

**Course Syllabus**  
**PSYC2314 Life Span Growth & Development**  
**Brazosport College**  
**Fall 2023 Online**

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*To ensure privacy and reliability, e-mail responses will only be made to  
@brazosport.edu or @online.brazosport.edu e-mail accounts*

## Course Description

The study of the relationship of the physical, social and mental factors of growth and development throughout the life span.

*Required skill level: College-level reading and writing*

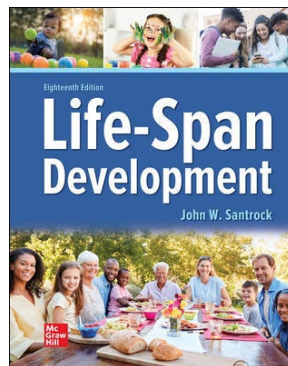
## Course Objectives

- ❖ Understand the various perspectives of human development
- ❖ Apply behavioral, psychoanalytic, and humanistic theories of human development toward personal experience
- ❖ Understand the danger of teratogens as well as the symptoms, prevalence, and factors related to genetic disorders
- ❖ Understand the birth process and potential complications associated with childbirth
- ❖ Understand attachment formation during infancy
- ❖ Understand Piaget's theory of cognitive development across infancy and childhood
- ❖ Analyze the effects of school and parenting on development of personality
- ❖ Analyze the physical, social, and psychological transition into adulthood through adolescence
- ❖ Understand trends in physical and cognitive decline during middle and late adulthood
- ❖ Understand the grieving process as well as legal issues surrounding death and suicide

## Required Textbook

Life-Span Development by John W. Santrock – (18<sup>th</sup> Edition)

**ISBN-13:** 978-126-024-5844



*The textbook is available at the Brazosport College bookstore, on campus or online at <http://www.brazosport.edu/bookstore>. A student of this institution is not under any obligation to purchase a textbook from the college bookstore. The same textbook is/may also be available from an independent retailer, including an online retailer.*

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## Course Components

### *Assignments (45%)*

The course contains ten assignments (included in the syllabus) that require students to demonstrate mastery of course content and apply course concepts on a more personal level. Assignments should be presented in APA format with appropriate citations when appropriate. At a bare minimum, assignments must be typed, double-spaced, formatted with paragraphs, and presented in grammatically correct sentences. Students that do not follow these guidelines risk having their work rejected and penalized. There is no minimum or maximum word length required for assignments, but students typically require about 800-1,000 words to address each writing prompt.

Students emotionally distressed by a particular writing assignment should contact the instructor immediately for an alternative writing prompt. Students must submit their completed assignments to the corresponding *Dropbox* folders and can submit assignments up to 24 hours after the posted deadline with a 30% penalty. Extensions on assignments are granted via email at the instructor's discretion on an individual basis.

### *Student Learning Outcome (SLO) Quizzes (5%)*

The course includes seven multiple-choice quizzes designed to measure content mastery of specific course topics (SLOs) deemed essential by the Southern Association of College and Schools responsible for the accreditation of Brazosport College. Students can access the quizzes from the *Quizzes* section of *Virtual Campus*. See the Virtual Campus calendar for due dates. **Quizzes are timed, cannot be paused, and must be completed once started.** Required readings provided below are from the 18<sup>th</sup> edition of the textbook.

- Quiz 1 (SLO1: Life Span Perspective)
  - Discuss the social, political, economic and cultural forces that affect the development process of the individual (*pg. 6-9*)
- Quiz 2 (SLO2: Life Stages)
  - Describe the stages of the developing person at different periods of the life span from birth to death (*pg. 14-15*)
- Quiz 3 (SLO4: Theories of Development)
  - Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic) (*pg. 20-23*)
- Quiz 4 (SLO5: Theoretical Perspectives)
  - Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change (*pg. 13-19*)
- Quiz 5 (SLO7: Developmental Disturbances)
  - Discuss the various causes or reasons for disturbances in developmental processes (*pg. 57-58, 81-82, 94, 113-114*)
- Quiz 6 (SLO6: Cultural and Ethnic Differences)
  - Identify examples of some of the cultural and ethnic differences that influence development throughout the life span (*pg. 59, 94, 292-293, 352-353*)
- Quiz 7 (SLO3: Social Responsibility)
  - Identify factors of responsible social behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting (*pg. 244-245, 348-350, 358-359, 454-455*)

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### *Free-Response/Written Exams (20%)*

The course includes two free-response exams (a midterm and final) designed to measure students' critical thinking abilities and mastery of course content. Exams are accessible in the content section of Virtual Campus under *Course Files* at a minimum of 72 hours before being due. Completed exams are to be submitted to the corresponding *Dropbox* folders. Exams can be submitted up to 24 hours past the deadline with a 30% penalty.

