

**Instructor:** Cuiting Li, Ph.D  
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**Phone:** 715-346-4082  
**Office Hours:** Wednesday 2:00-3:00 or By Appointment  
**Course Website:** uwsp.courses.wisconsin.edu - Login using your UWSP id and password.

**Class time:** T R 14:00-15:15 pm  
**Class location:** CCC 101  
**Office:** 238C CPS

**Text:** Berger, K. S. (2017). *The Developing Person* (10<sup>th</sup> ed.), New York: Worth Publishers.  
 Online and worksheets as assigned.

**COURSE DESCRIPTION**

3 Credits. Concepts, principles, and current research findings applied to the study of growth and development from conception through death in the context of the family. Includes wellness related issues. GEP: Wellness.

**COURSE OBJECTIVES**

Through active participation in class and completion of assignments students will:

- Describe the major theoretical concepts of biological, cognitive, and social development in normally developing individuals across the life span.
- Assess the seven dimensions of wellness and recognize the interaction between each dimension of wellness and their overall impact on personal health and well-being in normally developing individuals across the life span.
- Explain the influence of social and cultural contexts on human development, and wellness.
- Make links between the theoretical concepts and actual human behavior, health and well-being programming, and professional organizations involving human development and wellness.
- Identify quality, research based information, programs, and tools.

**GENERAL EDUCATION PROGRAM (GEP) WELLNESS OBJECTIVES:**

Wellness is a dynamic process of becoming aware of and making conscious choices toward a more balanced and healthy lifestyle. It is multi-dimensional and holistic, encompassing lifestyle, mental and spiritual wellbeing, and the environment. Wellness is an essential attribute of a well-rounded, liberally educated person and of strong societies. Understanding the dimensions of wellness and their impact on individuals, families and societies is essential to being a responsible global citizen.

Wellness Objectives - upon completing this requirement, students will be able to:	Learning Outcomes - corresponding activity or assessment
1. Assess the seven dimensions of wellness.	<ul style="list-style-type: none"> <li>• In-class group activity to identify the processes and components which make up each of the seven dimensions of wellness.</li> </ul> Completion of Testwell’s Holistic Lifestyle Questionnaire (HLQ) at: <a href="https://www.testwell.org/uwsp2651fall20.htm">https://www.testwell.org/uwsp2651fall20.htm</a> <ul style="list-style-type: none"> <li>• Assessment of personal strengths and areas for improvement based on test results for young adulthood.</li> <li>• For a wellness dimension you are strong in, identify the factors that currently and in a previous life stage contribute to your being strong in this wellness dimension.</li> </ul>
2. Recognize the interaction between each dimension of wellness and their overall impact on personal health and well-being.	<ul style="list-style-type: none"> <li>• In a one page paper, pick two dimensions and discuss how they interact, overlap and/or influence each other on children’s obesity.</li> </ul>
3. Develop an individual plan for healthy living that demonstrates an understanding of the principles of	<ul style="list-style-type: none"> <li>• In a one page paper, reflect on your wellness dimensions by discussing: Thinking ahead to the next life stage you will enter, identify one dimension of wellness that</li> </ul>

wellness.	concerns you the most, explain the challenges you anticipate experiencing, and how your current strengths and efforts will help you achieve reach the wellbeing in that area.
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### **COURSE EXPECTATIONS**

- Reading of assigned text chapters and other materials by scheduled dates.
- Attend class and participate in class discussion and activities.
- Completion of all assignments and exams on time.

**STUDENTS WITH SPECIAL NEEDS** Any student needing special accommodations needs to contact the Office of Disability Services (715-346-3365) in the Student Services Center. Those students documented as eligible will be appropriately accommodated. If anyone has any concerns about passing this course, please see me.

**HONESTY CODE** Academic honesty will be regulated according to the University of Wisconsin - Stevens Point Communal Bill of Rights and Responsibilities (Chapter UWSP 14). All violations will be reported, no exceptions. All lectures and presentations of material by professors are proprietary and may not be recorded, distributed, or broadcast without prior expressed permission.

