



PSY 602 – Developmental Foundations of Behavior

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Guiding principles

I hope we can foster a sense of community in this classroom and consider it to be a place where we all will be treated with respect. I welcome students of all ages, backgrounds, beliefs, ethnicities, gender identities, marital/parental status, military/veteran status, national origins, religious and political affiliations, sexual orientations, socioeconomic status, – and other visible and nonvisible differences. Each person participating in this course will be treated as a unique individual with their own perspectives and not as a categorical representative. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If this standard is not being upheld, please feel free to speak with me...and I encourage you to speak with each other.

My expectations and hopes for the semester

My expectations for myself in this course are to be engaged, curious, respectful, thoughtful, challenging, and fully committed to your learning over the semester. Feedback and assessments will be timely, fair, and designed to support your professional growth and competence as a psychologist. I will do all I can to foster a classroom environment that is conducive to your learning. I also expect to be very interpersonally active with you and to utilize humor in a way that is appropriate and assists your understanding of the concepts we are discussing.

My expectations for you are that you will be in class on time, be ready to make your article presentations as scheduled, and be prepared to engage with your classmates and me about what you are learning and how your own experience shapes your understanding. I also expect that you will communicate with me directly and as soon as possible if you find yourself struggling with any aspect of the course, so that together we can identify problem-solving options to maximize your successful completion.

Throughout our class meetings we'll spend considerable time laying a foundation conducive to respectful yet challenging discussions through which we all can grow. I hope we will grapple with complicated, emotional, and thought-provoking topics as a community, and to understand that learning and teaching come from shared experiences and critical self-reflection. We enter this exploration together, and together we are responsible for its success. If there's anything that your classmates and I can do to support your growth here, please don't hesitate to let us know; we are establishing a competence community.

Course overview

COURSE UNIT VALUE: 3

For each semester, one (1) hour of credit is assigned per hour each week of classroom or direct faculty didactic instruction (that is, per hour of lecture or student in-class time) and a minimum of two (2) hours of out-of-class student work (homework).

METHODS OF INSTRUCTION

Student-led article analysis, faculty facilitation, lecture, large-group and small-group discussion, community involvement, and student out-of-class reading and writing are all used as learning modalities in this course.

COURSE INSTRUCTOR CONTACT INFORMATION

Name: David Jull-Patterson, PhD, FT
Pronouns: he/him/his
Room: CNU CoPsy Suite 210, room #201
Email: david.jull-patterson@cnsu.edu

If you send a request to someone to provide you with information or do you a favor, and the person does so, take the time to send an acknowledgement and thanks. This way the person knows you received it and you will be exercising professional courtesy.

I don't check email after 17:00 on weekdays or on weekends or holidays - please plan accordingly!

I TRULY ENJOY MEETING WITH STUDENTS OUTSIDE OF CLASS

1:1 conversation hours: by appointment (I generally have 9-11 hours per week available for student meetings).

You can easily see my student meeting schedule and make an appointment with me. Use this hyperlink to access an online scheduling system and let me know if you want to meet in person or through Teams:

[Dr. Jull-Patterson 1:1 link](#)

When you're meeting with me online, here's the Teams link you'll need:

[Dr. Jull-Patterson Teams link](#)

CLASSROOM AND MEETING TIMES

Room: Psychology Classroom #212
Time: Tuesdays and Thursdays, 13:00 – 14:30pm
Spring semester — January - May 2023

COURSE DESCRIPTION

This course focuses on human growth and development across the lifespan. We will review key developmental theories as well as changes in physical, cognitive, social, ,emotional, and cultural states throughout various stages of life. This course will also address current issues such as adverse childhood experiences, bullying, promoting well-being in adulthood, and more.

PREREQUISITE COURSES

None

PREREQUISITE KNOWLEDGE

None

THE LAST TIME THIS COURSE WAS TAUGHT

Spring semester, 2022

Discipline-specific knowledge, profession-wide competencies, and advanced integrative knowledge in scientific psychology

DISCIPLINE-SPECIFIC KNOWLEDGE (See APA, 2018 for more about accreditation standards)

Category 2: Basic Content Areas in Scientific Psychology

- *Developmental aspects of behavior*, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.

Category 3: Advanced Integrative Knowledge in Scientific Psychology.

- Graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).

PROFESSION-WIDE COMPETENCIES (See APA, 2018 for more about accreditation standards)

Competency I: Research

Doctoral students are expected to:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Competency III: Individual and cultural diversity

Doctoral students are expected to:

- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

ADVANCED INTEGRATIVE KNOWLEDGE IN SCIENTIFIC PSYCHOLOGY (See APA, 2018 for more about accreditation standards)

You are expected to be able to show an advanced level of knowledge about discipline-specific knowledge. In each course of the *Foundations of Behavior* sequence you have assignments that require you to demonstrate the ability to integrate at least two content areas covered in the sequence. You will also demonstrate this ability to integrate content areas through your Master's Integrative Learning Experience (MILE). The MILE is an in-depth assessment of multiple aspects of the doctoral curriculum that must be successfully passed to advance to internship and receive the Master of Arts Degree in Psychology. In your P3 year, you are required to present your work with a patient in a written case report. You must then defend your work in an oral examination, incorporating at least two basic discipline-specific content areas.

This course covers one of the five advanced integrative knowledge of basic discipline-specific content areas: affective aspects of behavior, biological aspects of behavior, cognitive aspects of behavior, **developmental aspects of behavior**, and social aspects of behavior.

In this course the *Life Cycle Ritual* assignment and the *Digging Deeper* assignment count as the integrative outcome measures (please see the *Assignments* section for more about these papers).

Course learning goals, objectives, and outcome measures

COURSE LEARNING GOALS AND OBJECTIVES

1. By successfully completing this course, you will identify the basic developmental patterns and typical developmental milestones reached in the prenatal period, infancy, childhood, adolescence, early adulthood, middle adulthood, late adulthood, and the end of life.
 - Objective A: Complete three learning assessments based on didactic materials.
 - Objective B: Incorporate developmental perspective into the creation of a life cycle ritual.
 - Objective C: Incorporate developmental perspectives into the analysis and evaluation of a topic of interest in developmental psychology.

1. By successfully completing this course, you will evaluate the importance of individual and cultural diversity as it relates to the developmental journey.
 - Objective A: Address the individual and cultural factors of your own developmental journey when creating a life cycle ritual.
 - Objective B: Address cultural factors influencing development when analyzing and evaluating a topic of interest in developmental psychology.

2. By successfully completing this course, you will analyze and evaluate theoretical or empirical research in lifespan development.
 - Objective A: Prepare a research-based paper on a topic of interest in developmental psychology.

3. By successfully completing this course, you will integrate developmental aspects of behavior with other discipline-specific content areas.
 - Objective A: Address the integration of development and at least one other content area and the impact on intervention development through the creation of a life cycle ritual.
 - Objective B: Address the integration of development and at least one other content area and the impact on intervention development through the analysis and evaluation of a topic of interest in developmental psychology.

4. By successfully completing this course, you will demonstrate professional behavior through engaging with your peers to give and receive constructive feedback.
 - Objective A: Provide and receive feedback related to oral class presentations.
 - Objective B: Provide and receive feedback related to written work.

5. By successfully completing this course, you will demonstrate proficiency in both written and oral communication.
 - Objective A: Submit two papers demonstrating scholastic proficiency.
 - Objective B: Present a class-based discussion reviewing an assigned course article.

What will you be doing in this course?

TEACHING METHODS

Course instruction mechanisms include:

- Faculty didactic instruction
- Small- and large-group exercises
- Class discussions
- Article reviews and discussions
- Online exercises
- Our 1:1 meetings

ASSESSMENT METHODS

Course evaluation mechanisms include:

- Class participation
- Class discussions
- Academic papers
- Quizzes and exams
- Class presentations

TECHNOLOGY PROFICIENCY REQUIRED FOR THIS COURSE

Web-based course management (Canvas); presentation program (e.g., Keynote, PowerPoint, or Prezi); word processing program (Word); testing software (Examplify). As part of your enrollment here at CNU you can download Microsoft Office at no cost; this software package includes PowerPoint and Word.; Canvas and Examplify are free and available online. Your written assignments in this course must be submitted in Word format.

COMMUNICATION

I will communicate with the class through email. It will be the primary means of communication between me and your cohort outside of class time. Please be prompt in responding to emails – not including weekends and holidays, no more than 48 hours should lapse before emails are returned or acknowledged. Please do not use Canvas or Teams for messages to me. The Canvas site for this course will be used extensively to provide article access, a calendar for assignment due dates and times, and the spot to upload your assignments. If you are unfamiliar/uncomfortable with course management software like Canvas, please peruse the following website to help acquaint yourself:

<https://community.canvaslms.com/community/answers/guides/>

Communications may include changes or cancellations in class, office hours, meeting rooms or times, and/or assignments. Please go into your personal profile in Canvas and confirm that the email address listed is the email you will be reading daily. The class topics and reading assignments are subject to change with a week's notice.

FYI: I only write letters of recommendation for my advisees, teaching assistants, and *current* students in my Practicum Case Conference or Practicum Preparation courses.

CHANGING YOUR SELF-PERCEPTION

In the graduate program here at CoPsy, you are called students, but to me you are really apprentices. Hence, I suggest you engage in a self-perception shift: **STOP** thinking of yourselves as students and **START** thinking of yourselves as apprentice psychologists. For some, this shift can be plagued by a feeling of imposter syndrome (Palmer, 2021), and this can be particularly pernicious for students from marginalized backgrounds.

What's the difference between students and apprentices? One difference is that students do as little as possible to get the best grade they can; apprentices try to learn as much as they can and practice whenever possible so that they can function well when they leave the apprenticeship.

A second difference is that students get upset when they get corrective feedback; apprentices want corrective feedback because they *want to get better* in their chosen line of work. As Vince Lombardi said during his first team meeting as the Green Bay Packers' coach in 1959, "... we are going to relentlessly chase perfection, knowing full well we will not catch it, because nothing is perfect. But we are going to relentlessly chase it, because in the process we will catch excellence" (Carlson, 2014, p. 149). Be mindful about how you give your peers feedback, and always look for the learning opportunity in the feedback you receive.

You will need to practice and improve your skills; this class will give you the opportunity to do so. In doing so, you will make errors. Observers (me, other class members) will try to gently point out your mistakes so that you can come to recognize and fix them yourself. Using another metaphor, part of the training of a bricklayer is to recognize when a crooked wall has been put up and to know when to tear it down and start over, and maybe to eventually avoid putting up those crooked walls. I hope to develop interdependence in this classroom setting, and within this cohort, where each one of us provides collaborative guidance for each other (Skowronski, 2014). And if that imposter syndrome raises its head, talk with your colleagues, your advisor, and with me; you are in this program because you deserve to be, and as a member of the Admissions Committee, I stand behind our decision.

ADULT LEARNING

In my teaching I use principles of adult learning, with an understanding that new knowledge has to build upon and "fit" with knowledge you already have, and that you have to be able to "unlearn" or revise previous knowledge to accommodate new perspectives. Also, scholarship of teaching and learning (SoTL) literature shows that adult learners often learn differently from those who are learning everything for the first time. As a result, I rarely lecture, and I am happy to spend some time explaining particular readings or concepts if there are requests for this. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

- Your learning is directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
- We will discuss many of the readings, but we will not automatically review them in class; I will look for evidence that you have done all the readings in your assignments.
- It is your responsibility to let me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question, or you aren't sure you see the relevance of something you read or heard (Reed, 2014).

ATTENDANCE, TARDINESS, AND BEHAVIORAL EXPECTATIONS

I expect you to attend all classes in their entirety; it is impossible to make up what has transpired. *I define missing class as missing 15 minutes or more of scheduled class time.* If you miss 1-4 classes, you will lose the 10 points awarded for active participation in each class. If you miss a fifth class, by college policy you will have to withdraw from the course and retake it the following year. Please consult the **CNU policies** section in this syllabus for a list of what are considered excused absences.