### *Multiple Choice Exams (20%)*

The course includes five multiple-choice exams designed to measure content mastery accessed through the *Quizzes* section of Virtual Campus. Students must take the exams during the designated testing period. The fifth exam is cumulative and but does not weigh more than any other multiple-choice exam. Exam dates are posted on Virtual Campus. **Multiple choice exams are timed, cannot be paused, and must be completed once started.**

- Multiple Choice Exam 1 (Chapters 1-3)
- Multiple Choice Exam 2 (Chapters 4-8)
- Multiple Choice Exam 3 (Chapters 9-12)
- Multiple Choice Exam 4 (Chapters 13-20)
- Multiple Choice Exam 5 (Chapters 1-20)

### *Discussions (10%)*

Discussions allow students to share opinions and personal experiences pertaining to specific course topics. Students must contribute to each discussion by creating a response to the original topic and replying to at least one other students' response. Responses and replies should be at minimum, three grammatically correct sentences that demonstrate analysis of the issue with incorporation of the information presented by the instructor as well as students' opinion or experience. Students cannot post or reply to discussions after they close. Discussions can be accessed from the *Discussions* section of Virtual Campus. Discussion closing times are posted by each discussion.

## **Writing Expectations**

Assignments and free response exams that do not meet the minimum expectations of college level writing in terms of grammar, punctuation and formatting are subject to penalization or rejection. If a student's work is rejected based on quality of writing or formatting, they must have their document assessed by the Brazosport College writing center and resubmit their revised assignment with a 30% penalty. From that point forward, the student must have every assignment and free response exam assessed by a member of the writing center prior to submission.

If a student submits an assignment late that is rejected based on writing quality, the student may not be eligible to receive credit for the assignment.

## **Academic Honesty**

Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the Brazosport College Student Guide for more information. This is available online at <http://www.brazosport.edu>.

Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may at a minimum, result in zero credit for the assignment with the possibility of an automatic F for the final grade if deemed appropriate by the instructor. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

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**AI Policy:** *In this class, work that is generated—partially or completely—with the assistance of artificial intelligence is not allowed and will be treated as plagiarism.*

### **Final Letter Grades**

A	89.5 - 100%	Excellent
B	79.5 – 89.49%	Very Good
C	69.5 – 79.49%	Average
D	59.5 – 69.49%	Poor
F	0 – 59.49%	Failure; no credit

### **Course Absence and Withdrawal Policy**

The instructor will not initiate course withdrawals for students in online class with no scheduled interactions. The instructor reserves the right to withdraw students from classes with scheduled interactions after two absences.

### **Student Conduct Statement**

Students are expected to be aware of and follow the Brazosport College Student Code of Conduct. Students have violated the Code if they “fail to comply with any lawful directions, verbal or written, of any official at BC.” Lawful directions include precautions and requirements taken to prevent the spread of COVID-19 at Brazosport College. Students who do not follow safety requirements, including the wearing of a mask, may be removed from class by their instructor and referred to the Dean of Student Services.

### **Students with Disabilities**

Brazosport College is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. For student to receive any accommodation, documentation must be completed in the Office of Disability Services. Please contact Phil Robertson, Special Populations Counselor at 979-230-3236 for further information.

### **TITLE IX**

Brazosport College faculty and staff are committed to supporting students and upholding the College District’s non-discrimination policy. Under Title IX and Brazosport College’s policy FFDA (Local), discrimination based on sex, gender, sexual orientation, gender identity, and gender expression is prohibited. If students experience an incident of discrimination, sexual harassment, or sexual misconduct, they are encouraged to report it.

If a faculty or staff member "is informed of a student's pregnancy or related condition" by the student or "a person who has a legal right to act on behalf of the student," the employee must "promptly" tell the student or representative how to notify the Title IX Coordinator of the student's pregnancy or related conditions and must provide the Title IX Coordinator's contact information to the student or representative, unless the employee "reasonably believes" the Title IX Coordinator already knows.

