

PSYC 5320: ADVANCED STUDY IN HUMAN GROWTH AND DEVELOPMENT

LONG SUMMER SESSION 2021

Syllabus

Instructor: Dr. Amy Hayes

Class Format: Online/asynchronous via Canvas

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Best way to contact: either email or Canvas message is the best way to get in touch

Required Text: Broderick, P. C., & Blewitt, P. (2015). The life span: Human development for helping professionals (4th edition). Upper Saddle River, NJ: Pearson Education Inc. ISBN-1: 978-0132942881.

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.

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:

2.F.3.a. Human Growth and Development: theories of individual and family development across the lifespan
2.F.3.b. theories of learning
2.F.3.c. theories of normal and abnormal personality development
2.F.3.d. theories and etiology of addictions and addictive behaviors
2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior

2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions
2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
5.C.2.j. CMHC Contextual Dimensions: cultural factors relevant to clinical mental health counseling
5.C.2.l. legal and ethical considerations specific to clinical mental health counseling

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.

Addresses CACREP Standards: 2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.e, 2.F.3.f, 2.F.3.g, 2.F.3.h, 2.F.3.i., 5.C.2.j, 5.C.2.l

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.

Addresses CACREP Standards: 2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.e, 2.F.3.f, 2.F.3.g, 2.F.3.h, 2.F.3.i., 5.C.2.j, 5.C.2.l

Virtual Special Topic Presentation: In addition to the theory and research discussed for each week's unit, we will spend time focusing on special applications for counseling and therapy. You will find a list of suggested topics and dates to sign up for in the Welcome unit on canvas. Your presentation should be 10-15 minutes long (you may use powerpoint, Prezi, or whatever type of presentation format you prefer). Then, you will create a video recording of you presenting your slides using the Studio Tool in Canvas (see the video I created about how to do this) Think of it like a mini-lecture where you teach the class a little more in-depth information about a related topic. Additionally, as a part of your presentation, you will need to create one discussion board question for the class to participate in related to your topic.

Addresses CACREP Standards: 2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.e, 2.F.3.f, 2.F.3.g, 2.F.3.h, 2.F.3.i., 5.C.2.j, 5.C.2.l

Participation in Online Discussion Boards: Each student that presents a special topic will also create a discussion question on our online discussion board that pertains to their presentation. You will need to respond and participate in discussion about each presenter's question each week. Full points will be awarded for students who respond at least once on each discussion thread.

Class Grade Breakdown:

<u>Assignment</u>	<u>Percentage of Grade</u>
Exam 1	20%
Exam 2	20%
Exam 3	20%
Case Studies	15%
Special Topic Presentation	20%
<u>Participation in Discussions</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 OF	TOPIC	READINGS and assignments	CACREP Standard
May 10	Introduction and Themes in Development	Chapter 1	2.F.3.a, 5.C.2.l, 2.F.3.h
May 17	Brain, Environment, and Behavior	Chapter 2	2.F.3.e, 2.F.3.f
May 24	Early Cognitive Development	Chapter 3	2.F.3.c, 2.F.3.e, 5.C.2.l, 2.F.3.i
May 31	Early Emotional Development	Chapter 4 Exam 1 Posted	2.F.3.c, 2.F.3.g, 2.F.3.h, 2.F.3.i
June 7	Early Self-Concept and Socialization	Chapter 5 Exam 1 Due	2.F.3.e., 2.F.3.c, 2.F.3.f, 2.F.3.i
June 14	Cognitive Development in Middle Childhood	Chapter 6	2.F.3.b, 2.F.3.c, 2.F.3.e, 5.C.2.l, 2.F.3.i
June 21	Self and Moral Development in Middle Childhood	Chapter 7	2.F.3.i, 5.C.2.j
June 28	Gender and Peer Development	Chapter 8	2.F.3.i, 2.F.3.d, 5.C.2.j
July 5	Adolescent Physical, Cognitive, and Identity Development	Ch. 9 Exam 2 Posted	2.F.3.e., 2.F.3.d., 2.F.3.h
July 12	Adolescent Social Relationships	Ch. 10 Exam 2 Due	2.F.3.e., 2.F.3.d., 2.F.3.h, 2.F.3.i., 5.C.2.j
July 19	Physical and Cognitive Development in Young Adulthood	Ch. 11	2.F.3.b, 2.F.3.c, 2.F.3.e, 5.C.2.l, 2.F.3.i
July 26	Development in Middle Adulthood	Ch. 13 Exam 3 Posted	2.F.3.c, 2.F.3.e
August 2	Development in Late Adulthood	Ch. 14 & 15	2.F.3.e., 2.F.3.g., 2.F.3.h
August 7	Exam 3 Due at 5 PM		