

# PSYC 6320: ADVANCED STUDY IN HUMAN GROWTH AND DEVELOPMENT

SPRING 2026

Syllabus

**Instructor:** Dr. Amy Hayes

Class Format: In Person, Mondays 11:00-1:45

Class Location: HPR 253

Office: BEP 253

Email: [ahayes@uttyler.edu](mailto:ahayes@uttyler.edu)

Office phone: 903-565-5753

Office hours: TBD

**Required Text:** Broderick, P. C., & Blewitt, P. (2019). The life span: Human development for helping professionals (5<sup>th</sup> edition). Upper Saddle River, NJ: Pearson Education Inc. ISBN-13: 978-0135227763

**Readings:** Additional assigned readings, including relevant peer-reviewed journal articles and new articles relevant to that week's topic, will be posted weekly on Canvas to supplement the material in the textbook. You can find the list of current readings at the end of the syllabus.

## **Course Description:**

An advanced study of the physical, cognitive, social, and emotional development of humans across the lifespan, as well as the effects of important contexts (e.g., the family, schools, cultures, and peer groups) on developmental outcomes. Students will gain a deeper understanding of transitions between major life phases, and a broad knowledge of development within each life stage. Major theoretical perspectives in developmental psychology will be included as well. Additionally, both readings and in-class course content will incorporate applications of this knowledge in the helping professions.

A successful student in the course will be able to demonstrate that she/he can comprehend, define, synthesize, and apply constructs related to:

- a. Theories of individual and family development and transitions across the lifespan;
- b. Theories of learning and personality development, including current understandings of neurobiological behavior;
- c. Effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. Theories and models of individual, cultural, couple, family, and community resilience;
- e. A general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. Both normal and abnormal human development, including developmental crises, disability, psychopathology;

g. Theories for facilitating optimal development and wellness over the life span.

### **Evaluation and Grading:**

**At-home Exams:** There will be three take-home essay exams given out over the semester (dates are listed on the schedule at the end of the syllabus). The exams will be open book, open-notes essay exams. You may use any resource available to you on the exams except for your fellow classmates (that is, the exams are not collaborative). Because these exams are open source and you have a week to complete them, you can think of them as short papers, which means they should include appropriate in-text citations and references. Exams will be posted on Canvas, and once they are open you will have a week to complete them. Your answers should be typed and uploaded as a word document attachment. Because you have a week to complete the exams, late exams will not be accepted. Please plan your writing and submission accordingly.

**Weekly Case Studies:** Each week you will be assigned one of the relevant case studies from your textbook to analyze and discuss. The page number for each week's case study is posted in each unit on Canvas, as well as 2-3 questions that I want you to analyze for the case. I expect your answers to be a thoughtful and thorough analysis of the case (in other words, 1-2 sentences will not earn you very many points). This is an opportunity for you to practice applying developmental theory and research cases you might encounter in a counseling setting. Late submissions for your case study analyses will be accepted up to 3 days late, with a 10% penalty for each day it is late.

**Empirical research proposal paper/presentation:** Students will develop a hypothesis relevant to their interests at the intersection of developmental psychology and clinical psychology, write a literature review that synthesizes up-to-date empirical and theoretical knowledge in the field on that topic, and propose an empirical methodology that could test their hypothesis. The final paper should be 15 pages in length and include an APA-style introduction and method section. A brief, 5-minute presentation that summarizes your hypothesis and proposed methods for your study will be due during the last week of class. Students will have the option to either a) record their presentation in Canvas Studio to share with the class or b) present live in class.

**DISCUSSION PARTICIPATION:** I will post discussion questions every other week to engage you in a synthesis of the empirical articles you have been reading in that unit with the foundational work that we discuss in class.

### **Class Grade Breakdown:**

| <u>Assignment</u>                                      | <u>Percentage of Grade</u> |
|--|----------------------------|
| Exam 1   | 20%                        |
| Exam 2   | 20%                        |
| Exam 3   | 20%                        |
| Case Studies   | 15%                        |
| Empirical Research Proposal<br>and related assignments | 20%                        |
| <u>Discussion Participation</u>                        | <u>5%</u>                  |

Total points

100%

**Course Policies:**

**Class/Lecture Policies:** Lectures will include material that is not in the textbook. If you miss a class, it will be your responsibility to find out from a classmate what happened in class (including handouts, assigned readings, announcements, and lecture content. It is fine with me if you would like to use laptops, tablets, etc. to take notes in class. I encourage students to use whatever types of technology that promote their best learning.

**Class participation and communication:** The bulk of class time will be devoted to introducing you to the study of developmental psychology, discussing the readings, and critically evaluating course material. I highly encourage active class participation and reading of the course material in advance. If you would like to meet with me and cannot attend my scheduled office hours, please contact me to schedule an appointment. Email communication is also encouraged. I will make routine announcements and class reminders through Canvas. **Please remember to check your Patriots email account in order to receive these reminders.**