While students may talk to a faculty or staff member at BC, please understand that they are “Responsible Employees” and must report what is told to them to college officials. Students can also contact the Title IX Coordinators directly by using the contact information below. Additional information is found on the Sexual Misconduct webpage at [www.brazosport.edu/sexualmisconduct](http://www.brazosport.edu/sexualmisconduct).

Alex Crouse, Director of Student Life and Deputy Title IX Coordinator

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979-230-3355; [alex.crouse@brazosport.edu](mailto:alex.crouse@brazosport.edu)

Mareille Rolon, HR Coordinator and Deputy Title IX Coordinator  
979-230-3303; [mareille.rolon@brazosport.edu](mailto:mareille.rolon@brazosport.edu)

### **Other Student Information**

Information about the Library is available at <http://www.brazosport.edu/library> or by calling 979.230.3310.

To help you on your educational pathway, Brazosport College provides all students with access to TimelyCare. If you're stressed, challenged, or need help, download the TimelyCare app today! It's your free virtual health and well-being service platform, available 24/7, 365 days of the year. Search "TimelyCare" in your app store. Then, register with your student email to access your health care services.

**For assistance with online courses, an open computer lab, online and make-up testing, audio/visual services, and study skills, visit Learning Services next to the Library, call 979.230.3253, or visit <http://www.brazosport.edu/learningservices>.**

For drop-in math tutoring, the writing center, supplemental instruction and other tutoring including e-tutoring, visit the Student Success Center, call 979.230.3527, or visit <http://www.brazosport.edu/youuccesscenter>.

To contact the Psychology Department (Division of Social Sciences and Business), call 979.230.3226.

The Student Services Offices provide assistance in the following:

Counseling and Advising	979.230.3040
Financial Aid	979.230.3294
Student Life	979.230.3355

**To reach the Information Technology Department for computer, email, or other technical assistance call the Helpdesk at 979.230.3266 or email [helpdesk@brazosport.edu](mailto:helpdesk@brazosport.edu).**

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## Course Modules

### Module 1: Introduction (Chapter 1)

- Establishes the importance of the course, contemporary concerns, and identifies the major dimensions of development, periods or stages of development and developmental issues. Also reviews major theories of human development research methodology.
  - Discussion 1: Dimensions of Development
  - Quiz 1: Life Span Perspective
  - Quiz 2: Life Stages
  - Quiz 3: Theories of Development
  - Quiz 4: Theoretical Perspectives
  - Assignment 1: Theories of Development (pg. 8)

### Module 2: Biological Beginnings, Prenatal Development & Birth (Chapters 2 & 3)

- Summarizes genetic foundations of development including chromosomal and genetic abnormalities, issues relevant to reproduction, prenatal development, teratology and hazards to prenatal development. Also reviews the birth process, newborn assessment, premature birth, and the postpartum period
  - Discussion 2: Social Policy and Abortion
  - Quiz 5: Developmental Disturbances
  - Assignment 2: Prenatal Development (pg. 8)
  - Multiple Choice Exam 1: Chapters 1-3

### Module 3: Infancy (Chapters 4, 5, & 6)

- Summarizes physical, cognitive and socioemotional development in infancy. Major topics include growth patterns, breastfeeding, SIDS, motor development, Piaget's sensorimotor period, memory formation, language development, temperament, and attachment.
  - Discussion 3: Paid Parental Leave
  - Assignment 3: Infancy (pg. 8)

### Module 4: Early Childhood (Chapters 7 & 8)

- Summarizes physical, cognitive, and socioemotional development in early childhood. Major topics include growth patterns, nutrition, Piaget's preoperational period, early childhood education, moral development, gender development, parenting, and screen time.
  - Discussion 4: Physical Punishment of Children
  - Assignment 4: Parenting (pg. 8)
  - Multiple Choice Exam 2: Chapters 4-8

### Module 5: Middle Childhood (Chapters 9 & 10)

- Summarizes physical, cognitive, and socioemotional development in middle childhood. Major topics include brain development, children with disabilities, Piaget's concrete operational period, information processing theory, intelligence testing, moral development, gender development, and issues related to family, peers and school.
  - Discussion 5: Gender Development
  - Assignment 5: Development in Middle Childhood (pg. 9)
  - Free-Response Midterm Exam

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**Module 6: Adolescence (Chapters 11 & 12)**