Being on time means you are sitting at your table, all materials needed are out and ready for access, and you are ready to begin learning. If you are tardy (late by less than 15 minutes), you give up half of your participation points for that class. Swinging through the door at exactly the class start time means you are tardy.

I also understand that the vagaries of life can strike at unexpected times. The development of executive function also varies across students. Balancing the importance of your learning with the need for professional attention to timeliness and with life's curveballs, I will automatically drop the three lowest participation scores at the end of the semester.

You must demonstrate professional behaviors and meet the requirements of the class, such as timely completion of assignments, attendance, and meeting ethical and professional standards of care. It's important to remember that students with learning and thinking differences aren't exempt from these standards. Demonstration of professional behavior (professionalism) includes following the APA Ethical Principles for Psychologists and Code of Conduct; adhering to school guidelines as listed in the Student Handbook, and complying with other directives from the CNU administration. In addition, professionalism includes respectful and responsible speech and actions, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and the privacy of classmates and professors.

If you identify a problem that is affecting your course performance, contact me immediately so together we can develop an appropriate action plan to help you succeed. Please do not wait until the end of the semester or just before an assignment is due to reach out to me. I encourage you to chat with me in person or use my appointment website to schedule a meeting.

ELECTRONICS POLICY

The class will be, overall, an electronics-free zone. In the Files section in Canvas I've provided you some research on why I've made this choice (Muller et al., 2014; Sana et al, 2013). However, each week one of you will serve as "electronics lead." This person is responsible for being our online access specialist for the class, answering questions when we need to access the web to get information to specific quandaries and questions. Between yourselves as a cohort, you will decide how to make the selection of who will do this each week. You are welcome to take your own notes utilizing a paper-based format. All accessibility requirements related to electronics are honored.

CLASS PARTICIPATION

Sharing ideas and engaging in intellectual dialogue are requirements of the course. Participation in class discussion is an important component of my ability to assess your competence. Through your participation you contribute to others' learning and advance your own understanding. It is one way that you demonstrate your mastery of class material and course objectives as well as your ability to engage in problem solving and professional learning behaviors.

The class is designed using group discussion to help facilitate class participation. Throughout the course you are responsible for being familiar with and participating in discussions of assigned articles—they are the didactic basis of the course. Through reading and discussions of articles you will acquire the scientific and theoretical knowledge base to meet course learning outcomes. Assessment of participation in class discussion is based on:

- Preparation – you read the article, brought a copy to class, are familiar with its content, and are prepared to discuss it;
- Willingness – you contribute to class discussion and comment on other classmates' presentations;
- Quality of contribution – you understand the readings, synthesize ideas, explore and question meanings, and apply concepts.

WRITTEN ASSIGNMENTS

At the graduate level, I expect you to use primary sources for your research. You are welcome to use sources such as Google Scholar and Wikipedia for your initial information scan, but they are not appropriate research sources for doctoral students.

You are required to use APA format for your written work. Your use of *Academic Writer* will help you master this writing style—it is how we as psychologists communicate with each other and its use in the College contributes to your acculturation to the profession.

I want you to focus your critical skills and synthesize what you are learning from the readings and class discussions. Mastery of basic skills of grammar and composition are assumed at this level of education. Please write in the first person (using *I*) and not in the third person (using *the writer* or *we* or *psychologists*). Don't just rephrase other authors' work — give your own perceptions or ideas. Be sure you include concepts from readings and class discussions as appropriate. Please don't recap what is in the article or chapter - I already read it, and that is why I chose to assign it.

In the past, my students have been puzzled as to why they got a grade on an assignment that was lower than they expected. If I have asked for certain aspects to be addressed in your writing, you skip an aspect at your own risk! Your grade will be lower if an aspect I've asked you to respond to is not addressed. I endeavor to make sure that all aspects are reflected in the grading rubric.

The biggest suggestion I can make about your writing assignments (other than to check your "writing hygiene" - spelling, punctuation, grammar, syntax, paragraph structure, essay composition, etc.)? The prudent student will adopt this manifesto:

"I will tell you about my thinking. I know you are interested not only in the issues upon which I've chosen to focus, but *why* I chose them, *what* I think about them, and *how* they have an impact on my development as a psychologist."

Missed assignments will result in a lower grade or failure of the class, depending on the work missed. At my discretion, missing more than one major assignment can result in failing this class. If, however, you are *seriously ill* and provide a doctor's note to the Assistant Dean of Student Affairs, the assignment may be submitted. Let Dr. Dobson know as soon as possible if you find yourself in this situation.

Know that I use plagiarism-detection software to actively ensure that your work is indeed your own. Plagiarism is a form of cheating, and it is a serious violation of professional standards and the Code of Conduct for the College of Psychology.

Sometimes students are unclear about what constitutes plagiarism. Let me clear that up for you.

- Plagiarism is a form of cheating, punishable by a zero for the assignment or failure in the course in which it occurs and possibly, through review of the Professional and Academic Standards Committee and the entire faculty, by suspension or dismissal from the program.
- Plagiarism can take a number of forms, including the re-use of your own written work without appropriate modifications and/or without my permission.
- Submitting text written by a generation system as one's own, e.g., entering a prompt into an artificial intelligence tool such as ChatGPT and using the output in a paper, is also plagiarism.
- Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted it must appear in quotation marks and be properly cited in the text. A citation without quotation marks is not adequate since it implies that the material quoted is your wording. It is even less acceptable to simply put the source of material in a bibliography at the end of your paper, with neither quotation marks nor references made in the text.
- Indirect quotations—that is, points taken from some source but restated in your own words—should not appear in quotation marks, but the source from which they come should be cited in the text.

- If you are unclear on how to cite the work of others, review the Publication Manual of the American Psychological Association (7th ed.) chapter 8: “Works credited in the text” (p. 253-280).
- If necessary, ask me for further clarification. Remember that a course grade or even your career could be jeopardized by ignorance in this matter. Ignorance does not constitute an excuse for plagiarism. (Adapted from Root, 2002, p. 7)

If writing is difficult for you, please inform me and we will work together as needed to help you meet this requirement. Since you have a bachelor’s degree and a presumed collegiate level of writing skill, here at COPS Y we do not provide remedial writing support. If you get a score of less than proficient in the *Structure or APA writing style, grammar, and mechanics* areas of the essay scoring rubric, I will refer you to external writing supports such as COPS Y tutors, *APA Academic Writer*, or *Coursera* offerings.

VERBAL ASSIGNMENTS

Your ability to cogently lead a discussion or make an oral presentation will stand you in good stead throughout your career. In situations as varied as rounds, team meetings, and department educational activities, the verbal fluency you display reflects on your own ability and competence. It also gives an indication, particularly in interprofessional settings, of how the profession of psychology expects its practitioners conduct themselves. There are resources (e.g., Jacobs & Hyman, 2010) available to help you make your oral presentation effective; we’ll also talk about tips and techniques in class.

If you are unable to present your oral assignment on the day you scheduled, it is your responsibility to switch presentation time with a classmate as soon as possible and send me an email to let me know about the exchange. If you miss your presentation without arranging for another presentation in its place, I will regard your presentation as a missed assignment and give you no points.

Just as with writing, if speaking in class is difficult for you, please inform me and we will work together as needed to help you meet this requirement. If you find that anxiety about speaking is impeding your classroom or clinical performance, working with a local Toastmasters club or getting treatment for anxiety may provide assistance at improving your presentations or clinical work. Remember that you need to do presentations for your MILE, your dissertation proposal, and your dissertation defense...and you will need to be effective in communicating with your patients and other care providers.

WORKLOAD AND MY GRADING COMMITMENT

For every hour in class, plan to reserve 2-3 hours outside of class for reading and writing (the definition of the Carnegie unit, the basis for granting course credit in U.S. colleges and universities). Considering class attendance and outside work, plan to spend 9-12 hours per week on this course.

I do not give extra credit points or assignments.

My intention is to grade assignments and return them to you within 14 days. If you have not heard from me and have not received your assignment grade by that time, please contact me to let me know that.

ASSIGNMENT SUBMISSION POLICY

For oral presentations, switch with someone in class to take over your scheduled article presentation if you be in class, or exchange readings at the beginning of the semester for an absence you know is won’t approaching.

For written assignments, please upload your assignments to me through our Canvas portal; do not send them to my email. Each assignment is due by 09:00 on the date listed in the syllabus and in Canvas. The Canvas platform will accept assignments up to 24 hours after that time, but there may be a score reduction for your assignment. Bring a double spaced and stapled hard copy of the assignment to class if you have a problem uploading the assignment. Assignments submitted in hard copy have the same due date and time as those electronically submitted; you will still have to upload a Word electronic copy as soon as possible. If you miss the class when an assignment is due, you must still submit your assignment by the due date and time (unless you have an excused absence).

I have programmed the Canvas system to not allow you to upload a written assignment past the due date and time; you may not email it to me for grading after the due date and time. If you missed submitting your assignment for grading, you are welcome to email me a copy of your assignment for my feedback. I will provide that feedback after I have finished grading the rest of the assignments.

Be sure you have performed your ablutions and tithed to the Gods of Electronics, because ***I do not accept late papers without a consequence***, and please...don't ask me to make an exception for you. Following directions and meeting deadlines is a meta-goal within this course. My expectation of your adherence to the time frame is also related to the development of your professionalism. Your clinical work will suffer if your patients can't rely on you to be punctual in your appointment with them, or you may be in legal trouble if you don't submit paperwork in a mandated timeframe; this requirement is designed to support your further development of professional behavior and increase the level of your earned credibility within the health care community and with your patients.

I also understand that the vagaries of life can strike at unexpected times. The development of executive function also varies across students. Balancing the importance of your learning with the need for professional attention to timeliness of your work, I'm using a different way to structure my late essay submission policy than you may have experienced in your other academic settings. It maximizes learning and reduces an unfair advantage of some people having more time than others to complete an assignment. Here is the grading protocol for the two essay assignments:

Time the paper is submitted	What you can do
Before and up to the due date and time (upload to Canvas)	Your paper will be graded as is, and should you be interested, you have five days after you receive your graded paper to revise and upload it to Canvas (look for the resubmission option space once I've returned the papers) for a higher grade. In your resubmission, use the Review function in Word to make the changes and be sure to utilize the Track Changes function. I won't regrade your paper if you haven't tracked your changes. Make your revisions to a copy of your original submission, not the document I return to you with my comments. I will not accept late resubmissions. Your score can be increased this way up to an additional 10% of your original grade.
Within five minutes after the due date and time (upload to Canvas)	Your paper will be graded as is, without a resubmission option...and you'll receive 100% of your earned grade.
After five minutes and up to 60 minutes after the due date and time (upload to Canvas)	Your paper will be graded as is, without a resubmission option...and you'll receive 85% of your earned grade.
After 60 minutes and up to 120 minutes after the due date and time (upload to Canvas)	Your paper will be graded as is, without a resubmission option... and you'll receive 70% of your earned grade.
After 120 minutes and up to 24 hours (upload to Canvas)	This is a disappointment. You'll receive 50% of your earned grade. No, you can't resubmit it.
After 24 hours (email to me)	0% of your possible grade. If you are interested, feel free to email your paper to me if you would like formative feedback about it.

Here's what the prudent student does to avoid a reduction of their grade because of late submission issues:

- Refrains from last-minute work (and)
- Sidesteps being thwarted by forces outside their control, like wi-fi or computer problems (and)
- Submits their paper at least a few hours ahead of the final time to upload submissions

FEEDBACK AND ASSESSMENT

A helpful definition of feedback is "...specific, nonjudgmental information comparing a trainee's performance with a standard, given with intent to improve performance" (van de Ridder et al., 2008, p. 189). Feedback is always being given and received, consciously or unconsciously, skillfully or carelessly. Perhaps most importantly, the process of giving and receiving feedback is an expression of commitment to the learning relationship.

