SYLLABUS

Course Information:
PSYC 5320.569 – Advanced Study in Human Growth and Development
Summer 2016 (June 1st – July 31st)
ONLINE

Instructor Information:
Sarah M. Sass, Ph.D.
Virtual Office hours: Wednesdays 11a-1p (June 1 - July 27, except July 6), or by appointment (set via email)
Office phone: (903) 566-7239
Email: (best way to reach me) ssass@uttyler.edu

Teaching Assistant Information:
Lauren Early, learyl@patriots.uttyler.edu
Office: HPR 138
Office hour: TBA

**If you are locked out of a quiz or an exam, email both ssass@uttyler.edu and learyl@patriots.uttyler.edu as one of us will be faster to respond on any given day.

Course Catalog Description: An advanced study of the synthesis of knowledge concerning sensory-motor skills, communication skills, social-emotional skills, and cognitive functions of learners.

Online Course: This course is 100% online. Your ability to function within the Blackboard system will facilitate your success in this course. Online learning requires students to be very self-disciplined. Be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, refer to the syllabus for all assignments and due dates.

Student-Instructor & Student-TA Interaction: Lauren and I check email daily and in most cases can reply to students within 24 hours (usually within 48 hours if over the weekend or on a holiday). If not during regularly scheduled office hours, be sure to email us to schedule an in-person or phone appointment. Phone messages are checked weekly but are NOT a recommended way to reach us in a timely fashion.

Student Learning Outcomes & Assessments: After completing this course, students will understand the transitions from infancy to childhood to adulthood. The student will gain a broad knowledge of the cognitive, physical, social, and emotional development of the individual as well as an understanding of his or her relationships within the family, with peers, and with significant others. In addition, the student will gain knowledge of the aging process.

In order to understand the lifespan and its implications for psychological formulations, theories, and psychotherapy, upon completion of this course, a successful student will be able to
demonstrate that he/she can comprehend, define, synthesize, compare/contrast 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 about 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. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
g. Theories for facilitating optimal development and wellness over the life span.

CACREP (2009) STANDARDS HUMAN GROWTH AND DEVELOPMENT (Section II, G)—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;
b. theories of learning and personality development, including current understandings about 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. human behavior, including an understanding of developmental crises, disability,
g. psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
h. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
i. theories for facilitating optimal development and wellness over the life span.

**Required Text:**

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.
**Evaluation and Grading:** Your grade will be comprised of DB posts, quizzes, a written assignment, and exams.

1) **Introduction and Discussion Board (DB) posts:** 
(12%; 6 required responses, worth 2 point each)
Discussion board (DB) responses are brief but thoughtful and accurate (no more than 400 words) reflections on a posted topic or question for the assigned reading for the week. A DB question will be posted each week on Blackboard (Under “Discussion Board” link) and due each week by the due date listed below. Only 1 response is accepted each week. **There are 7 opportunities for a DB response and introduction post, and only 6 will count toward your grade** (we will drop the lowest score). Because you are allowed to drop your lowest score, and DB posts are available for a week (see deadlines listed in schedule below), **there are no make-up DB posts**, unless serious extenuating circumstances required by university policy warrant it. For more information, see “Discussion Board Guidelines” under the Course Content section of the Blackboard page for this course.

2) **Quizzes:** 
(18%; 6 required quizzes at 3 points each):
You will be responsible for taking a timed quiz on each of the chapters covered. The purpose of these quizzes is to help you stay on track with the reading schedule and test your knowledge of the concepts covered in each chapter. These quizzes will be located in Blackboard (under the “course content” tab, and then click on that week’s chapter module (see schedule below for release times for quizzes). You may use your book and any notes you have. The quizzes will be automatically graded by Blackboard right after you take them. For the quizzes, **you are allowed two attempts and your highest score will be counted**. You are allowed one hour to complete each quiz. Quizzes may range in the number of questions (usually 10) and will most often consist of multiple choice questions, but may also include short answer or essay questions. **There are 7 opportunities to take a quiz, and only 6 will count toward your grade** (we will drop the lowest score). Because you are allowed to drop your lowest score, and quizzes are available for a week (see deadlines listed in schedule below), **there are no make-up quizzes**, unless serious extenuating circumstances required by university policy warrant it.

3) **Developmental Interview Paper** 
(22%)
Conduct an interview with an extended adult family member, adult friend, or adult stranger. The individual must be in a different stage of human development than you and could be of a different culture (broadly defined). The individual must be at least a young adult in terms of developmental stage. The interview can range between 1 - 3 hours, most interviews will last approximately an hour and a half. Interview length can depend on factors including how talkative your interviewee is, how quickly they respond to questions, how much they elaborate, how many questions you ask, your interest and comfort level with the content and process of the interview, etc. The purpose of the interview is to have a chance to assess the social, cognitive, physical, emotional, vocational, psychological, and moral developmental levels and functioning of the individual as discussed in chapters 11-15. Your interview should address the following themes: significant life events or milestones, relationships, love/marriage, hardships, accomplishments, goals (achieved and not achieved), career, education, religion and/or spirituality (if applicable), family, and community.
The paper is NOT a transcript of the interview. Rather, after you have done your interview, your paper should discuss: What did you learn about your interviewee with respect to social, cognitive, physical, emotional, vocational, psychological, and moral developmental themes discussed in chapters 11-15? Your paper should provide analysis of at least three of these categories with respect to your interviewee. Provide examples from the interview to back up your analysis.

