PSYC 5320.001: ADVANCED STUDY IN HUMAN GROWTH AND DEVELOPMENT
Spring 2017
Syllabus

Class information:
Class time: Wednesdays from 11AM-1:45 PM
Classroom: HPR 135

Instructor: Dr. Amy Hayes
Office: HPR 224
Email: ahayes@uttyler.edu
Office Phone: 903-565-5753
Office hours: Monday 10-12, Tuesday 2-3, or by appointment


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.

Readings: Additional assigned readings will be posted periodically on Blackboard 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:

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 during the course of 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). Exams will be posted on Blackboard, 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 Blackboard, 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, 10-2 sentences will not earn you very many points). This is an opportunity for you to practice applying developmental theory and research to situations you might encounter in a counseling setting. Late submissions for your case study analysis will be accepted up to 3 days late, with a 10% penalty for each day it is late.

Application 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. On the first day of class, I will pass around a sign-up sheet for you to pick a special application that you would like to research further and present about. Thus, each week we will have 1-2 student presentations about that week’s special topic. Your presentation should be 7-12 minutes long (you may use powerpoint, Prezi, or whatever type of presentation format you prefer). Think of it like a mini-lecture where you teach the class a little more in-depth information about a related topic.

ATTENDANCE: I will take attendance at each class meeting. Your attendance points contribute 5% to your final grade.

Class Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
</tr>
<tr>
<td>Case Studies</td>
<td>20%</td>
</tr>
<tr>
<td>Application Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>In-class attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Total points</td>
<td>100%</td>
</tr>
</tbody>
</table>
Course Policies:

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. Please take the opportunity to attend office hours as well, as they allow for more in depth conversations about course material than is possible during lecture. 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 Blackboard. Please remember to check your Patriots email account in order to receive these reminders.

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.

University Policies:

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

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. 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 that students need to be aware of. 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 Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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.

**Student 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 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 instructor 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, homework 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 U. T. 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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS and assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18</td>
<td>Introduction and Themes in Development (Application: Prevention Science)</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>January 25</td>
<td>Brain, Environment, and Behavior (Application: Prenatal Health)</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>February 1</td>
<td>Early Cognitive Development (Application: Autism Spectrum Disorder)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>February 8</td>
<td>Early Emotional Development (Application: Attachment and custody)</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>March 15</td>
<td>Early Self-Concept and Socialization (Application:</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 1 Due</td>
</tr>
<tr>
<td>February 22</td>
<td>Cognitive Development in Middle Childhood (Application: Child Testimony)</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>March 1</td>
<td>Self and Moral Development in Middle Childhood (Application: Antisocial behavior and disorders)</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>March 8</td>
<td>Gender and Peer Development (Application: Peer Exclusion)</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>March 15</td>
<td><strong>SPRING BREAK: NO CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>March 22</td>
<td>Adolescent Physical, Cognitive, and Identity Development (Application: sexual minority youth)</td>
<td>Ch. 9 [Exam 2 Posted]</td>
</tr>
<tr>
<td>March 29</td>
<td>Adolescent Social Relationships (Application: Risk taking behavior and substance abuse)</td>
<td>Ch. 10 [Exam 2 Due]</td>
</tr>
<tr>
<td>April 5</td>
<td>Physical and Cognitive Development in Young Adulthood (Application: Young Adult Relationships)</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>April 12</td>
<td>Socioemotional and Career Development (Application: Career Counseling)</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>April 19</td>
<td>Development in Middle Adulthood (Application: Parental Caregiving and Loss)</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>April 26</td>
<td>Development in Late Adulthood (Application: Dementia)</td>
<td>Ch. 14 &amp; 15</td>
</tr>
<tr>
<td>Finals Week</td>
<td><strong>Exam 3 Due Wednesday of Finals Week</strong></td>
<td></td>
</tr>
</tbody>
</table>