Students are sometimes uncertain about the difference between feedback and assessment. Feedback, in this course, is an ongoing conversation between all of us, transparent in nature, and educates the recipient as well as the rest of the group. Immediately after the presentation you will provide self-reflection as well as hear feedback in class on your oral presentation and article discussion leadership. This type of feedback is formative in nature, designed to help everyone improve and learn from one another.

Assessments come in the form of scores for work submitted that takes into account the feedback you've received and then a summative process encompassing scores received throughout the entire semester. All assessments are private. The hallmark of a good assessment is that it is not a surprise, and I will strive to make sure the feedback you receive from me (as well as that of your classmates) is reflected in your assessment.

You also have the opportunity to provide me feedback on a weekly basis. The last 10 minutes of class are reserved for you to fill out **The End-Of-Class Questionnaire**. This is an anonymous one-page survey asking you about your perceptions of the week's class. While you are filling this out, I will give you an IRL vignette, a story about my work as a psychologist that relates to the day's theme.

MINIMUM LEVEL OF ACHIEVEMENT

You must demonstrate a minimum level of achievement in this course as defined by a cumulative score of 79.50%. A score lower than that will necessitate remediation or repeating the course. See the **CNU policies** section of this syllabus for more on this subject.

BLOOM'S TAXONOMY

You will find Bloom's cognitive processes dimensions (Anderson & Krathwohl, 2000) identified for each assignment. These **dimensions** will help you understand my purpose and intent for giving you assignments and to develop your understanding of the educational process in which you are now participating.

HOW TO SUCCEED IN THIS COURSE

To be successful in this course, you should expect to devote an average of 12-15 hours each week to it, preparing for class, participating in class sessions, studying course related materials, and completing course assignments. Studying in graduate school is different than in college; this resource may be helpful to you: <https://gsbs.rowan.edu/documents/studyskills.pdf>

Succeeding is different from not failing; meeting the fundamental requirements as I've outlined them will keep you from failing. My experience teaching is that the students who are truly successful are the ones who are willing to take risks and to challenge themselves and each other. To succeed is to take the information you learn through readings and interactions with me and your classmates and be affected by it. By engaging with the material, being willing to change the way you think about the subjects we study, and actively participating in classroom discussions, the likelihood is that at the end of the semester, you will look back and say to yourself, "I will use what I learned in this course during my work. It was worth the money and time (45 hours in class, ≈ 135 hours outside of class) I invested by taking it." If there is something I can do to support your success, please don't hesitate to let me know.

COMPETENCE AND ETHICAL BEHAVIOR

In our program the faculty and administration are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence.

We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all patients. For some trainees, integrating personal beliefs or values with professional competence in working with all patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values (Wise, et al., 2015).

During your time in the program (most notably in practicum and internship) and after, your actions in relationship to others become a representation of yourself, this institution in general, and this College specifically. Because of this, we take professional development very seriously and lapses in professionalism will not be tolerated in any portion of your training or assessment of your competency; particularly egregious lapses will result in your termination from the program. The degree to which you do not meet standards commensurate with the behavior of an effective, ethically-guided psychologist will reflect poorly on all of us, faculty and students alike. A lack of professionalism could have tangible consequences (e.g. reduced practicum and internship options for future students). It can also impact the types of peers other faculty and I will be encountering in our professional lives, the reputation of the school and its ability to recruit high-quality students, and—most important—the quality of care that is given patients and their communities by our alumnae and alumni.

Thus, a meta-goal of the program at CNU is to develop psychologists with high levels of professionalism. This underlies the goals of each course and clinical placement throughout your education. As you engage in expanding and deepening your fund of knowledge, we will attend to aspects of professional development (the nurturance of professionalism) throughout the semester. Throughout your years in our program, you should become acutely aware of how your behavior impacts others and how it reflects upon you as a professional. This includes what you say in class and how you say it, but it also includes things like showing up on time, being prepared, refraining from inappropriate use of electronics in class, and contributing to the learning community. You'll find this metacognitive approach laced throughout your readings and your assignments; my intent is to help you further develop your professional knowledge and competence (a basic definition of professional development) by understanding how your personal responses affect your professional viewpoint and behavior as well as the learning of your peers.

Course materials and weekly schedule

REQUIRED MATERIALS

Please bring a copy of the required readings for the week to class with you.

- American Psychological Association (2019) *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Imber-Black, E. & Roberts, J. (1992). *Rituals for our times: Celebrating, healing, and changing our lives and our relationships*. HarperCollins.
- Kuther, T. L. (2020). *Lifespan development: Lives in context* (2nd ed.). Sage Publications.
- Weekly articles are available in Canvas or online.

ABOUT THE READINGS

Each week you generally have three types of readings: Textbook chapters provide the foundational knowledge you need to understand this field. Then you'll have a primary source article that is theoretical in nature, and another primary source article that is more applied in its approach and will help you integrate the information from the other two types of readings. My suggestion is to read the textbook chapters first.

The readings for the course have been chosen in efforts to highlight the important work of historically underrepresented scholars in the field, and to show how members from marginalized communities have made an impact on what we understand about the basic science of psychology (Fuentes et al., 2021).

The syllabus is subject to change

This schedule is the general structure and content of the course. Please remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet your needs or mine, or other requirements.

We may spend more time on some topics as needed, and conversely, may move more quickly over other topics. I **will not** change assignment due dates to be earlier than what is listed in the syllabus.

WEEKLY SCHEDULE

Week 1 (2022-01-25 and 01-27)

Introduction; Human development; Approaches and theories

Assignments and points available: In-class discussion (15 points); Readings quiz (10 points).

Kuther, T. L. (2020). Understanding human development: approaches and theories. In *Lifespan development: Lives in context* (2nd ed.) (pp. 4-39). Sage Publications.

Syed, M., Santos, C., Yoo, H. C., & Juang, L. P. (2018). Invisibility of racial/ethnic minorities in developmental science: Implications for research and institutional practices. *American Psychologist*, 73(6), 812-826. <https://doi.org/10.1037/amp0000294> **Article discussion leader: Dr. Jull-Patterson**

Week 2 (2022-02-01 and 02-03)

Biology and environment; Perinatal

Assignments and points available: In-class discussion (15 points); Discussion lead (45 points); Readings quiz (10 points).

Bath, K. G. (2020). Synthesizing views to understand differences in response to early life adversity. *Trends in Neuroscience*, 43(5), 300-310. <https://doi.org/10.1016/j.tins.2020.02.004> **Article discussion leader #1:**

Kuther, T. L. (2020). Biological and environmental foundations and The prenatal period, birth, and the newborn. In *Lifespan development: Lives in context* (2nd ed.) (pp. 40-97). Sage Publications.

Mazul, M.C., Salm Ward, T.C. & Ngui, E.M. (2017). Anatomy of good prenatal care: Perspectives of low income African-American women on barriers and facilitators to prenatal care. *Journal of Racial and Ethnic Health Disparities* 4(1), 79–86. <https://doi.org/10.1007/s40615-015-0204-x> **Article discussion leader #2:**

Week 3 (2022-02-08 and 02-10)**Infancy and toddlerhood**

Assignments and points available: In-class discussion (15 points); Discussion lead (45 points); Readings quiz (10 points).

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture, 8*(3), 207–217. <https://doi.org/10.1037/ppm0000185> **Article discussion leader #3:**

Kuther, T. L. (2020). Physical, cognitive, and socioemotional development in infancy and toddlerhood. In *Lifespan development: Lives in context* (2nd ed.) (pp. 98-187). Sage Publications.

Martoccio, T. L., Senehi, N., Brophy-Herb, H. E., Miller, A. L., Contreras, D. A., Horodyski, M. A., Peterson, K. E., & Lumeng, J. C. (2021). Temperament, socioeconomic adversity, and perinatal risk as related to preschoolers' BMI. *Health Psychology, 40*(2), 135–144. <https://doi.org/10.1037/hea0001052> **Article discussion leader #4:**

Week 4 (2022-02-15 and 02-17)**Early childhood**

Assignments and points available: In-class discussion (15 points); Discussion lead (45 points); Readings quiz (10 points).

Bocknek, E. L., Lewis, M. L. and Raveau, H. A. (2017), African American fathers' mental health & child well-being: A cultural practices, strengths-based perspective. *African American children in early childhood education (Advances in race and ethnicity in education, vol. 5)*, 221-243. <https://doi.org/10.1108/S2051-231720170000005010> **Article discussion leader #5:**

Main, A. (2019). Parenting and prosocial/moral development in Asians and Asian immigrants to the United States. In D. J. Laible, G. Carlo, & L. M. Padilla-Walker (Eds.), *The Oxford Handbook of Parenting and Moral Development* (p. 212-226). <https://doi.org/10.1093/oxfordhb/9780190638696.013.13> **Article discussion leader #6:**

Kuther, T. L. (2020). Physical, cognitive, and socioemotional development in early childhood. In *Lifespan development: Lives in context* (2nd ed.) (pp. 188-247). Sage Publications.

Week 5 (2022-02-22 and 02-24)**Middle childhood**

Assignments and points available: In-class discussion (15 points); Discussion lead (45 points); Readings quiz (10 points).

Kuther, T. L. (2020). Physical, cognitive, and socioemotional development in middle childhood. In *Lifespan development: Lives in context* (2nd ed.) (pp. 248-309). Sage Publications.

Moyer, A. M., & Goldberg, A. E. (2020). Foster youth's educational challenges and supports: Perspectives of teachers, foster parents, and former foster youth. *Child and Adolescent Social Work Journal 37*(39), 123-136. <https://doi.org/10.1007/s10560-019-00640-9> **Article discussion leader #7:**

van Duinkerken, E., Snoek, F. J., de Wit, M. (2020). The cognitive and psychological effects of living with type 1 diabetes: A narrative review. *Diabetic Medicine, 37*(4), 555-563. <https://doi.org/10.1111/dme.14216> **Article discussion leader #8:**

Week 6 (2022-03-01 and 03-03)**Adolescence**

Assignments and points available: In-class discussion (15 points); Discussion lead (45 points); Readings quiz (10 points).

Adams, E. A., Kurtz-Costes, B., Hoffman, A. J., Volpe, V. V., & Rowley, S. J. (2020). Longitudinal relations between skin tone and self-esteem in African American girls. *Developmental Psychology*, 56(12), 2322–2330. <https://doi.org/10.1037/dev0001123> **Article discussion leader #9:**

Kuther, T. L. (2020). Physical, cognitive, and socioemotional development in adolescence. In *Lifespan development: Lives in context* (2nd ed.) (pp. 310-377). Sage Publications.

McInroy, L. B., Craig, S. L. & Leung, V. W. Y. (2019). Platforms and patterns for practice: LGBTQ+ youths' use of information and communication technologies. *Child and Adolescent Social Work Journal*, 36(5), 507-520. <https://doi.org/10.1007/s10560-018-0577-x> **Article discussion leader #10:**

Week 7 (2022-03-08 and 03-10)**Emerging and early adulthood**

Assignments and points available: In-class discussion (10 points); Readings quiz (10 points); Penultimate draft of *Life Cycle Ritual* paper emailed to your review group and uploaded in Canvas to me (not evaluated).

Kuther, T. L. (2020). Physical, cognitive, and socioemotional development in emerging and early adulthood. In *Lifespan development: Lives in context* (2nd ed.) (pp. 378-441). Sage Publications.

Ream, G., & Peters, A. (2021). Working with suicidal and homeless LGBTQ+ youth in the context of family rejection. *Journal of Health Service Psychology*, 47, 41–50. <https://doi.org/10.1007/s42843-021-00029-2> **Article discussion leader #11:**

Umaña-Taylor, A. J., Lee, R. M., Rivas-Drake, D., Syed, M., Seaton, E., Quintana, S. M., Cross, W. E., Schwartz, S. J., Yip, T. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development*, 85(1), 21-39. <https://doi.org/10.1111/cdev.12196> **Article discussion leader #12:**

Week 8 (2022-03-15 and 03-17)**Catch-up and collaboration**

Assignments and points available: In-class discussion (10 points); Midterm exam (40 points); email the edited drafts to their authors and upload to me by **Monday, 14 March at 09:00**; in-class editing team review of *Life Cycle Ritual* paper drafts.