**ATTENDANCE** The University expects that students will attend all of their classes. Exam questions will be drawn both from readings and in class lecture (which will often include material not found in the readings). Additionally, in the event of in class or take home assignments, activities, quizzes, worksheets, or extra credit opportunities, one would need to be present to receive credit. Students are responsible for getting material in class and for getting missed notes and assignment info, from classmates, when absent. While no attendance points will be given, more than two absences, or obvious non-participation during class (sleeping, reading newspaper, studying for another class), will result in a lower final course letter grade. Snow – if SPASH is cancelled, then...see the web. You can miss two classes without losing points.

**If you miss a class, please ask your friends for missed information and material. I will not reply to questions like: “I did not come to class, what did I miss?” “Can you tell me the class material?”**

**COMMON COURTESY** Cell phones need to be turned off during class. Laptops should not be used in class. Use theatre voices.

**Clickers:** This class uses “Turning Point Cloud” to do interactive polling. You will need to purchase a Turning Technologies code from within your Turning Point account for \$9.53 or the bookstore for \$21.40 (with a \$10 rebate) to participate in the class.

If you do not have a device, you may check out a clicker from the UWSP IT Service Desk in room 108A ALB on the first floor of the UWSP Library free of charge.

Returning clickers: Clickers must be returned to IT Service Desk before the end of finals. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker.

For Service Desk hours: <http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

You will need your UWSP Student ID to get your clicker.

Turning Point Account : You will need to create or connect your Turning Point account through the Course in Canvas. Click on the Turning Point account activation link in the course in Canvas to get started.

You can find help with Turning Point Cloud here:

<https://www.turningtechnologies.com/support/turningpoint-cloud>

**EXAMS** There will be 4 Exams, worth 100 points each. All exams will be taken online, and have essay components. Exams will be taken outside of class. Exams will cover material from all information presented for this class including, but not limited to, lectures, readings, videos, guest speakers, etc. Specific information regarding exam accessibility will be given in class prior to the exam date.

**MISSED EXAMS** The only reason that make up exams is if **both** of the following apply: a) you have a university approved excuse for the missed exams and b) acceptable verification for missing each exam was submitted within one week of the exam in question. Make up exams will be made up during the scheduled time of the final exam for this class. If you miss an exam or an assignment because you were in jail, you will be allowed to make up the exam or work under the stipulation that credit will be given pending your trial verdict: Guilty=no credit, Not Guilty=credit.

**TEST ITEM PROTEST** Any student wishing to protest a test item must do so, in writing, within one week of the time that the test grades are posted. In your protest makes direct reference to the answer that you feel is correct (i.e. reference, page#, and quote). By the end of the semester a response will be given to you concerning your protest.

**ASSIGNMENTS**

Assignments will be assigned in class and completed in class or at home, depending on the assignment. Assignments need to be completed and brought to class by the beginning of the next class period or by the time that they are assigned. Late assignments will lose 10% for each day late. Assignments are automatically 1 day late if not turned in at the time due. There will also be in class quizzes to assess the thoroughness of participants’ reading and understanding of the material.

1. Assess the seven dimensions of wellness in students’ individual life. (Due Sep 15)  
 Completion of Testwell’s Holistic Lifestyle Questionnaire (HLQ) at: (PIN is your ID)  
<https://www.testwell.org/uwsphd2651fall20.htm>

- Assessment of personal strengths and areas for improvement based on test results for young adulthood.
  - For wellness dimensions that you have achieved highest and lowest score, identify the factors that have contributed to your strength and weakness in this wellness dimension based on current lifestyle choices or those developed in a previous life stage.
2. Recognize the interaction between each dimension of wellness and their overall impact on personal health and well-being.
- In a one page paper, pick two dimensions and discuss how they interact, overlap and/or influence each other on children’s obesity. (Due Nov 10)
3. Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness. (Due Dec 3)
- Thinking ahead to the next life stage you will enter, identify one dimension of wellness that concerns you the most, explain the challenges that you anticipate, and how your current strengths and efforts will help you achieve and reach the wellness in this area.