You are welcome to design your own questions for this, or you may use standardized measures or borrow from examples that you are aware of or discover. One such instrument that addresses most of the required themes is the McAdams interview [http://www.sesp.northwestern.edu/docs/LifeStoryInterview.pdf](http://www.sesp.northwestern.edu/docs/LifeStoryInterview.pdf), which asks interviewees to describe their lives in terms of "chapters." This type of interview assesses most of the domains indicated below, but you may need to supplement with your own questions in order to completely address the themes, depending on what your interviewee naturally discusses in response to the prompts.

There are many other "life interview" examples that you can find with a google search. The bottom line for this assignment is that I want you to feel free to have fun and be creative.

Regarding connecting the interview to the themes discussed in the course--these would be connected to topics covered in chapters 11-15 (depending on the age of your interviewee). Applying developmental themes from these chapters to your interview should help make the material more meaningful not only in preparing for the final exam, but also in working meaningfully with adults in your future professional roles. Feel free to conduct these interviews in person or over video (such as skype, facetime) or phone modalities.

The body of the paper should be approximately 3-4 pages single spaced using 12 pt. font Times New Roman and 1” margins. Upload completed papers to the link provided under “Course Content” on Black board. The deadline for this assignment is Tuesday, 7/26, 11:59p CST.

4) Exams (48%; 24 points for Exam I and Exam II - 48 points total):
These exams will be located in Blackboard. You may use your book and any notes you have, but this must be done independently and not with other students. The format of the test may range from multiple-choice to short answer and essay questions. The online exams will be completed in the allotted timeframe as outlined in the course schedule and will be taken in accordance with the following policies:

**Exam Protocol:**
- Exams must be taken in the allotted time period.
- The exam will be timed. You will have two hours to complete it.
- The exam must be taken in one sitting. You cannot do part of it and then come back to do the other part later.
- Do not download or print out the exam.
- Do not distribute the exam, in any manner, to any other person.
- Do not take the exam in the same room with another person.
- Blackboard will monitor how you take the exam.
Because you have a multiple-day window in which the exam is available, **there are no make-up exams**, unless serious extenuating circumstances required by university policy warrant it. Exam I will be available from 12 a.m. Wednesday 6/22 – 11:59 p.m. Tuesday 6/28. Exam II will be available from 12 a.m. Wednesday 7/27 – 11:59 p.m. **Sunday 7/31.**

**Summary of Evaluation Methods:**
- **Introduction and DB Posts (12%):** 6 responses worth 2 points each
- **Weekly Quizzes (18%):** 6 quizzes worth 3 points each
- **Developmental Interview Paper (22%):** 1 paper worth 22 points
- **Exams (48%):** 2 exams worth 24 points each
- **Total (100%):** **100 points possible**

**Grading Scale:** A 90-100, B 80-89, C 70-79, D 60-69, F Below 60

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<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
<th>TOPICS</th>
<th>ASSIGNMENT</th>
<th>ASSIGNMENT DUE DATE**</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Chapters 1-3</td>
<td>Organizing Themes in Development; Epigenesis and the Brain: Fundamentals of Behavioral Development; Cognitive Development in the Early Years</td>
<td>1) Introduction DB post 2) Quiz (Ch. 1-3)</td>
<td>6/7 TUESDAY 11:59 p.m. CST</td>
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<td>Week 2</td>
<td>Chapters 4-6</td>
<td>Emotional Development in the Early Years; The Emerging Self and Socialization in the Early Years; Cognition in Middle Childhood</td>
<td>1) DB post 2) Quiz (Ch. 4-6)</td>
<td>6/14 TUESDAY 11:59 p.m. CST</td>
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<td>Week 3</td>
<td>Chapters 7 &amp; 8</td>
<td>Self and Moral Development: Middle Childhood Through Early Adolescence; Gender and Peer Relationships: Middle Childhood Through Early Adolescence</td>
<td>1) DB post 2) Quiz (Ch. 7 &amp; 8)</td>
<td>6/21 TUESDAY 11:59 p.m. CST</td>
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<td>Week 4</td>
<td>Chapters 1-8</td>
<td><strong>Covers Chapters 1-8</strong></td>
<td><strong>Exam I</strong></td>
<td>6/28 TUESDAY 11:59 p.m. CST</td>
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<td>Week 5</td>
<td>Chapters 9 &amp; 10</td>
<td>Physical, Cognitive, Identity, &amp; Social Development in Adolescence</td>
<td>1) DB post 2) Quiz (Ch. 9 &amp; 10)</td>
<td>7/5 TUESDAY 11:59 p.m. CST</td>
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<td>Week 6</td>
<td>Chapters 11 &amp; 12</td>
<td>Physical, Cognitive, Socioemotional, and Vocational Development in Young Adulthood</td>
<td>1) DB post 2) Quiz (Ch. 11 &amp; 12)</td>
<td>7/12 TUESDAY 11:59 p.m. CST</td>
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<td>Week 7</td>
<td>Chapters 13 - 14</td>
<td>Cognitive, Personality, and Social Development in Middle Adulthood; Living Well: Stress, Coping, and Life Satisfaction in Adulthood</td>
<td>1) DB post 2) Quiz (Ch. 13 -14)</td>
<td>7/19 TUESDAY 11:59 p.m. CST</td>
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**Teaching Strategies:** The class will consist of a collaborative learning community in which all participants share responsibility for the educational process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Powerpoint notes, assigned readings, online discussion, and independent and collaborative activities will provide a basis for discussion, reflection, and learning. Academic integrity is expected from each student, and plagiarism from any source will not be tolerated and is punishable by failure of the course.