Complete your reading of *Rituals for our times* by this week because we will discuss it during this week's classes.

Week 9 (2022-03-22 and 03-24)**Middle adulthood**

Assignments and points available: In-class discussion (10 points); Discussion lead (45 points); Readings quiz (10 points); *Life Cycle Ritual* paper (225 points).

Carone, N., Rothblum, E. D., Bos, H. M. W., Gartrell, N. K., & Herman, J. L. (2021). Demographics and health outcomes in a U.S. probability sample of transgender parents. *Journal of Family Psychology*, 35(1), 57-68. <https://doi.org/10.1037/fam0000776> **Article discussion leader #13:**

Feliciano, C. & Rumbaut, R. G. (2018). Varieties of ethnic self-identities: Children of immigrants in middle adulthood. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(5) 26-46. <https://doi.org/10.7758/RSF.2018.4.5.02> **Article discussion leader #14:**

Kuther, T. L. (2020). Physical, cognitive, and socioemotional development in middle adulthood. In *Lifespan development: Lives in context* (2nd ed.) (pp. 442-499). Sage Publications.

Week 10 (2022-03-29 and 03-31)

Late adulthood

Assignments and points available: In-class discussion (10 points); Discussion lead (45 points); Readings quiz (7 points).

de Vries, K., Banister, E., Dening, K. H., & Ochieng, B. (2019). Advance care planning for older people: The influence of ethnicity, religiosity, spirituality and health literacy. *Nursing Ethics*, 26(7-8), 1946-1954. <https://doi.org/10.1177/0969733019833130> **Article discussion leader #15:**

Jimenez, D. E., Martinez Garza, D., Cárdenas, V. & Marquine, M. (2020). Older Latino mental health: A complicated picture. *Innovations in Aging*, 4(5):igaa033. <https://doi.org/10.1093/geroni/igaa033> **Article discussion leader #16:**

Kuther, T. L. (2020). Physical, cognitive, and socioemotional development in late adulthood. In *Lifespan development: Lives in context* (2nd ed.) (pp. 500-596). Sage Publications.

Week 11 (2022-04-05 and 04-07)

Death and dying

Assignments and points available: In-class discussion (10 points); Discussion lead (45 points).

Moore, S. E., Jones-Eversley, S. D., Tolliver, W. F., Wilson, B., & Harmon, D. K. (2022). Cultural responses to loss and grief among Black Americans: Theory and practice implications for clinicians. *Death Studies*, 46(1), 189-199. <https://doi.org/10.1080/07481187.2020.1725930> **Article discussion leader #17:**

Neimeyer, R. A., Klass, D., & Dennis, M. R. (2014). A social constructionist account of grief: Loss and the narration of meaning. *Death Studies*, 38(8), 485-498. <https://doi.org/10.1080/07481187.2014.913454> **Article discussion leader #18:**

Rego, F., & Nunes, R. (2019). The interface between psychology and spirituality in palliative care. *Journal of Health Psychology*, 24(3), 279-287. <https://doi.org/10.1177/1359105316664138>

Week 12 (2022-04-12 and 04-14)

Moral development

Assignments and points available: In-class discussion (10 points); Discussion lead (45 points).

Caravita, S. C. S., Giardino, S., Lenzi, L., Salvaterra, E., & Antonietti, A. (2012). Socio-economic factors related to moral reasoning in childhood and adolescence: The missing link between brain and behavior. *Frontiers in Human Neuroscience*, 6, 1-14. <https://doi.org/10.3389/fnhum.2012.00262> **Article discussion leader #19:**

Dahl, A. (2018). New beginnings: An interactionist and constructivist approach to early moral development. *Human Development*, 61(4-5), 232-247. <https://doi.org/10.1159/000492801>

Rivas-Drake, D. & Medina, M. A. (2020). Ethnicity and race as contexts for moral development. In L. A. Jensen (Ed.), *The Oxford handbook of moral development: An interdisciplinary perspective* (p. 629-648). Oxford University Press. **Article discussion leader #20:**

Week 13 (2022-04-19 and 04-21)
Resilience

Assignments and points available: In-class discussion (10 points); Discussion lead (45 points); Upload the penultimate draft of your *Digging Deeper* paper to me

Afana, A. J., Tremblay, J., Ghannam, J., Ronsbo, H., & Veronese, G. (2018). Coping with trauma and adversity among Palestinians in the Gaza Strip: A qualitative, culture-informed analysis. *Journal of Health Psychology, 25*(12), 2031-2048. [10.1177/1359105318785697](https://doi.org/10.1177/1359105318785697) **Article discussion leader #21:**

MacLeod, S., Musich, S., Hawkins, K., Alsgaard, K., & Wicker, E. R. (2016). The impact of resilience among older adults. *The American Journal of Geriatric Psychiatry, 24*(3), 266-272. <https://doi.org/10.1016/j.jagp.2016.02.029>

Takersley, A. P., Grafsky, E. L., Dike, J., & Jones, R. T. (2021). Risk and resilience factors for mental health among transgender and gender nonconforming (TGNC) youth: A systematic review. *Clinical Child and Family Psychology Review, 24*(2), 183–206. <https://doi.org/10.1007/s10567-021-00344-6> **Article discussion leader #22:**

Week 14 (2022-04-26 and 04-28)
Attachment

Assignments and points available: In-class discussion (10 points); Discussion lead (45 points); Final exam (40 points); Meet with me this week to review your penultimate draft of the *Digging Deeper* paper.

Agishtein, P., & Brumbaugh, C. (2013). Cultural variation in adult attachment: The impact of ethnicity, collectivism, and country of origin. *Journal of Social, Evolutionary, and Cultural Psychology, 7*(4), 384–405. <https://doi.org/10.1037/h0099181> **Article discussion leader #23:**

Areba, E. M., Taliaferro, L. A., Forster, M., McMorris, B. J., Mathiason, M. A., & Eisenberg, M. E. (2021). Adverse childhood experiences and suicidality: School connectedness as a protective factor for ethnic minority adolescents. *Children and Youth Services Review, 120*, 105637. <https://doi.org/10.1016/j.childyouth.2020.105637>

Wegemer, C. M., & Vandell, D. L. (2020). Parenting, temperament, and attachment security as antecedents of political orientation: Longitudinal evidence from early childhood to age 26. *Developmental Psychology, 56*(7), 1360–1371. <https://doi.org/10.1037/dev0000965>

For Week 15, the class will choose which of three topics (bullying, generativity, or sexuality) will be the focus in the last week of instruction.

Week 15 (2022-05-03 and 05-05)
Student choice #1: Bullying

Assignments and points available: In-class discussion (15 points); *Digging Deeper* paper (150 points).

Ashburner, J., Saggars, B., Campbell, M.A., Dillon-Wallace, J.A., Hwang, Y.-S., Carrington, S. and Bobir, N. (2019). How are students on the autism spectrum affected by bullying? Perspectives of students and parents. *Journal of Research in Special Educational Needs, 19*(1), 27-44. <https://doi.org/10.1111/1471-3802.12421> **Article discussion leader: Dr. Jull-Patterson**

Espelage, D. L., Valido, A., Hatchel, T., Ingram, K. M., Huang, Y., & Torgal, C. (2019). A literature review of protective factors associated with homophobic bullying and its consequences among children & adolescents. *Aggression and Violent Behavior, 45* (98-110). <https://doi.org/10.1016/j.avb.2018.07.003> **Article discussion leader: Dr. Jull-Patterson**

Xu, M., Macrynika, N., Waseem, M., & Miranda, R. (2020). Racial and ethnic differences in bullying: Review and implications for intervention. *Aggression and Violent Behavior, 50*, 101340. <https://doi.org/10.1016/j.avb.2019.101340>

Week 15 (2022-05-03 and 05-05)**Student choice #2: Generativity**

Assignments and points available: In-class discussion (15 points);
Deeper paper (150 points).

Chard, S., Harris-Wallace, B., Roth, E. G., Girling, L. M., Rubinstein, R., Reese, A. M., Quinn, C. C., & Eckert, J. K. (2017). Successful aging among African American older adults with type 2 diabetes. *The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences*, 72(2), 319-327. <https://doi.org/10.1093/geronb/gbw119> **Article discussion leader: Dr. Jull-Patterson**

Kashy, D. A., & Morash, M. (2021). Predictors of generativity and satisfaction with life in a sample of women offenders. *Psychology, Crime & Law*, 28(6), 587-607. <https://doi.org/10.1080/1068316X.2021.1929981>

Rosati, F., Pistella, J., Giovanardi, G., & Baiocco, R. (2021). Queer generativity in lesbian, gay, and bisexual older adults: Personal, relational, and political/social behaviours. *Journal of Community & Applied Social Psychology*, 31(6), 673-689. <https://doi.org/10.1002/casp.2529> **Article discussion leader: Dr. Jull-Patterson**

Week 15 (2022-05-03 and 05-05)**Student choice #3: Sexuality**

Assignments and points available: In-class discussion (15 points);
Deeper paper (150 points).

Cacciatore, R., Korteniemi-Poikela, E., & Kaltiala, R. (2019). The steps of sexuality—A developmental, emotion-focused, child-centered model of sexual development and sexuality education from birth to adulthood. *International Journal of Sexual Health*, 31(3), 319-338. <https://doi.org/10.1080/19317611.2019.1645783> **Article discussion leader: Dr. Jull-Patterson**

Carnaghi, A., Stragà, M., Coladonato, R., Bianchi, M., & Piccoli, V. (2020). Extrapolating stereotypical information on sexual orientation from race categories: The case of Black and Asian men. *Psychology of Men & Masculinities*, 21(2), 224–234. <https://doi.org/10.1037/men0000225>

Poteat, V. P., Godfrey, E. B., Brion-Meisels, G., & Calzo, J. P. (2020). Development of youth advocacy and sociopolitical efficacy as dimensions of critical consciousness within gender-sexuality alliances. *Developmental Psychology*, 56(6), 1207–1219. <https://doi.org/10.1037/dev0000927> **Article discussion leader: Dr. Jull-Patterson**

Finals Week (2022-05-10 and 05-12)**Presentations; Course evaluation**

Assignments and points available: In-class discussion (15 points).

No reading

Assignments, evaluations, and grading

Someone who is attending to how well he [sic] is doing has his self-concept on the line. His image of himself as smart or competent is endangered by the risk of failing to meet a certain standard of performance. The attempt to protect that image usually comes at the expense of a desire to try one's best, which can seem risky. If you don't try, you don't fail.... The more he is focused on how well he's doing, the less he is absorbed in the task itself. That absorption facilitates learning, so anything that undermines it is educationally disruptive (Kohn, 2018, p. 156).

I would really like you to focus on learning, evaluating, and applying new information—grades in classes are not required for effective education. However, the university expects me to evaluate you and assign grades, so here's how I will do it:

Assignment	Date due	Percentage of grade
Participation in class discussions	Weekly	15
Readings quizzes	Weekly	5
Article discussion leader	Varies	20
Midterm exam (covering Weeks 1-7)	08 March	10
<i>Life Cycle Ritual</i> paper	22 March	20
Final exam (covering Weeks 8-14)	26 April	10
<i>Digging Deeper</i> paper	03 May	20
Paper presentation	Finals week	0
TOTAL		100

Notice that assignments that give you the opportunity to *apply* your knowledge (the two essays and the article discussion leader) are weighted more heavily than those assignments that merely assess your understanding of the material.

This grading scheme provides the opportunity for you to demonstrate mastery of course content in a variety of modalities including presentations, formal and informal oral and written assignments, and interaction with your peers in large and small group discussions. Students who attend class and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades. Grading is at my discretion, and I do not round scores up (or down)...except for your final course score. College of Psychology (CoPSY) policy states that if rounding up from the nearest tenth of a percent would change your grade, I will do that. For example, a final course percentage of 79.49% would stay at that score and provide a "C" grade. A final course percentage score of 79.50% would be rounded up to 80.00% and provide a "B" grade.