**GRADING** It is the instructor’s responsibility to evaluate and post the grades for students work. It is the student’s responsibility to verify that credit was given for an assignment. Grades will be posted periodically throughout the semester. Students may discuss grades for only one week after they are posted. In other words, at the end of the quarter grades from the beginning of the quarter will not be discussed. Approximately 3/4—4/5 of the final grade will be from exams, and approximately one half of the final grade will be from in class activities, quizzes, participation, discussion boards, etc.

A = 93-100%, A- = 90-92.9%, B+ = 87-89.9%, B = 83-86.9%, B- = 80-82.9%, C+ = 77-79.9%, C = 73-76.9%, C- = 70-72.9%, D+ = 67-69.9%, D = 60-66.9%, F = below 60%.

HD 265: Tentative Course Schedule—Subject to Change

Date	Topic	Reading	Homework
Sep 3	Introduction	1	Testwell’s Holistic Lifestyle Questionnaire
8	Theories	2	Assessment of personal strengths

10	Theories (cont.)	2	
15	Heredity and Environment	3	
17	Prenatal Development and birth	4	
22	First Two Years: Biosocial Development	5	
24	First Two Years: Cognitive Development	6	
	Exam 1	****	
29	First Two Years: Psychosocial Development	7	
Oct 1	The Play Years: Biosocial Development	8	
6	The Play Years: Cognitive Development	9	
8	The Play Years: Psychosocial Development	10	
13	The School Years: Biosocial Development	11	
15	The School Years: Cognitive Development	12	
20	The School Years: Psychosocial Development	13	
	Exam 2	****	
22	Adolescence: Biosocial Development	14	
27	Adolescence: Cognitive Development	15	
29	Adolescence: Psychosocial Development	16	
Nov 3	Adolescence/ Early Adulthood		Focusing on obesity, pick 2 dimensions of wellness & discuss their interaction, overlap and influence on obesity
5	Early Adulthood: Biosocial Development	17	
10	Early Adulthood: Cognitive Development	18	
12	Early Adulthood: Psychosocial Development	19	
	Exam 3	****	
17	Middle Adulthood: Biosocial Development	20	
19	Middle Adulthood: Cognitive Development	21	
24	Middle Adulthood: Psychosocial Development	22	Individual plan for healthy living
Dec 1	Late Adulthood: Biosocial Development	23	
3	Late Adulthood: Cognitive Development	24	
8	Late Adulthood: Psychosocial Development	25	
10	Death and Dying	Epilogue	
	Exam 4 (Final Exam)	****	

Final Exam, by 11:59 pm Tuesday Dec 15, 2020 (may change by university schedule change)

Schedule may change during the semester!

Homework:

1. Introduction: Assessment of self strengths with Testwell's Holistic Lifestyle Questionnaire.
2. First two years: Please evaluate the pros and cons of co-sleeping and identify the cultural belief behind it.
3. Play years: summarize the signs of children who experience neglect and identify the long term effects.
4. School years: Read the article about the tiger mom  
<http://online.wsj.com/article/SB10001424052748704111504576059713528698754.html>  
Then analyze her parenting style (authoritarian, authoritative, or permissive) and parenting strategy (proximal or distal), then explain the possible influences for children in different cultural contexts.
5. Adolescence: Focusing on childhood obesity, please find 3 domains of wellness and explain how they interact with each other.
6. Young adulthood: Post formal thought—that people come up with many solutions for a problem because life is not always predictable.  
You are a mother of 4 children (ages 5 month, 2 years, 4 years, and 6 years). It is the 25<sup>th</sup> of the months, and you have \$25 dollars left for groceries. It is 5:00pm and you just realized that you run out of food, and forgot to go shopping on your way home, after you picked up your children. You live 15 miles out of town, and your closest neighbor is 10 miles away. In addition to this—the National weather service has just issued that there is a blizzard warning in effect starting in about 30 minutes for the rest of the night.  
What could you do?
7. Middle adulthood: Individual plan for healthy living
8. Late adulthood: summarize factors contributing to healthy longevity.