- Summarizes physical, cognitive, and socioemotional development in adolescence. Major topics include puberty, sexuality, adolescent pregnancy, substance abuse, eating disorders, adolescent egocentrism, identity, relationships, cross-cultural comparisons, and juvenile delinquency.
  - Discussion 6: Access to Birth Control in Adolescence
  - Assignment 6: Identity (pg. 9)
  - Quiz 6: Cultural and Ethnic Differences
  - Multiple Choice Exam 3: Chapters 9-12

**Module 7: Early Adulthood (Chapters 13 & 14)**

- Summarizes physical, cognitive, and socioemotional development in early adulthood. Major topics include health, sexuality, careers, adult relationships, lifestyles and marriage.
  - Discussion 7: Emerging Adulthood
  - Assignment 7: Physical Health Assessment (pg. 10)

**Module 8: Middle Adulthood (Chapters 15 & 16)**

- Summarizes physical, cognitive, and socioemotional development in middle adulthood. Major topics include disease, stress, sexuality, career, personality, marriage and divorce.
  - Discussion 8: Marriage and Divorce
  - Assignment 8: Middle Adulthood Case Study
  - Quiz 7: Social Responsibility (pg. 10)

**Module 9: Late Adulthood (Chapters 17, 18, & 19)**

- Summarizes physical, cognitive, and socioemotional development in late adulthood. Major topics include life expectancy, aging, physical appearance, healthcare, mental health, retirement, personality, grand parenting, and successful aging.
  - Discussion 9: Health Care
  - Assignment 9: Late Adulthood Case Study (pg. 11)

**Module 10: Death, Dying, and Grieving (Chapter 20)**

- Discusses decisions regarding death and health care, developmental perspectives on death, Kubler-Ross' stages of dying and grieving.
  - Discussion 10: Physician-Assisted Suicide
  - Assignment 10: Death and Grieving (pg. 12)
  - Multiple Choice Exam 4: Chapters 13-20
  - Multiple Choice Exam 5: Chapters 1-20
  - Free-Response Final Exam

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## Assignments

### ➤ *Assignment #1: Theories of Development*

Explain the nature-nurture issue and the continuity-discontinuity issue then apply these concepts toward five different theories of development presented in Chapter 1 of the textbook (e.g. Sigmund Freud's Psychoanalytic Theory, Erik Erikson's Psychosocial Theory, Jean Piaget's Cognitive Development Theory, etc.) Include brief summaries of five different theories and explain how each theory addresses the nature-nurture issue and continuity-discontinuity issue. In conclusion, explain the importance of an eclectic theoretical orientation when studying human development. (pg. 18-28)

### ➤ *Assignment #2: Prenatal Development*

Summarize the typical duration of prenatal development as well as the major developments and duration of each of the three stages of prenatal development (*germinal, embryonic, and fetal*). Summarize the various categories of teratogens and explain how dosage, genetic susceptibility and time of exposure can affect prenatal development. Summarize the risks associated with each of the following teratogens: caffeine, alcohol, tobacco, methamphetamines, and opioids.

Furthermore, discuss how maternal factors such as obesity, nutrition, and maternal age may influence prenatal development. Be sure to include discussion on preterm birth, spina bifida, infant mortality, and Down Syndrome. (pg. 75-95)

### ➤ *Assignment #3: Infancy*

Describe the typical weight and size of a North American baby at birth as well as at the first and second year of life. Describe the typical sleeping patterns from birth to 2 years of age in terms of total sleep time as well as REM vs. non-REM sleep. Define Sudden Infant Death Syndrome (SIDS) and summarize the factors linked to SIDS. Summarize the recommendations by the American Academy of Pediatrics for breastfeeding including the benefits that breastfeeding provides for the mother and child and when a mother should not breastfeed.

Summarize the normative milestones of language development in infancy as well as biological influences on language development. Explain the concept of a *secure attachment* as well as its benefits and compare theories of attachment formation from the perspectives of Sigmund Freud, Erik Erikson, and Harry Harlow including a summary of Harlow's experiment with monkeys. (pg. 106-117, 154-161, 181-185)

### ➤ *Assignment #4: Parenting*

Describe the parenting style(s) according to Baumrind that you experienced during early and middle childhood. Give specific examples of things your parents said or did to support your statements. What does the research say about the potential effects that this type of parenting style has on children? Do you feel that your development matches the research? Compare your experience and development with a friend or family member who was raised under a different parenting style.