Everyone makes mistakes. If you believe that I made one in grading, please be sure to meet with me *first* to talk about your concerns. If the outcome is still unsatisfactory, you may petition the Assistant Dean of Academic Affairs to have your grade re-evaluated by submitting a written rationale for the change of grade. Depending on the outcome of that petition, I will then have the option to increase, decrease, or keep the grade the same.

ASSIGNMENTS AND SCORING RUBRICS

Scoring rubrics

The rubrics are designed to help you understand how I'm assessing you. Starting at the *Initial* level, I give you the highest score for each criterion at the level where you demonstrate *all* aspects. If one aspect is missing, your score stays at the level that you demonstrate all performance expectations of a criterion. The prudent student will compare their papers and presentations to the appropriate scoring rubric to ensure they are submitting their best work.

Notice that assignments that give you the opportunity to *apply* your knowledge (the two essays and the article discussion leader) are weighted more heavily than those assignments that merely assess your understanding of the material.

PARTICIPATION IN CLASS DISCUSSIONS (WEIGHTED PERCENTAGE OF GRADE: 15%)

Participation in class discussions is required. Students who prepare for and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades. Rigorous preparation of the weekly assignments will provide sufficient background for meaningful contribution to class discussions. If you are having trouble understanding a concept, please raise the issue in class. Chances are your classmates will have similar questions. If you are concerned that you do not understand the concepts, please schedule an appointment during my office hours prior to the class meeting so that you can be prepared to participate in class discussions.

The purpose of this assignment is to practice professionally-appropriate interactions with your peers and to learn how to provide constructive feedback. Bloom's cognitive process dimensions: apply, analyze, evaluate.

Class participation rubric

Criterion	Initial	Emerging	Proficient	Exemplary
Class participation	1 You don't speak in class discussions or small group exercises.	3 You intermittently participate in class discussions or small group exercises.	4 You participate in class discussions or small group exercises, asking a question or making an observation that provides constructive feedback or a helpful comment.	5 You participate in class discussions or small group exercises, asking a question or making an observation that provides constructive feedback and deepens the discussion, showing evaluation, analyzation, or application.
Professional behavior	2 You neglect to engage in professional interactions in the classroom (lack of integrity, accountability). Communication with others is inappropriate, i.e., you don't provide feedback to peers; do not seek out or integrate feedback; inappropriate sharing of personal information or lack of professional boundaries. Inappropriate use of electronics during class.	6 You generally engage in professional interactions in the classroom, exhibiting integrity, accountability. Experience challenges in appropriate communication with others, i.e., providing feedback to peers, seeking out and integrating feedback. Inappropriate use of electronics during class.	8 You regularly engage in professional interactions in the classroom, exhibiting integrity, accountability, etc. Appropriate communication with others, i.e., give feedback to peers; seek out feedback; personal information is generally related directly to the topic of the discussion. Inappropriate use of electronics during class.	10 You consistently engage in professional interactions in the classroom, exhibiting integrity, accountability, etc., Appropriate and effective communication with others, i.e., constructive feedback to peers; seek out and integrates feedback; any personal information shared is brief, specific, and directly related to the topic of the discussion. Electronics use contributes to agreed-upon contribution to peers.

WEEKLY QUIZZES (WEIGHTED PERCENTAGE OF COURSE GRADE: 5%)

The beginning of each class will begin with a short (10 questions) quiz on the articles you read in preparation for the week. The quizzes themselves are not graded; your *participation* in taking the quiz (did you take it or not) is worth one point. There are no make ups for these quizzes, so be sure you've already downloaded the quiz and be in class with Exemplify ready to go in your search engine. Because there are no make-ups (whether from computer problems, unexcused absences, or excused absences), I will drop your three lowest scores. On our first day of class, I'll give you an ungraded practice quiz just to familiarize you with the procedure. This practice quiz requires no study and is merely for your amusement and edification as you get accustomed to the quiz procedure. We'll use Exemplify for the midterm and final exams as well.

The purpose of this assignment is to give you a chance to assess how well you learned the basic concepts covered in the readings. Bloom's cognitive process dimensions: remember, understand, apply.

MIDTERM AND FINAL EXAMS (WEIGHTED PERCENTAGE OF COURSE GRADE: 10% EACH)

You have two exams in this course. Each exam will consist of 40 multiple-choice items. You'll have 40 minutes to complete the examination. During the week when an exam is given, you'll take the exam on Tuesday and review it on Thursday. If you'd like to review your test further, make an appointment with me and we can go over your answers together.

Each exam will consist of 15-20% items used in the weekly quizzes, and 80-85% new items. The midterm covers material presented in weeks 1-7 and the final covers material presented in weeks 8-15.

The purpose of these exams is to help you assess how well you understood the readings and to identify topic areas that you may want to review in class or on your own. Bloom's cognitive process dimensions: remember, understand, apply.

ARTICLE DISCUSSION LEADER (WEIGHTED PERCENTAGE OF COURSE GRADE: 20%)

At the first class we will be assigning discussion leaders for the articles. Each person will serve as the discussion leader for one article during semester. As discussion leader, you are responsible for synthesizing your knowledge and demonstrating your grasp of the material covered in the article and through the semester up to that point. The discussion leader is responsible for (1) quickly summarizing the main points, (2) leading the discussion, (3) making sure we cover at least one major issue presented in the reading, and (4) providing their perspective on the paper. Discussion leaders are not to extensively summarize each paper, because all class members will have done the reading before the class session. Please think creatively about how to facilitate the discussion. You have 40 minutes for this discussion and ten minutes for feedback.

The purpose of this assignment is to respond to the course learning objectives as they arise in the article (article lead) and to provide constructive feedback to peers (colleagues). Your learning in this course will be enhanced through your involvement in constructing a cogent discussion framework as well as articulating your understanding of the article as a method to engage with us in considering a variety of perspectives on the article. Bloom's cognitive process dimensions: apply, analyze, evaluate, create.

Article discussion rubric
(There are no “in-between” point possibilities)

Criterion	Initial	Proficient	Exemplary
I. STUCTURE			
Presenter knowledgeable about the subject	1	2	3
Quality of background and introduction	1	2	3
Presents and/or elicits key ideas and findings clearly	1	2	3
Engages classmates in the discussion	1	2	3
Clearly articulates conclusions	1	2	3
Analyzes and evaluates the information and clearly lets us know their own stance and what contributes to taking it	1	3	5
Criterion	Initial	Proficient	Exemplary
II CLARITY OF PRESENTATION			
Clarity of speaking/whiteboard style	1	2	3
Rapport with class	1	2	3
Provides effective ways of engaging with the information	1	2	3
Timing and pace of the presentation	1	2	3
Structures a creative way to facilitate the discussion	1	3	5
Organization of discussion, i.e., depth versus breadth	1	3	5
Criterion	Initial	Proficient	Exemplary
III APPLICATION			
Applies reading to own life experience	1	3	5
Identifies own areas of questioning, uncertainty, or struggle with the information	1	3	5
Integrates* reading with basic discipline-specific content areas (affective, biological, cognitive, developmental, or social)	1	3	5

* Related to APA's expectation of demonstrating advanced integrative knowledge of basic discipline-specific content areas.

LIFE CYCLE RITUAL PAPER (WEIGHTED PERCENTAGE OF COURSE GRADE: 20%)

Using the knowledge you've gained about human development in this course, create your own social life cycle ritual for yourself from your past or an event that is yet to come. You may choose from five events: birth, puberty, marriage, retirement, or death. You may not simply use a ritual that already exists, e.g., bat mitzvah, nuptial mass, or Antam Sanskar. If you're particularly interested in an event not listed here, let me know what you're thinking about and your rationale for its selection. It's likely I will approve your request if you make a good case for it.

Your paper will be in three parts. Part one is the elucidation of your scholarship. This is where you tell me what your goal was in developing this ritual and what prompted you to make the choices you did in its creation. Anchor your comments in your knowledge gained from readings as well as additional research. In addition to developmental, choose one additional foundations of behavior area (affective, biological, cognitive, or social) to integrate into your ritual. Every aspect of your ritual needs to have a literature-based reason for its place in the proceedings. Be very explicit in telling me what prompts you to do what you do, i.e., what is your goal. Plan to have at least three primary source articles for each foundational area you cover (developmental and one of your choice). Your Kuther textbook is a secondary source; feel free to use it to direct your research for appropriate primary resources. You may use the Imber-Black

& Roberts text as a reference *in addition* to the minimum of six primary sources for your foundational areas. Because you are investigating two foundational areas (developmental and a second area of your choice), be sure you have read, analyzed, evaluated, and integrated the articles for each area. What is the goal for this ritual, and how does it address that goal? What methods would you use to evaluate its effectiveness? How do the two foundational areas contribute to its design?

The second part of the paper will be the ritual itself. Make choices that are informed by what you're learning in this course as well as other courses and your own history. Be very specific as to where the ritual is held, how it starts, who will be leading it, what will occur during it, and how it ends. Be sure to attend to sensorimotor aspects. As part of your assignment, feel free to include drawings, recordings, or other multimedia objects as they reflect your work.

For the third and final part, share the ritual with at least one person who will be involved in its implementation. You only have to share part two of the assignment with this person; feel free to share the first part should you choose to do so. Report the conversation you have with the person; include their questions, concerns, curiosities, and pleasures as part of your report. What do they think of their role, and that you have included them in this ritual? As well as reporting the conversation, include your reflection on the conversation. What did you learn about this person? About yourself? What changes did you make (if any) to the ritual, based on your conversation?

The purpose of this assignment is to help you integrate course didactic information with your own personal and social experience, offering an opportunity for a greater level of critical reflection and further development of your written communication skills; to evaluate the importance of individual and cultural diversity as it relates to your own developmental journey and that of others you may encounter professionally; to be able to integrate basic scientific . Bloom's cognitive process dimensions: apply, analyze, evaluate, create.

Life Cycle Ritual assignment rubric
(There are no "in-between" point possibilities)

Criterion		Initial	Proficient		
Submitted penultimate draft to review group		0 No, you did not email the penultimate draft to your review group and upload to me on Canvas.	10 Yes, you emailed the penultimate draft to your review group and uploaded to me on Canvas.		
Reviewed colleagues' drafts		0 No, you did not return your completed reviews of your colleagues' penultimate drafts and uploaded them to me on Canvas.	10 Yes, you returned your completed reviews of your colleagues' penultimate drafts and uploaded them to me on Canvas.		
Criterion	Initial	Emerging	Proficient	Exemplary	
Overall quality	5 Poor organization or presentation of ideas interferes with my ability to understand the overall paper. Information is not supplied to support the purpose of the paper. The paper is disjointed, without flow or clear conclusion.	15 Ideas are generally not well organized or logically presented. Some information provided to support the purpose of the paper. I must extrapolate information to understand the flow of the paper.	20 Ideas generally organized or logically presented. Most information provided to support the purpose of the paper. The organization of the main points and ideas generally flows well.	25 Your ideas are well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.	