## COURSE CALENDAR

| WEEK           | TOPIC  | READINGS and assignments   |
|----------------|--|--|
| 1<br>Jan 12    | Introduction to Human Growth, Theories, and Perspectives   | Chapter 1<br>Article 1   |
| 2<br>Jan 19    | No Class (MLK Jr Holiday)  |  |
| 3<br>Jan 26    | Brain, Environment, and Behavior: The Nature/Nurture Debate and Prenatal Development   | Chapter 2<br>Articles 2 & 3  |
| 4<br>Feb 2     | Early Cognitive Development: Applying cognitive and learning theories to early functioning   | Chapter 3<br>Article 4   |
| 5<br>Feb 9     | Early Emotional Development: Factors that Affect attachment and early family relationships   | Chapter 4<br>Article 5   |
| 6<br>Feb 16    | Early Self-Concept and Socialization   | Chapter 5<br>Articles 6, 7, 8  |
| 7<br>Feb 23    | Cognitive Development in Middle Childhood  | Chapter 6<br>Articles 9 & 10<br><b>Literature Review Outline Due</b> |
| 8<br>March 2   | Self and Moral Development in Middle Childhood   | Chapter 7<br>Article 11  |
| 9<br>March 9   | No class: Spring Break   |  |
| 10<br>March 16 | Gender and Peer Development  | Chapter 8<br>Articles 12 & 13  |
| 11<br>March 23 | Adolescent Physical, Cognitive, and Identity Development   | Ch. 9<br>Article 14 and 17   |
| 12<br>March 30 | Adolescent Social Relationships  | Ch. 10<br>Articles 15 & 16   |
| 13<br>April 6  | Emerging Adulthood: Romantic relationships and cognitive development   | Ch. 11 & 12<br>Article 18<br><b>Method Outline Due</b>               |
| 14<br>April 13 | Middle Adulthood: adult attachment relationships, sexual changes and functioning, divorce, and cultural norms for family formation | Ch. 13<br>Article 19   |
| 15<br>April 20 | Development in Late Adulthood: Dementia and Cognitive impairment,  | Article 20   |

|                         |  |  |
|-------------------------|--|--|
|                         | end of life care, death and dying<br>across cultures |  |
| Finals Week<br>April 28 | Exam 3 due during finals week                        |  |

## Additional Readings List

In addition to the textbook chapters assigned each week, we will be reading and analyzing current scholarship in the field of human development. Please see the bibliography below. Full texts of articles are linked in our Canvas Course page.

1. Ma, K. Y., Anderson, J.K., & Burn, A. M. (2023). Review: School-based interventions to improve mental health literacy and reduce mental health stigma- a systematic review. *Child and Adolescent Mental Health*, 28, 230-240.
2. Smith, G. D. (2011). Epidemiology, epigenetics and the 'Gloomy Prospect': Embracing randomness in population health research and practice. *International Journal of Epidemiology*, 40, 537-562.
3. Van den Bergh, B., van den Heuvel, M., Lahti, M., Braeken, M., Rooij, S....Schwab, M. (2020). Prenatal developmental origins of behavior and mental health: The influence of maternal stress in pregnancy. *Neuroscience and Biobehavioral Reviews*, 117, 26-64.
4. Wood, E., Petkovski, M., De Pasquale, D., Gottardo, A., Evans, M., & Savage, R. (2016). Parent scaffolding of young children when engaged with mobile technology. *Frontiers in Psychology*, 7, 690.
5. Rotenberg, K. J., Wicks, C., & Bathew, R. (2021). Security of attachment and trust beliefs in close others during middle childhood. *Infant and Child Development*, 30,
6. Mortensesn, J. A., & Barnett, M. A. (2019). Intrusive parenting, teacher sensitivity, and negative emotionality on the development of emotion regulation in early head start toddlers. *Infant Behavior and Development*, 55, 10-21.
7. Cuartas, J., Weissman, D., Sheridan, M., & MchLaughlin, K. (2021). Corporal punishment and elevated neural response to threat in children. *Child Development*, 92, 821-832.
8. Gershoff, E., & Grogan-Kaylor, A. (2016). Spanking and child outcomes: Old controversies and new meta-analyses. *Journal of Family Psychology*, 30, 453-469.
9. Eales, L., Gillespie, S., Alstat, R., Ferguson, G., & Carlson, S. (2021). Children's screen and problematic media use in the United States before and during the COVID-19 pandemic. *Child Development*, 92,
10. Zheng, Y. (2018). Child and adolescent use of mobile phones: An unparalleled complex developmental phenomenon. *Child Development*, 89, 5-16.
11. Berchiatti, M., Ferrer, A., Badenes-Ribera, L., & Longobardi, C. (2022). School adjustments in children with attention deficit hyperactivity disorder (ADHD): Peer relationships, the quality of the student-teacher relationship, and children's academic and behavioral competencies. *Journal of Applied School Psychology*, 38, 241-261.
12. Crick, N. R., & Dodge, K. A. (1996). Social information-processing mechanisms in reactive and proactive aggression. *Child Development*, 67, 993-1002.
13. Dodge, K. (2014). A social information processing model of social competence in children. In *Cognitive perspectives on children's social and behavioral development* (pp. 85-134).
14. Bartini, M. (2006). Gender role flexibility in early adolescence: Developmental change in attitudes, self-perceptions, and behaviors. *Sex Roles*, 55, 233-245.
15. Grutter, J., & Buchmann, M. (2021). Developmental antecedents of young adults' solidarity during the COVID-19 pandemic: The role of sympathy, social trust, and peer exclusion from early to late adolescence. *Child Development*, 92, pp.
16. Mojtabai, R. (2016). National trends in the prevalence and treatment of depression in adolescents and young adults. *Pediatrics*, 138.
17. Klopach, E. T., Sutton, T., Simons, R., & Simons, L. (2020). Disentangling the effects of boys' pubertal timing: The importance of social context. *Journal of Youth and Adolescence*, 49, 1393-1405.
18. Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1, 68-73.

19. Raley, R. K., & Sweeney, M. (2020). Divorce, repartnering, and stepfamilies: A decade in review. *Journal of Marriage and Family*, 82, 81-99.
20. Schutter, N., Holwerda, T., Comjris, J... (2021). Loneliness, social network size, and mortality in older adults and the role of cortisol. *Aging and Mental Health*, 25, 2246-2254.

## **University Policies:**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

#### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services



In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

#### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. Revised 05/17

#### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

#### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.