

**PSYC 5320: ADVANCED STUDY IN HUMAN GROWTH AND DEVELOPMENT**  
**Fall 2021 Syllabus**

**Class information:**

The 15-week online course beginning August 23, 2021

**Instructor:**

Nelly Yuen, PhD, Clinical Psychology, LPC-S

**Office:**

**Location:** UT Health Science Center at Tyler, B Building, 5<sup>th</sup> Floor

**Office Hours:** By Appointment

**Email:** [nyuen@uttyler.edu](mailto:nyuen@uttyler.edu)

**Office Phone:** 903-877-4050

**Communication:** Please do not hesitate to reach out with any questions or concerns. Email is usually the best way to get in touch quickly. You may call the office phone number. However, I am frequently at clinics during the day, so my response time will be slower by phone.

**Required Text:**

Broderick, P. C., & Blewitt, P. (2020). The life span: Human development for helping professionals (5<sup>th</sup> edition). Upper Saddle River, NJ: Pearson Education Inc.

Note: 4<sup>th</sup> edition of the same text is acceptable for this term.

**Readings:**

Other assigned readings in addition to the textbook will be posted on Canvas.

**Course Description:**

This course is 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:

**CACREP Standards:**

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:**

**Exams:** There will be three essay exams posted during the semester (dates are listed on the schedule at the end of the syllabus). The exams will utilize an open book and open-note essay format. Students may use any resource available to you on the exams with the exception of your classmates (that is, the exams are not collaborative). Exams will be posted on Canvas. Once they are open, students will have a week to complete them. Answers should be typed and uploaded as a word document attachment. Because a week is allotted to complete the exams, late exams will not be accepted. They will be posted Monday and due the next Monday end of day. Please plan to ensure timely submission of exams.

*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, students will be assigned one of the relevant case studies from the textbook for analysis and discussion. The page number for each week's case study is posted in each unit on Canvas, as well as 2-4 questions to be answered. Answers should be generated through a thoughtful and thorough analysis of the case (in other words, 1-2 sentences will not likely earn many points). This is an opportunity to practice applying developmental theory and research cases in a counseling setting. Late submissions of 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, the class will spend time focusing on special applications for counseling and therapy. Students will find a list of suggested topics and dates to sign up for in the Welcome unit on Canvas. Presentations should be approximately 15 minutes in length. Students may utilize PowerPoint, Prezi, or another type of appropriate presentation format for this assignment. Then, students will create a video recording of their presentations with the use of the Studio Tool in Canvas (see the video created and posted on Canvas about how to do this) Think of it as a mini-lecture where the presenting student teaches the class with a little more in-depth information about a related topic. Additionally, as a part of the presentation, the presenting student will need

to create one discussion board question for the class to participate in related to the topic. Details of this assignment will be posted on Canvas.

*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:** Students will each create a discussion question that pertains to their special topic presentation. In addition, you have the responsibility to interact with the responses you receive regarding your special topic discussion question. Students will respond to all discussion questions for full credit. This is an interactive learning platform for our online course. Discussion boards are as useful and meaningful as the effort put forth by their participants.

**General Due Dates for Assignments (subject to updates by instructor):**

**Case Studies-** By Friday 5pm on the assigned week.

**Discussion Board Interactions-**They will open Monday 8am and they will close by the next Monday at 5pm.

**Exams-** Open Monday 8am and due the next Monday by 5pm.

**Special Topic Presentations-** Please email your recorded presentation to me or share your studio recorded presentation with me by Friday 5pm on the week it is due. Please also email me your discussion question that you have generated for class discussion. I will post your discussion questions on Canvas.

**Class Grade Breakdown:**

<u>Assignment</u>	<u>Percentage of Grade</u>
Exam 1	15%
Exam 2	15%
Exam 3	15%
Case Studies	25%
Special Topic Presentation	20%
Participation in Discussions	10%
Total	100%

**COURSE CALENDAR**

<b>WEEK OF</b>	<b>TOPIC</b>	<b>READINGS and assignments</b>	<b>CACREP Standards</b>
Aug 23	Introduction and Themes in Development	Chapter 1	2.F.3.a, 5.C.2.1, 2.F.3.h
Aug 30	Brain, Environment, and Behavior	Chapter 2	2.F.3.e, 2.F.3.f
Sept 6	Early Cognitive Development	Chapter 3	2.F.3.c, 2.F.3.e, 5.C.2.1, 2.F.3.i
Sept 13	Early Emotional Development	Chapter 4 <b>Exam 1 Posted</b>	2.F.3.c, 2.F.3.g, 2.F.3.h, 2.F.3.i
Sept 20	Early Self-Concept and Socialization	Chapter 5 <b>Exam 1 Due</b>	2.F.3.e., 2.F.3.c, 2.F.3.f, 2.F.3.i
Sept 27	Cognitive Development in Middle Childhood	Chapter 6	2.F.3.b, 2.F.3.c, 2.F.3.e, 5.C.2.1, 2.F.3.i
Oct 4	Self and Moral Development in Middle Childhood	Chapter 7	2.F.3.i, 5.C.2.j
Oct 11	Gender and Peer Development	Chapter 8	2.F.3.i, 2.F.3.d, 5.C.2.j
Oct 18	Adolescent Physical, Cognitive, and Identity Development	Ch. 9 <b>Exam 2 Posted</b>	2.F.3.e., 2.F.3.d., 2.F.3.h
Oct 25	Adolescent Social Relationships	Ch. 10 <b>Exam 2 Due</b>	2.F.3.e., 2.F.3.d., 2.F.3.h, 2.F.3.i., 5.C.2.j
Nov 1	Physical and Cognitive Development in Young Adulthood	Ch. 11	2.F.3.b, 2.F.3.c, 2.F.3.e, 5.C.2.1, 2.F.3.i
Nov 8	Development in Middle Adulthood	Ch. 13	2.F.3.c, 2.F.3.h
Nov 15	Development in Late Adulthood	Ch. 14 & 15 <b>Exam 3 Posted</b>	2.F.3.e., 2.F.3.g., 2.F.3.h
Nov 22	End of Course	<b>Exam 3 Due</b>	

## 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.