Also, discuss the type of physical punishment that you experienced. At any point did you feel this punishment could be considered excessive or unreasonable? What are the arguments against using physical punishment on children? As a parent (or future parent), do you (or intend to) physically punish your children the same way that you were punished? Why or why not? (pg. 244-247)

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➤ *Assignment #5: Middle Childhood*

Describe your physical, cognitive, and socioemotional development in middle and late childhood. Address the following questions and topics.

**Physical Development**

- Describe your physical activity in middle childhood including physical education and organized sports.
- Describe your general nutrition. Were you overweight? If so, how do you feel being overweight affected other aspects of your development? If you were not overweight, explain how being overweight in childhood might affect other aspects of child development.
- Did you have any injuries or illnesses that had an impact on your development?

**Cognitive Development**

- Describe your early elementary education. Was it public, private, Montessori, etc.?
- Was English your second language? If so, how did this influence your education?
- Did you have ADD/ADHD, dyslexia or any other disability? If so, when was it diagnosed? How did it affect your development? Were you prescribed medication or provided with accommodations at school? Were these medications or accommodations effective?
- Were you identified as “gifted”, “talented” or superior in terms of academic performance/ability? What factors do you believe contributed to this placement or lack thereof?
- In general, how was your academic performance? What were your academic strengths and weaknesses?

**Socioemotional Development**

- What was your general self-esteem like? Did you ever experience a sense of inferiority to your peers? If so, what factors were most influential?
- Describe your gender development in middle childhood. Were you stereotypically masculine or feminine? Were there any identifiable factors that contributed to your gender expression? Did this influence other aspects of your development in any way?
- Were you raised by a single parent? Did your parents get divorced? If so, how did this affect you?
- Would you describe yourself as popular, average, or unpopular? Do you engage in or become a victim of bullying? If so, how did this affect you?

➤ *Assignment #6: Adolescence*

Describe any five dimensions of your identity from the examples listed below. Discuss the life experiences and people that have shaped these aspects of your identity.

- Religious beliefs (i.e. Christian, Catholic, agnostic, atheist, Baptist, etc.)
- Political beliefs (i.e. conservative, Republican, liberal, libertarian, Democrat, etc.)
- Relationship(s) (i.e. mom, divorced, married, step-parent, daughter, son, wife, etc.)
- Sexuality (i.e. bisexual, inexperienced, heterosexual, homosexual, etc.)
- Body image (i.e. skinny, athletic, overweight, blonde, tall, short, etc.)
- Academic identity (i.e. music major, Brazoswood HS graduate, valedictorian, Phi Theta Kappa, etc.)

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- Cultural/ethnic identity (i.e. Black, African-American, White, Latino, Hispanic, etc.)
- National Identity (i.e. immigrant, DACA recipient, American, Mexican, Canadian, etc.)
- Intellectual identity (i.e. analytic, practical, hands-on, enjoy math, visual learner, etc.)
- Vocational/career identity (i.e. work at Academy, want to be a nurse, etc.)
- General interests/hobbies (i.e. big sports fan, songwriting, video games, etc.)
- Military Affiliation (i.e. disabled veteran, combat veteran, veteran, active-duty, etc.)

➤ *Assignment #7: Physical Health Assessment*

Discuss your physical health by addressing the following questions in essay format:

- According to the body mass index (BMI), are you underweight, within the average weight range or overweight? Do you agree with the assessment? Google search “BMI Calculator” or use the link below:
  - [https://www.nhlbi.nih.gov/health/educational/lose\\_wt/BMI/bmicalc.htm](https://www.nhlbi.nih.gov/health/educational/lose_wt/BMI/bmicalc.htm)
- Describe your eating habits.
  - How often do you eat? Do you tend to skip meals or snack often?
  - What are your typical sources of protein, carbohydrates, fat and fiber?
  - How often do you eat food prepared at home or purchased at the grocery store versus food from restaurants including “fast-food”?
  - What are the biggest factors influencing your eating habits?
- Describe your drinking habits (water, soda, alcohol, coffee, energy drinks, etc.)
- Do you use tobacco products? If so, how often?
- Do you take any medications, vitamins or supplements regularly?
- Describe your exercise routine and give reasons as to why you exercise or why you do not.
- In general, what are some practical and realistic goals that you can set to improve your health?

➤ *Assignment #8: Middle Adulthood Case Study*

Create a case study **in essay format** on someone you know between 40 and 60 years of age. You may also be the subject if you meet the age requirements. The case study should answer the following questions and cover the following topics.

