UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

PSYC 5320-001: Advanced Study in Human Growth and Development (3 credits)

Fall 2025 Syllabus
Course Format: In Person, BEP 215
Course Days/times: Mondays from 11:00 AM- 1:45 PM

Instructor: Dr. Amy Hayes
Office Location: BEP 253
Office Hours: Mondays 10-11, Tuesdays 2-3, Wednesdays 8-9
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COURSE CATALOG 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.

COURSE PREREQUISITES

None.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards	Learning Activities and Assessments
Human Growth and Development: theories of individual and family development across the lifespan	2.F.3.a	Lectures, Case Studies, Presentations, Discussion Posts
Theories of Learning	2.F.3.b	Lectures, Case Studies, Presentations, Discussion Posts
Theories of Normal and Abnormal Personality Development	2.F.3.c	Lectures, Case Studies, Presentations, Discussion Posts
Theories and etiology of addictions and addictive behaviors	2.F.3.d	Lectures, Case Studies, Presentations, Discussion Posts
Biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e	Lectures, Case Studies, Presentations, Discussion Posts
Systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f	Lectures, Case Studies, Presentations, Discussion Posts

Effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g	Lectures, Case Studies, Presentations, Discussion Posts
A general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h	Lectures, Case Studies, Presentations, Discussion Posts
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i	Lectures, Case Studies, Presentations, Discussion Posts

REQUIRED TEXTS

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

****Other readings posted on Canvas**

Note: *A student at UT-Tyler is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer*

TEACHING STRATEGIES

Canvas (https://www.uttyler.edu/canvas/)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find lectures and slides, announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

COURSE POLICIES AND REQUIREMENTS

TECHNOLOGY REQUIREMENTS

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the Canvas helpdesk at (903)566-7439 or email them at itsupport@patriots.uttyler.edu. You can also receive help by using the Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949. If you are having technical difficulties, please alert the professor as soon as possible.

All submission for this course will be online.

PATRIOT E-MAIL

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account **ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond **ONLY** to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is ahayes@uttyler.edu

DIVERSITY STATEMENT

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you

will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue their potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

COURSE ASSIGNMENTS

1. **Online/at home Exams**: There will be three 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

2. **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

3. **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 clinical and therapeutic settings within each phase of development. 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 and will be given in class during the week that you signed up for. Think of it like a mini-lecture where you teach the class a little more in-depth information about a topic that is related to the stage and type of development we are discussing. For example, during our unit about adolescent social development, you could present about the research on bullying and peer status. Additionally, as a part of your presentation, you will need to create 1-2 discussion questions for the class to participate in related to your topic. Students' grades on this assignment will take into account a) the breadth and depth of the research covered in the presentation, b) the applicability of the topic to the week's development focus, c) the quality of the visual and oral presentation components, and d) the quality of their discussion moderation.

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

Addresses CACREP standards:

Class Grade Breakdown:

Assignment	Percentage of Grade
Exam 1	20%
Exam 2	20%
Exam 3	20%
Case Studies	15%
Special Topic Presentation	25%
Total points	100%

TENTATIVE COURSE SCHEDULE

This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.

Week Of	Topic	Tasks for the Week	CACREP Standard
1 Aug 25	Introduction to Human Growth, Theories, and Perspectives	Chapter 1	2.F.3.a, 2.F.3.e, 2.F.3.i
2 Sep 1	No Class (Labor Day Holiday)		
3 Sep 8	Brain, Environment, and Behavior: The Nature/Nurture Debate and Prenatal Development	Chapter 2	2.F.3.e, 2.F.3.f, 2.F.3.i
4 Sep 15	Early Cognitive Development: Applying cognitive and learning theories to early functioning	Chapter 3	2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.h
5 Sep 22	Early Emotional Development: Factors that Affect attachment and early family relationships	Chapter 4	2.F.3.c, 2.F.3.e, 2.F.3.g
6 Sep 29	Early Self-Concept and Socialization: the interaction between the self and the parent/family system.	Chapter 5 **Exam 1 Due**	2.F.3.c, 2.F.3.f, 2.f..3g, 2.F.3.i
7 Oct 6	Cognitive Development in Middle Childhood: cognition in school settings, brain development, and ADHD	Chapter 6	2.F.3.b, 2.F.3.c, 2.F.3.e, 2.F.3.h, 2.F.3.i
8 Oct 13	Self and Moral Development in Middle Childhood: A deep dive into prosocial and anti-social behavior development	Chapter 7	2.F.3.c, 2.F.3.e, 2.F.3.f, 2.F.3.h
9 Oct 20	Gender and Peer Development: Early risk-taking behaviors, gender and sexual identity development, and	Chapter 8	2.F.3.i, 2.F.3.d,2.F.3.g
10 Oct 27	Adolescent Physical, Cognitive, and Identity Development	Ch. 9	2.F.3.c, 2.F.3.e., 2.F.3.h
11 Nov 3	Adolescent Social Relationships: Substance use, peer pressure, and academic achievement	Ch. 10 **Exam 2 Due**	2.F.3.b, 2.F.3.d, 2.F.3.f, 2.F.3.h
12 Nov 10	Emerging Adulthood: Romantic relationships and cognitive development	Ch. 11 & 12	2.F.3.b, 2.F.3.e, 2.F.3.i
13	Middle Adulthood: adult	Ch. 13	2.F.3.b, 2.F.3.e, 2.F.3.i

Nov 17	attachment relationships, sexual changes and functioning, divorce, and cultural norms for family formation		
14 Nov 24	No Class (Thanksgiving Break)		
15 Dec 1	Development in Late Adulthood: Dementia and Cognitive impairment, end of life care, death and dying across cultures	Ch. 14 & 15	2.F.3.e., 2.F.3.g., 2.F.3.h, 2.F.3.i
Dec 8	Exam 3 Due (Finals Week, no class)		

PROGRAM AND DEPARTMENTAL POLICIES

CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:
https://www.uttyler.edu/psychology/policies.php

UT Tyler Clinical Mental Health Counseling Student Handbook:
https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/

UNIVERSITY POLICIES

UT TYLER HONOR

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.

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 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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITY

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 call903.566.7079.

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.

Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

SOCIAL SECURITY AND FERPA STATEMENT

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

EMERGENCY EXITS AND EVACUATION

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

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 un- administered 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 un-administered test, test key, homework solution, or computer program or information about an un-administered 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 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.