Criterion	Initial	Emerging	Proficient	Exemplary
Structure	2 You haphazardly arrange the information. The content is not relevant. The organization, transitions, and conclusion are not clear or appropriate.	6 The information is somewhat diffuse and loosely arranged. The content is marginally relevant; does not evidence depth or complexity. The organization, transitions, and conclusion generally lack clarity and/or appropriateness.	8 You provide generally clear and concise information. The content is generally relevant to the purpose of the paper, but slightly lacking in depth or complexity. The organization, transitions, and conclusion are generally clear and appropriate.	10 The paper is written in a clear and concise manner with a strong arrangement and discussion of ideas. The content is very relevant to the purpose of the paper, showing both depth and complexity. The organization, transitions, and conclusion are very clear and appropriate.
APA writing style, grammar, and mechanics	2 Did not use APA writing style; there are six or more punctuation or capitalization errors. You frequently use incorrect word choices. Rarely use first-person voice.	6 You attempted to use APA writing style; there are 4-5 punctuation or capitalization errors. Occasionally use correct word choices. Sometimes you use first-person voice.	8 Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors. You usually use correct word choices. Generally stay in first-person voice.	10 You consistently and appropriately use APA writing style, there are no grammatical errors, there are no spelling errors. Consistently use correct word choices. You maintain writing in the first-person voice.
Analyze and evaluate primary sources	8 You don't provide an analysis or evaluation of your primary sources. You used fewer than four primary sources.	24 The analysis and evaluation are cursory; I don't have much of a sense of what you think. You used 4-5 primary sources.	32 You demonstrate some analysis and evaluation of readings to help direct the development of your own point of view. You used six primary sources.	40 You clearly incorporate and analyze and evaluate the primary sources to help direct development of your own point of view. You used more than six primary sources.
Apply your knowledge to the development of the ritual	8 Very few, if any, aspects of the ritual are clearly based on primary sources. You could have designed this ritual without taking the course.	24 Fleeting incorporation of readings to help direct the development of the ritual.	32 Good incorporation of readings to help direct the development of the ritual.	40 Excellent incorporation of readings to clearly contribute to the development of the ritual.
Create a ritual that integrates your own personal and social experience	3 Minimal or absent integration of personal and social experience.	9 Fair integration of personal and social experience.	12 Generally integrates personal and social experience.	15 Excellent integration of personal and social experience.
Integrate cultural influences	4 Minimal or absent integration of cultural influences.	12 Fair integration of cultural influences.	16 Good integration cultural influences.	20 Excellent integration of cultural influences.

Criterion	Initial	Emerging	Proficient	Exemplary
Integrate* and apply basic discipline-specific content areas	5 Minimal or absent integration of developmental and one other discipline-specific content area.	15 Fair integration of developmental and one other discipline-specific content area, yet you don't provide an evaluative literature-based reason for applying them to the ritual.	20 Good integration of developmental and one other discipline-specific content area, and you provide an evaluative literature-based reason for applying them to the ritual.	25 Excellent integration of developmental and more than one other discipline-specific content area, and you provide an evaluative literature-based reason for applying them to the ritual.
Critical reflection on your conversation	3 Minimal or absent reflection on your conversation with a person who would attend or lead the ritual.	9 Some reflection on your conversation with a person who would attend or lead the ritual.	12 Good reflection on your conversation with a person who would attend or lead the ritual.	15 Excellent reflection on your conversation with a person who would be involved in the implementation of your ritual.
Critical self-reflection	5 Your critical self-reflection is missing or minimal. There is a lack of evidence of objectivity and the ability to see different perspectives, or you are unaware of the lack.	15 Your critical self-reflection is minimal and misses your understanding of areas of the foundations of behavior in the use of ritual. There is little evidence of your objectivity and the ability to see different perspectives.	20 Your critical self-reflection is generally documented and addresses understanding of areas of the foundations of behavior in the use of ritual. Some evidence of objectivity and the ability to see different perspectives is provided.	25 Your critical self-reflection is well-documented and specifically addresses understanding of areas of the foundations of behavior in the use of ritual. Evidence of objectivity is provided; the ability to see different perspectives is clear.

* Related to APA's expectation of demonstrating advanced integrative knowledge of basic discipline-specific content areas.

DIGGING DEEPER PAPER (WEIGHTED PERCENTAGE OF COURSE GRADE: 20%) ¹

This assignment gives you the opportunity to move from basic mastery of developmental aspects of behavior to a more advanced integrative knowledge of the ways in which development is a constant interplay of other aspects of behavior. For this paper you are asked to select a topic in developmental psychology that you would like to learn more about, and you will make a recommendation for further education, training, or services related to this topic. After reviewing a minimum of 12 peer-reviewed journal articles and/or scholarly books (do not use your Kuther textbook as a reference source ...but you can consult it for references to assist in your investigation of primary resources), you will write a paper that outlines your topic and explains its relevance to the developmental and other discipline-specific content areas related to your issue. You must also include a discussion of cultural considerations and how aspects of individual and cultural diversity may impact your topic. Your paper should be 15-25 pages long, not including title page and references.

Below is a sample outline for your paper:

- I. Introduction
 1. Provide a brief overview of your topic or issue
 2. Explain why you chose this topic and its relevance to human development – what makes the topic important to you?
- II. Review and integration of your literature review
 1. Review and analyze the literature you selected

¹ Adapted from an assignment provided by Tiffany R. Mimms, PhD

2. Ensure that you include in your analysis literature from developmental and one (or more) additional discipline-specific content area
3. Integrate your analysis into your topic
- III. Identify and evaluate how cultural considerations influence your topic
- IV. Indicate further directions for prevention, treatment, and/or research and your recommendation for next steps in this area
- V. Conclusion
- VI. References

If you are writing a paper that is age-specific in its subject, it must be from a different developmental period than your life cycle ritual paper.

The purpose of this assignment is to provide you with an opportunity to move from beyond basic mastery of developmental aspects of behavior to a more advanced integrative knowledge of the ways in which development is a constant interplay of basic discipline-specific content areas, all occurring within a cultural context. Bloom's cognitive process dimensions: understand, apply, analyze, evaluate.

Digging Deeper assignment rubric

Criterion		Initial	Proficient	
You submitted penultimate draft to me at least two working days before our meeting.		0 No, you did not email the penultimate draft to me in a timely manner.	10 Yes, you emailed the penultimate draft to me on time.	
You met with me to review penultimate draft		0 No	15 Yes	
Criterion	Initial	Emerging	Proficient	Exemplary
Overall quality	5 Poor organization or presentation of ideas interferes with my ability to understand the overall paper. Information is not supplied to support the purpose of the paper. The paper is disjointed, without flow or clear conclusion.	15 Ideas are generally not well organized or logically presented. Some information provided to support the purpose of the paper. I must extrapolate information to understand the flow of the paper.	20 Ideas generally organized or logically presented. Most information provided to support the purpose of the paper. The organization of the main points and ideas generally flows well.	25 Your ideas are well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.
Structure	2 You haphazardly arrange the information. The content is not relevant. The organization, transitions, and conclusion are not clear or appropriate.	6 The information is somewhat diffuse and loosely arranged. The content is marginally relevant; does not evidence depth or complexity. The organization, transitions, and conclusion generally lack clarity and/or appropriateness.	8 You provide generally clear and concise information. The content is generally relevant to the purpose of the paper, but slightly lacking in depth or complexity. The organization, transitions, and conclusion are generally clear and appropriate.	10 The paper is written in a clear and concise manner with a strong arrangement and discussion of ideas. The content is very relevant to the purpose of the paper, showing both depth and complexity. The organization, transitions, and conclusion are very clear and appropriate.

Criterion	Initial	Emerging	Proficient	Exemplary
APA writing style, grammar, and mechanics	3 Did not use APA writing style; there are six or more punctuation or capitalization errors. You frequently use incorrect word choices. Rarely use first-person voice.	9 You attempted to use APA writing style; there are 4-5 punctuation or capitalization errors. Occasionally use correct word choices. Sometimes you use first-person voice.	12 Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors. You usually use correct word choices. Generally stay in first-person voice.	15 You consistently and appropriately use APA writing style, there are 0-1 grammatical errors, there are no spelling errors. Consistently use correct word choices. You maintain writing in the first-person voice.
Topic focus	2 The topic is not clearly defined.	6 The topic is too broad for the scope of this assignment.	8 The topic is focused but lacks direction.	10 The topic is focused narrowly enough for the scope of the assignment. A thesis statement provides direction for the paper.
Analyze and evaluate the research	2 You used fewer than eight primary sources. Sources are not scholarly, credible, or current, which prevents your delving into the research.	6 You used 8-11 primary sources from peer-reviewed journal articles or scholarly books. Websites are credible but not authoritative. Lack of resources prevents your full engagement with the research.	8 You used twelve primary sources from peer-reviewed journal articles or scholarly books. Your use of resources helps you analyze and evaluate the research.	10 You used more than twelve primary sources from peer-reviewed journal articles or scholarly books. Sources include both general background sources and specialized sources. A minimal use of websites. Your thoughtful use of resources helps you deepen your analysis and evaluation of the research.
Analyze and evaluate your primary sources	8 You don't provide an analysis or evaluation of your primary sources.	24 The analysis and evaluation are cursory; I don't have much of a sense of what you think.	32 You demonstrate some analysis and evaluation of readings to help direct the development of your own point of view.	40 You clearly analyze, evaluate, and incorporate the primary sources to help direct the development of your own point of view.
Cultural aspects of the topic	5 You don't include cultural factors in your research	15 Your use of cultural aspects is cursory and not integrated into the focus of the paper.	20 For the most part, you address cultural aspects in your paper and generally incorporate them into the focus of the paper.	25 You fully include a variety of cultural factors, thoughtfully applying them to the topic that you are researching, thereby enhancing the quality of the paper.
Integrate* basic discipline-specific content areas	8 Minimal or absent integration of developmental and one other discipline-specific content area.	24 Fair integration of developmental and one other discipline-specific content area related to your topic.	32 Good integration of developmental and one other discipline-specific content area related to your topic.	40 Excellent integration of developmental and more than one other discipline-specific content area related to your topic.

Criterion	Initial	Emerging	Proficient	Exemplary
Apply the three strands (developmental, a second discipline-specific content area, and cultural) of your lit review to the topic *	8 You don't demonstrate that you understand the concepts found in your research or don't apply them to your topic. Research and concepts are missing or not in your own words. You are missing concluding remarks that reflect the application of your research to the topic, or they do not demonstrate a thoughtful approach to the topic.	24 Your understanding and application of the concepts found in your research are minimal, as is your application of them to your topic. Research and concepts are present and not well-integrated integrated in your own words. You provide a fundamental level of concluding remarks that reflect the application of your research to the topic.	32 For the most part, you understand and apply concepts found in your research to you topic. Research findings and concepts are generally integrated and in your own words. You provide concluding remarks that show thoughtfulness and reflect the application of your research to the topic.	40 You fully understand and apply concepts found in your research to your topic. Research findings and concepts are well-integrated and in your own words. You provide concluding remarks that show insight, analysis, and synthesis of ideas, and that reflect the application of your research to the topic.
Your recommendation	3 You don't evaluate your topic and make a clear recommendation.	9 Your evaluation of your topic is minimal and your recommendation is vague.	12 Your evaluation of your topic is good and your recommendation is moderately clear.	15 Your evaluation of your topic is excellent and your recommendation is specific and reflects the high quality of your integration of your literature review.

* Related to APA's expectation of demonstrating advanced integrative knowledge of basic discipline-specific content areas.

DIGGING DEEPER OR LIFE CYCLE RITUAL PRESENTATION (NOT EVALUATED)

This assignment gives you the opportunity to share the knowledge you gathered in your research or life cycle ritual paper with your colleagues. Choose one aspect from your paper to create a 15-minute oral presentation which you will share with the class. *Bloom's cognitive process dimensions: apply, analyze, evaluate, create.*

My teaching philosophy and approach

COLLABORATIVE LEARNING AND EVIDENCE-BASED TEACHING

I am particularly interested in the pedagogy of health care education and the continued search for the most effective use of students' time and the maximum amount of material to be learned and made useable in professional settings. Before moving to the Sacramento area and joining the faculty at CNU, much of my professional life was spent at the University of California, San Francisco and U.C. Berkeley working in the areas of faculty development, medical student education, and interprofessional knowledge and skills acquisition. The impact of this is my utilization of evidence-based pedagogy in this course. Curated articles are reviewed by you before each class session, while in-class time is devoted to exercises, projects, or discussions. To put it another way, my role changes from "sage on the stage to guide on the side" (King, 1993).

In this course you are responsible for reading the chapters and articles that are assigned, then bringing in questions, disagreements, revelations, and confusions that arise during your reading. As you can see, reading is an active act of learning rather than a passive information scan.