**Getting Started:**

1. Carefully read and review this syllabus, located on Blackboard in the “Instructor, TA, & Syllabus” module.
2. Review our course on Blackboard. In particular, visit the “Course Content” module. You will see powerpoint slides for each of the chapters we are reviewing as well as a link to the quiz for a given week. Keep in mind, the Powerpoint notes are just skeletons - not a substitute for your notes on the readings.
3. After reading chapters 1-3 and reviewing your notes, complete your introductory post (located in the “Discussion Board” module) and chapter 1-3 quiz (located in “Course Content” in “Chapters 1-3” folder) by 6/7 at 11:59 p.
4. It is STRONGLY recommended to use Mozilla Firefox as your internet browser. It is most compatible with Blackboard. If you are using Internet Explorer you will more than likely encounter some compatibility issues when it comes to doing your assignments and taking your tests.
5. BE PREPARED. BE FAMILIAR WITH ALL CLASS DATES AND REQUIREMENTS.
6. Start working on your readings and assignments and pace yourself. Be sure not to miss due dates as the assignments will not be reopened past the deadline.
7. Contact us ASAP if you have any questions or problems during the semester. We are here to help you.
8. Check your Patriots email account regularly. That is where all course contact emails will be delivered.
General Course Policies & Tips

- Be sure not to fall into the trap of thinking that because you don’t have to be at a particular place at a particular time you can put off this class. Be aware of the deadlines and manage your time.
- As this is an entirely online course you must have basic computer skills and regular access to a computer. You can use the computer labs on campus or your own computer, but lack of computer access is NOT an excuse for missing deadlines, quizzes, or exams. It is not a good idea to use a smart phone to review materials and take exams in this course – you will need a laptop, tablet, desktop computer or equivalent. Make sure you have a plan to be available electronically and to complete all assignments and exams; remember, there are no make-ups unless serious extenuating circumstances required by university policy warrant it.
- If you encounter technical difficulties, be sure to contact itsupport@patriots.putyler.edu first. If the issue is taking a substantial amount of time to resolve and is affecting your ability to keep up with the course or complete a task, then please let me know the situation.
- Always feel welcome to talk to me if you have an issue/concern not covered in the syllabus.
- When you study, do not treat the power points as the end-all be-all of course material. The power points are there to facilitate your learning and organize material. When making exams, I go through the text, not the power points.
- If you feel that there is an error in any of your grades, please contact the TA or course instructor and we will look into it.
- We want you to succeed. If you are struggling, please contact us.

College of Education and Psychology Mission Statement:
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

College of Education and Psychology Vision Statement:
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Clinical Psychology Program Mission Statement:
The Master of Science in Clinical Psychology is intended to educate students in the scientific bases, diagnostic, assessment and therapeutic methods, philosophies, skills and ethics of clinical psychology to prepare them for roles in clinical practice and research. Students may complete a general Clinical Psychology program, or a specialization in either Clinical Neuropsychology or School Psychology. Based on the student’s chosen specialization, the program provides the necessary coursework foundation for various state licensures to include the Licensed Professional Counselor, Licensed Psychological Associate, and Licensed Specialist in School Psychology. The Clinical Psychology core curriculum outcomes are aligned with national standards for masters level programs in applied psychology, from the Masters in Psychology Accreditation Council (MPAC).

Clinical Psychology M.S. Program Learning Outcomes may be found at:  
http://www.utttyler.edu/psychology/ClinicalPsychPLO

Counseling Psychology Program Mission Statement:
The Master of Arts in Counseling Psychology program is intended to prepare students to counsel persons experiencing emotional distress through development of specific competencies in human growth and development, assessment, counseling/therapy theories and methods and practice, cultural diversity, group counseling, career development, research methods and ethical counseling practices. Students who complete their programs and get their degrees are well-prepared for the Licensed Professional Counselor state licensing examination and are employed in a variety of mental health settings. Students may complete a generalist program or specialize in marriage and family counseling. Students specializing in couple and family counseling acquire additional competencies in marriage and family theories, counseling interventions and ethics. The core program curriculum is designed to align with national Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

Counseling Psychology M.A. Program Learning Outcomes may be found at:  
http://www.utttyler.edu/psychology/CounselingPsychPLO

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.utttyler.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.utttyler.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 Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu.

**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.