. "My dad just told me my dog was gone and I didn't understand. I looked everywhere for him for weeks before I realized he wasn't coming back. I wonder if that plays into the zombie myths—not being able to accept that a loved one is gone."

As you complete the readings this week, think about the conversation above. Do their experiences match what you read about death and dying? When you are done reading the textbook, join the discussion for a change of mood as we end the course with a bit of humor.

To-Do List:

- **Discussion:** Use Yellowdig to create a discussion post related to the content we are studying this week.
- **Quiz:** Take a quiz that checks your knowledge of concepts in the course.
- **What You Need to Know:** Learn about concepts related to death, dying, and bereavement.
- **Plan:** Plan for this week's discussion.
- **Achievement Board:** Visit the Achievement Board and track your progress this week.

## Learning Activities

### u10s1 - Activity Overviews

## Discussion Overview

Use Yellowdig to create a discussion post related to the content we are studying this week.

## Quiz Overview

Complete a quiz related to the content you studied so far.

### u10s2 - What You Need to Know

As we come to the end of the weeks in the course, we also come to the end of the lifespan.

## Death, Dying, and Bereavement

Read the following chapter to learn about concepts such as changing aspects of self-concept and personality, Erikson's perspective on personality changes in late adulthood, and the influence of control versus dependency.

- Berk, L. E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
  - Chapter 19, "Death, Dying, and Bereavement," pages 520–542.

### u10s3 - Plan: Review This Week's Discussion

Review the Yellowdig discussion instructions. Determine the topic and kind of information you wish to share in your post, and allow sufficient time in your weekly schedule to identify the resources upon which you will base your discussion post.

### u10d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in Week 1, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig work.

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## Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post, be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Embed a cartoon that shows childhood development in your post.
- Describe the developmental concept or theory the cartoon is based on. What misconceptions about human development are seen in this cartoon?
- Share a link to a video or an article related to this week's textbook reading. Offer a quick summary of the content and explain why you found it interesting or helpful.
- Select a topic that was covered in your textbook reading this week that interested you and explain why it caught your attention. Give an example of how could use it in your personal or professional life.

## Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u10q1 - Quiz: Knowledge Check

Click the quiz title to access the quiz.

- There are 30 questions in this quiz, and it is worth five percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking on the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

### u10s4 - Achievement Board: Visit Your Achievement Board

Go to your [Achievement Board](#) to make sure you have completed all of your activities for the week and track your progress.