Traditional lectures often foster passivity and dependency. They typically provide answers rather than questions and create the impression that knowledge can be successfully dumped into learners' heads, like water in a bucket. In a variation of this analogy, many doctoral students feel that during coursework they are trying to take a drink from a fire hose! During uninterrupted lectures, learners are discouraged or prevented from reflecting on or challenging ideas, even internally. Learning takes place within a context that evokes and encourages the learners' questions. While most instructional groups are a blend, groups that are more often collaborative can create a fertile ground in which learning can grow; this collaborative spirit is a hallmark of interprofessional medical home teams, so the mechanics of this class will stand you in good stead as a clinician involved with the integrated health care system.

The goal in this course is for us to work on a collaborative level, not an authoritarian level. Warning: I will not deliver lectures! As you can see, the lecture mode doesn't work well in a learner-centered classroom setting. Those of you who are used to being "lectured at" may find this challenging, and I encourage you to try what may be new to you. For the time to be interesting, stimulating, beneficial, and worth your time and money, before each class you must have thought about the material from the previous class meetings, completed the readings assigned for the week, and formulated questions, disagreements, and other ideas. Be prepared to discuss your personal and professional reactions with me and with your colleagues in class. Both you as student and me as professor share the responsibility for making the seminar relevant and useful to you. All of us in the class teach each other; learning is a community effort.

There is a great reliance on collaborative learning, as you may imagine from the description above. Plan to spend part of some classes working in duos, trios, or quartets; many of you are used to working on an individual level, and this is different for you. A large body of research demonstrates that adult learners learn best when they are actively involved in the process. Regardless of subject matter, students "...working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats" (Davis, 1993).

The table below highlights some of the traits of collaborative and authoritarian groups (Westberg & Jason, 2004).

	<i>Collaborative</i>	<i>Authoritarian</i>
Description of class	Learning community	Isolated individuals
Way learners are viewed	Vital contributors to their own and each other's learning	Recipients of teaching
Teachers' main roles	Facilitator of learning, diagnostician, model, coach	Purveyor of information
Teachers' main communication	Questioning, active listening	Telling
Type of leadership	Situational: varies with the learners and the context	Directive
Learners' main roles	<i>Active:</i> Questioners, intent listeners, discoverers, teachers of each other	<i>Passive:</i> Listeners, receivers of information, note-takers
Nature of discussions	Dialogues; reflective	Monologues
Nature of relationships	Trusting, respectful, collaborative	Formal, guarded, distant, competitive, perhaps adversarial
Responsibility for meetings	Increasingly, the learners'	The teachers'

We will organize learning around class discussions. Here are some guidelines (Tiberius, 2013) that may be helpful as you work in this way:

1. Seek the best answer rather than try to convince other people.
2. Try not to let your previous ideas or prejudices interfere with your freedom of thinking.
3. Speak whenever you wish (if you are not interrupting someone else, of course), even though your idea may seem incomplete.
4. Practice listening by trying to formulate in your own words the point that the previous speaker made before adding your own contribution.
5. Stick to the subject and talk briefly.
6. Avoid long stories, anecdotes, or examples.
7. Give encouragement and approval to others.
8. Seek out differences — they enrich the discussion.
9. Be sympathetic and understanding of other people's views.

The role of discussions as part of the structure of this course is such that the skill of critical reflection is actively cultivated. "Reflective learning can improve professionalism and clinical reasoning, and reflective practice can contribute to continuous practice improvement and better management of complex health systems and patients" (Aronson, 2011, p. 200). In contrast to the common usage of the term *reflect*, critical reflection has been described by Mezirow (1990) as:

The process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive, understand, and feel about our world; of reformulating these assumptions to permit a more inclusive, discriminating, permeable and integrative perspective; and of making decisions or otherwise acting on these new understandings. More inclusive, discriminating, permeable and integrative perspectives are superior perspectives that adults choose if they can because they are motivated to better understand the meaning of their experience. (p. 27)

Think of critical reflection as the skill used to transform experience into learning. This reflection correlates highly with lifelong learning, decreases diagnostic errors, and improves clinical performance. Reflective professionals have open minds; think about their own thinking; learn more deeply; connect with their feelings; consider perspectives other than their own; strive to learn from rather than deny or ignore errors, problems and learning gaps; and reframe their thinking to formulate reasoned approaches to clinically uncertain and complex situations (Aronson & Kruidering, 2013).

I expect you to develop your own critically reflective ability during this semester not only to contribute to the class, but to enhance your own lifelong learning skills and your professional abilities.

Professional development

When you set out on your journey to Ithaca,
pray that the road is long,
full of adventure, full of knowledge. . . .
Always keep Ithaca on your mind.
To arrive there is your ultimate goal.
But do not hurry the voyage at all.
It is better to let it last for many years;
and to anchor at the island when you are old,
rich with all you have gained on the way . . .
Ithaca has given you the beautiful voyage.
Without her you would have never set out on the road....

From *Ithaca* by C.P. Cavafy (1863–1933)

At this point in your education, I expect that you've encountered the term *professionalism* or *professional development*, but the meaning of the terms may not be clear. Here's a definition of *profession* that provides a good context within which to consider these other terms:

An occupation whose core element is work based upon the mastery of a complex body of knowledge and skills. It is a vocation in which knowledge of some department of science or learning or the practice of an art founded upon it is used in the service of others. *Its members are governed by codes of ethics* [emphasis added] and profess a commitment to competence, integrity and morality, altruism, and the promotion of the public good within their domain. These commitments form the basis of a social contract between a profession and society, which in return grants the profession a monopoly over the use of its knowledge base, the right to considerable autonomy in practice and the privilege of self-regulation. Professions and their members are accountable to those served and to society (Cruess, Johnston, & Cruess, 2004, p. 74).

It may be helpful for me to provide a graphic adapted from Cruess, Cruess, & Steinert (2016) that relates to your professional development and identity formation, and the role this class plays in them:



In this course, we'll focus on the first three levels of your development of professionalism. You will gather and investigate knowledge of developmental psychology, show your competence by knowing how to apply it to today's profession, and show how that knowledge is used through class presentations. You will build on these characteristics throughout your training, internship, and post-doctoral experience to reach the highest level of professional identity formation...professional identity.

A meta-goal of the program is to develop psychologists with high levels of professionalism. This meta-goal underlies the goals of each course and clinical placement throughout your education. As you engage in your ethical acculturation in this course, we will attend to aspects of professional development (the nurturance of professionalism) throughout the semester. You'll find this metacognitive approach laced throughout your readings; my intent is to help you further develop your professional knowledge and competence (a basic definition of professional development) by understanding how your personal responses affect your professional viewpoint and behavior. The focus on professional development has an impact on the quality of graduates from this school, their legal and ethical behavior, the types of peers other faculty and I will be encountering in our professional lives, the reputation of the school and its ability to recruit high-quality students, and—most important—the quality of care that is given patients by our alumnae and alumni.

The ways to achieve this meta-goal brings up my part in the process. Pope (2014) describes the role in this way:

(The professor is) charged with the dual task of nurturing the development of [psychologists]-in-training and also ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately (p. 91).

Grades alone do not determine the quality of graduates; the faculty and administration of CNU take into consideration several factors when making decisions about who can graduate from the program. I take my gatekeeper role seriously, and I am committed to carrying out this role in a transparent, ethical, and pedagogically sound manner. I want you to be successful in this course and in this profession, and I will communicate directly and privately with you if I have any concerns about your professionalism. My goal in this communication is to identify a lapse in professionalism, make sure you understand the impact of the lapse, and work with you to identify options to address the specific lapse as well as reflect on its implications to support your further development as a psychologist. My responsibility (and commitment) as your professor is to provide specific methods of support for you to succeed in this course and to achieve a clear identity as a psychologist; conversations about professionalism are held in the spirit of identifying pathways toward your success and developing skills that support your proactive stance toward lifelong learning. To marshal additional support for your success, I will include your advisor in my communications with you as I see necessary.

As you read this, you may begin to wonder about the power differential between me and each of you as students. These underlying questions of power—who holds it, what can be done with it, and how does the differential affect interactions—inform your clinical work as well, and I hope we'll use the times where questions of power arise in class to think about the connections to your future interactions with your patients and your supervisors.

CNU policies

ACADEMIC DISHONESTY

Academic integrity misconduct includes cheating, plagiarism, and violations of the *Ethical Principles of Psychologists and Code of Conduct*. For details on actions that are prohibited during this course, please refer to the Student Rights and Responsibilities and Code of Conduct Handbook under Section 2: Academic Conduct.

BEHAVIORAL EXPECTATIONS

You may fail the course by reason of difficulty in demonstrating professional behaviors or meeting the requirements of the class, such as timely completion of assignments, attendance, or for violations of ethical and professional standards of care. Demonstration of professional behavior (professionalism) includes following the APA Ethical Principles for Psychologists and Code of Conduct; adhering to school guidelines as listed in the Student Handbook, and complying with other directives from the CNU administration. In addition, professionalism includes respectful and responsible speech and actions, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and the privacy of classmates.

COMPETENCE AND ETHICAL BEHAVIOR

We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all patients. For some trainees, integrating personal beliefs or values with professional competence in working with all patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all of our students must be able to work with any patient placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular patient populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values (Wise et al., 2015).

GRADING

The College of Psychology uses the following rubric when determining which letter grades are awarded on assignments and in courses.

Percentage score in the course	Letter grade in the course	Grade points
89.50-100%	A	4.0
79.50-89.49%	B	3.0
69.50-79.49%	Y/C	2.0
59.50-69.49%	D	1.0
0.00-59.49%	F	0.0

A score between 69.50 to 79.49 will be given the mark of C on individual assignments in a class. A final course grade in the same range will receive a Y.

Y: Must Remediate - This designation is a preliminary notation indicating that the student has not reached the minimal level of achievement. Students have two options for removing a Y from their transcript:

1. Complete a remediation assignment with a score of 80% or better
2. Retake the course

All Y grades must be successfully remediated before the Master's degree can be awarded, and again before the PsyD can be awarded. Remediation assignments are based on the material in the class. The form of assignment is at the discretion of the professor. Remediation assignments may be repeated twice. If the grade has not been remediated successfully after two attempts, the course must be retaken.

If a student successfully completes a remediation assignment with a grade of 80% or better, the Y becomes a B on the transcript with a notation indicating that the new grade is a change from initial performance. The new grade will be used to calculate GPA. If a student fails to remediate or gets below an 80% twice on the remediation assignment, they must retake the course.

D or F: Must Retake - If a student receives a D or F, they must retake the course. All D or F grades must be successfully remediated before the Master's degree can be awarded, and again before the PsyD can be awarded. Repeating courses may extend the student's expected graduation date and may have financial implications. Students repeating a course are encouraged to discuss their situation with the CNU Financial Aid Office.

If a student successfully retakes a course with a final grade of 79.50% or better, the new grade is placed on their transcript and used in calculating GPA. A notation is placed next to the new grade indicating a change from initial performance. Retaking a course can result in an A.



I - An incomplete on the transcript is a preliminary notation indicating that work in a course was satisfactory but not completed when grades were due. All incomplete work must be finished in the time frame determined by the student's Academic Advisor in conjunction with the course professor. However, all incompletes must be resolved before the Master's degree can be awarded, and again before the PsyD can be awarded. Once the assignments have been submitted, they will be graded, and the scores incorporated into the overall performance in the course. The professor shall then resolve the resultant grade by following the College grading procedures.

W - With written permission from the instructor, it is possible to withdraw from a course until the last day of class. There is no penalty for withdrawal, however, there is also no refund. The course will appear on the student's transcript with the grade of W. Students may only receive one W for any given course.

GRADE APPEAL

If a student is not satisfied with a grade received or an academic evaluation, they should first approach the professor with their concerns. It is the policy of the College of Psychology that disagreements should be handled at the lowest level possible.