**Physical Development**

- What is the age of the individual?
- What are some visible signs of aging that the individual is experiencing?
- How has the person’s vision and hearing declined? When did these declines begin? How has the individual compensated for these changes (i.e. hearing aid, eyeglasses)?
- Describe any health issues as well as treatment that the individual is experiencing.
- Describe the individual’s alcohol and tobacco usage currently and across their life span as well as how the usage has affected their health.
- Describe the individual’s current weight (in general overweight, underweight, normal), exercise and nutrition.
- If possible, address whether the individual is sexually active.
- If possible, describe changes in the individual’s fertility such as menopause, vasectomy, hysterectomy, or tubal ligation. Discuss when the changes occurred, and any symptoms associated.

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**Cognitive Development**

- Discuss the individual's professional experience. What are some of the career challenges they have faced? At what age do they see themselves retiring? Do they feel prepared for retirement?
- What activities does the individual engage in for leisure?
- Describe the individual's religious beliefs and political values and discuss if these have changed across the lifespan.

**Socioemotional Development**

- How does the individual achieve a sense of productivity or generativity?
- Discuss the individual's role as a parent or grandparent (if not already discussed).
  - Did the person ever experience or is the person currently experiencing a "midlife crisis"? How do they describe the experience?
- Is the person experiencing an "empty nest" or expecting to have one? How do they feel about this?
- Have the individual complete the following personality inventory and summarize (or copy/paste) their results.  
<https://www.123test.com/personality-test/>
  - Alternatively, you can attempt summarize the individual's personality without them taking the personality inventory. Address each of the five factors of personality, and based on your knowledge of the individual's personality, provide your assumptions as to whether the individual scores hi, low or average on each of the five factors of personality. Provide supporting evidence for your statements (i.e. *My uncle probably scores low on openness because he is very conservative.*)

➤ *Assignment #9: Late Adulthood Case Study*

Create a case study **in essay format** on someone you know over 60 years of age. You may also be the subject if you meet the age requirements. The case study should answer the following questions and cover the following topics.

**Physical Development**

- What is the age of the individual?
- What are some visible signs of aging that the individual is experiencing?
- How has the person's vision and hearing declined? When did these declines begin? How has the individual compensated for these changes (i.e. hearing aid, eyeglasses)?
- Describe any health issues as well as treatment that the individual is experiencing.
- Does the individual utilize any compensation for mobility (i.e. scooter, wheelchair, walking cane)?
- Describe the individual's alcohol and tobacco usage currently and across their life span as well as how the usage has affected their health.
- Describe the individual's current weight (in general overweight, obese, underweight, normal), exercise and nutrition.
- If possible, address whether or not the individual is sexually active.
- If possible, describe changes in the individual's fertility such as menopause, vasectomy, hysterectomy, or tubal ligation.

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**Cognitive Development**

- Discuss the individual's professional experience. What are some of the career challenges they have faced?
- Is the individual retired? If not, at what age do they see themselves retiring? Do they feel prepared for retirement?
- What activities does the individual engage in for leisure?
- Describe the individual's religious beliefs and political values, and discuss if these have changed across the lifespan.
- Does the individual feel that their cognitive functioning (ie. memory, attention) has declined? If so, how?
- Does the individual purposefully engage in activities that support cognitive functioning (e.g. Sudoku, puzzles)?
- How does the individual define "wisdom"?

**Socioemotional Development**

- When the individual reflects on their life, how do they feel in general?
- What relationships does the person value most at this stage in life?
- How has the individual adapted to technological advancements? Do they use the internet or social media regularly? Discuss cell phones, apps, and news sources.
- How does the individual feel about societal changes they have observed throughout their life regarding race, gender and sexuality?

➤ *Assignment #10: Death*

Describe a personal experience with grieving the loss of an attachment figure. Include details such as your age at the time of the experience, your relationship to the individual(s) and how you were affected. Summarize the grief process as theorized by Elizabeth Kubler-Ross and compare the theory to your experience. If you observed others go through a grieving process, you are welcome to discuss that as well.

*For those without significant experiences or those uncomfortable discussing this loss of an attachment figure:*

**OPTION 2:** Explain the difference between brain death, a coma and a vegetative state. What are some of the decisions associated with advanced care planning? What is the purpose of hospice care? Summarize the grief process as theorized by Elizabeth Kubler-Ross. Explain the concept of prolonged or complicated grief and identify some of the factors associated with this type of grief.

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