A student may file an appeal if there is continued disagreement regarding their academic performance. The appeal must be submitted within 10 business days of the online grade posting or receipt of the evaluation. The appeal must be in writing and submitted to the Assistant Dean of Academics or their representative. The Assistant Dean will respond to the appeal in writing within 10 business days of receipt.

If the appeal is not resolved to the student's liking, it can be resubmitted within two business days of receipt of the response from the Assistant Dean of Academics to the Dean of the College who will render a decision within 10 business days. The Dean's decision is final.

PERFORMANCE ALERT

A Performance Alert is designed to allow instructors, program administrators, or practicum supervisors to refer a student for support at any point during the semester, based on assessment of the student's behavior.

Academic performance

A performance alert can be issued at any time during the semester at the professor's discretion. It must be issued after the student has completed 20% of the class grade and has a cumulative score of under 80% in the course.

Professionalism issues

There are behavioral and professional matters that may also improve after the issuance of a performance alert. These center around issues of respect, honesty and integrity, legal and ethical behavior, professionalism, and personal accountability. These are elaborated in the Code of Conduct. If a professor or practicum supervisor finds that a student has not lived up to the expectations outlined in the Code of Conduct, they may issue the student a performance alert.

Students are expected to meet in a timely manner with the individual who issued the alert to devise a plan for performance support.

ACADEMIC PROBATION

Students can only have two courses in which they earned a Y, D, or F on their transcript at any given time. If a student has more than two such classes on their transcript, they will be sent to the Professional and Academic Standards Committee for possible dismissal from the program.

Academic probation formally begins when written notification is given to the student by their Academic Advisor through a Probation Plan. The Academic Advisor has two weeks after semester grades are finalized to provide a Probation Plan for the student. Once students have fulfilled the conditions of the Probation Plan, they will no longer be on probation.

A student may be terminated from the program if they fail to meet the conditions detailed in the Probation Plan, if they are acting in a manner that violates the ethical and professional standards of the APA as determined by faculty vote, if they fail to return from a leave of absence by the date specified, or if their academic or professional actions have created a situation for which a warning or probation is inappropriate or impossible.

For procedures related to dismissal from the PsyD program, please refer to the College of Psychology Student Rights and Responsibilities and Code of Conduct handbook.

ATTENDANCE POLICY

Students are allowed two unexcused absences per semester for each course. Additional absences may adversely impact course grades. Excessive absences may result in disciplinary action.

If a student knows they will need to miss a class, the student should contact the professor in advance. Students are permitted to make up missed work for excused absences. They may make up missed work for unexcused absences at the discretion of the course professor.

A student cannot miss more than 30% of any course for any reason. If a student misses more than 30%, the student will be required to retake the course.

Students who know they will miss more than two class meetings, but less than 30% of the course, should request an Extended Absence.

Please refer to the Clinical Training Handbook for attendance policies relating to clinical practicum training.

Tardiness

Students are considered tardy if they arrive to class more than 15 minutes late. Tardiness counts as one hour of missed class and is added to the running tally of total missed class time for each course.

Additional specific tardiness policies and consequences are at the discretion of the individual professor of each class (emphasis added). Students who are habitually tardy to class may also receive a Performance Alert.

Excused absences

A student may request an excused absence for the following circumstances (verification is always required if the absence is more than one day, or if the absence included any exams or in-class graded assignments):

- medical (self or immediate family)
- immigration or naturalization
- jury duty or legal/court-mandated appearance
- professional conference (requires verification of academic standing)
- military duty
- emergency
- bereavement (immediate family)
- involvement in traffic accident documented by a law enforcement report

A student seeking an excused absence should submit any required verification to the Assistant Dean of Student Affairs and Admissions, who will determine if the absence is excused or unexcused according to policy.

Students who know they will miss more than one week of classes should complete the *Extended Absence Request Form*.

Extended absence

Extended absences are initiated by the student. If the student knows that they will need to miss class, they have the option to file an *Extended Absence Request Form* with the Office of Student Affairs and Admissions.

Students are allowed to makeup missed work for extended absences. Vacations do not qualify as extended absences. If it is an unexcused absence, students are allowed to makeup assignments at the course professor's discretion.

If an extended absence is due to a medical condition, the student may not return to the program without appropriate medical clearance. Students who know they will be required to miss more than 30% of the course should take a leave of absence.

Leave of absence

A leave of absence can be no less than one semester, but no more than one academic year. While on a leave, the student cannot participate in classes, practicums, or internship. Students are required to meet with the Financial Aid Manager because during leave they are not enrolled at the University. Students considering a leave of absence must submit a College of Psychology *Leave of Absence Request Form* to the Assistant Dean of Student Affairs and Admissions the semester before the leave is to be taken, or as soon as it is known that a leave of absence is needed. Non-attendance does not constitute notification of intent to apply for leave of absence status. The request must include the basis for the request and expected time of return. The form should be signed by the student's Academic Advisor and, if assigned, dissertation Chair. If approved by all parties, the request will require a final signature from the Dean. The student must also fill out the CNU *Leave of Absence Request Form*.

Approved leave of absences will be noted on the student's transcript. Leave status is recorded as the date the Registrar receives the signed form.

Return from leave of absence

At the agreed deadline indicated on the approved *Leave of Absence Request Form*, the student is responsible for notifying the University Registrar of their intent to re-enroll.

Students are advised to maintain contact with the Office of Clinical Training during their leave of absence to coordinate clinical training experiences on their return.

A student who does not return to enrolled status at the end of the approved period of leave will be administratively withdrawn from the program. Students who stop attending classes and/or practicum experiences without following the leave of absence procedures will be administratively withdrawn from the program.

ACCOMMODATIONS

You will need to contact the Dean of Student Affairs and Admissions, who will send each professor a letter from that office indicating the accommodations required for your support.

If you need disability-related accommodations in this course, please contact your instructors privately, and ideally before the first class. Please note that accommodations are never provided retroactively. Thus, to ensure effective implementation, all accommodations must be requested from Dean of Student Affairs and Admissions in a timely manner (at least within the first two weeks of the semester).

CLASSROOM ELECTRONICS USE

Surfing the internet, conducting email correspondence, checking social media sites, shopping, playing games on your computer or other devices is not permitted during class time. Inappropriate use of electronic devices will affect your professionalism evaluation and may lead to a performance alert.

Professors can make modifications and additions to this policy according to their own needs.

PRIVACY

Any personal information shared with the class or instructor is private, within the limits defined by the Code of Ethics and state laws and guidelines. The faculty and administration do communicate with each other about student performance in order to effectively collaborate in response to any problems or strengths demonstrated by students. Conversations between students and their academic advisors are not confidential, as these are not therapeutic relationships. Information acquired by individual faculty members is shared with CoPSY faculty and administrators on an as-needed basis to support student success with a maximum of privacy.

FERPA

The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records. It gives students certain controls over the use of their educational records and prevents institutions from disclosing personally identifiable information in education records. These protections extend to the classroom and the professor will not disclose identifiable, student performance information without prior permission from the student.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) requires that any protected health information (PHI) that may identify a patient must be removed to protect confidentiality. Confidentiality applies to patient information in both classroom discussions and written work.

LIBRARY

Library hours are Monday-Thursday 7:30 am-8:30 pm and Friday 7:30 am-4:30 pm. Students can view physical holdings and access various databases through any internet-connected computer at the following address: medicine.cnsu.edu/facilities/library-learning-center. Please use your CNU login and password to access these services. If you have any questions, please address them to the Associate Librarian, Sadie Davenport: sadie.davenport@cnsu.edu.

COURSE ADD/DROP

Courses in the PsyD program are sequential and progressive in difficulty. Students must take all courses offered each semester. Students may not add or drop required courses during the semester.

FORMATTING

All papers are to follow the APA format. The expectations regarding assessment report writing will be covered in the first lecture. All out-of-class essays must be typed with no more than one-inch margins. Text can be no larger than twelve-point font and papers must be double spaced. While plagiarism of any kind will result in immediate failure of the course, students are encouraged to help each other in refining their ideas and writing style. Written work is often a collaborative process, and a single report or article can reflect information gathered from a variety of sources. Every professional has trusted colleagues or friends that they turn to for advice and a little editing.

My background

As a sixth-generation Californian born and raised here in the Central Valley, my own clinical training was in safety net public medical centers and clinics in the Mission District in San Francisco, and in Spanish Harlem in Manhattan. It was in those settings that I saw patients negatively impacted by decisions made on the institutional, governmental, and cultural levels...and often without the input of the communities most affected. These large-scale entities would miss (or ignore) how the richness of intersectionality was not reflected in policies, legal decisions, or respect for varieties of cultural expression. I also experienced first-hand how these lapses affected me in my professional as well as personal life as a gay man. At that point in my life—in my mid-20s—I came to this awareness later than many other people (mostly because of my lack of consciousness of my own set of privileges). I was frustrated at not being able to articulate what I thought was wrong, as well as with my lack of skill in how best to respond to patients who experienced these types of inequities. I wanted to understand, and do, more. As I turned 30, I returned to graduate school, earned my PhD in clinical psychology, and completed an internship and post-doc fellowship in health psychology, which is where I began formal classroom teaching.

My first clinical duties were as a volunteer in 1983; I was licensed as an MFT in 1991, as a psychologist in 1996, and worked as a clinician both in private practice and in the previously mentioned hospitals and clinics until I closed my practice in 2019 and joined CNU as a full-time professor. Before I started my position here, I taught continuing education workshops for a variety of schools and national professional organizations. Serving as an adjunct professor at Alliant International University, I facilitated courses in ethics, cultural humility, palliative care, and different clinical skills courses. I also taught for 25 years at the University of California San Francisco School of Medicine in courses focused on provider communication skills and a wide variety of psychology-based approaches to heuristics, end-of-life issues, health behavior change, and interprofessional education. My favorite course was *Foundations of Patient Care*, where I worked with fixed-membership small groups of 7-8 students throughout their first three years of medical school. By the time I left UCSF I advanced to clinical professor and was inducted into the Haile T. Debas Academy of Medical Educators. My personal history and my professional path and direction have profoundly affected each other.

Helping clinician apprentices deepen their cultural humility and ethical acumen and supporting the refinement of their clinical skills to work with a wide variety of patients, has always been a particularly rewarding type of professional activity for me. Being able to work in this course with you to help you develop your clinical acumen brings together my interests in applying academic knowledge to clinical service provision in a professional manner. I endeavor to do this in a way that supports your growth, nurtures the development of a competence community, and helps fledge apprentice-level clinicians into their internship to further strengthen their skills providing excellent care to individuals, groups, and families while advocating for health care equity for all persons and their communities.

I feel fortunate to be able to spend this time in *Developmental Foundations of Behavior* with you, and I look forward to our semester together.

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Bloom's taxonomy of educational objectives

A statement of a **learning objective** contains a **verb** (an action) and an **object** (usually a noun).

- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the knowledge students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4-5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

Remember: these are **learning objectives**—not learning activities. It may be useful to think of preceding each objective with something like: "Students will be able to . . ."

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A Model of Learning Objectives—based on *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* by Rex Heer, Center for Excellence in Learning and Teaching, Iowa State University is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

IOWA STATE UNIVERSITY
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The End-Of-The-Week Questionnaire

Please take a few minutes to respond to each question below about this week's classes. Do not put your name on the paper (unless you'd like me to get back to you about a topic you raise). Your responses are anonymous. When you have finished writing, place the questionnaire face down on the front desk. Thanks for taking the time to do this. What you write will help me identify and be more responsive throughout the semester to concerns you might have.

1. At what moment in class this week did you feel most engaged with what was happening?
2. At what moment in class this week did you feel most distanced from what was happening?
3. What action that anyone (me or one of your colleagues) took in our class this week did you find most affirming and helpful?
4. What action that anyone (me or one of your colleagues) took in our class this week did you find most puzzling, confusing, or uncomfortable?
5. What in the class this week caught your attention the most? This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you.
6. Is there anything you want to be sure I know about this week's classes?

Adapted from: Brookfield, S. (2017). *Becoming a critically reflective teacher* (2nd ed.). Jossey-Bass.