

PSYC5320- Advanced Study in Human Growth and Development

Course Syllabus

Course Term: Spring 2024, 15-week course

Meeting Time and Format: Asynchronous Virtual Course via Canvas. Introduction and Welcome posted on Week of Jan 15, 2024. First class on Week of Jan 22, 2024.

Instructor Information: Nelly Yuen, PhD, LP, LPC-S **Email:** nyuen@uttyler.edu

Office Hours: By Appointment

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

Readings: Additional readings, including relevant peer-reviewed journal articles or other new articles may be assigned each week. These articles will be posted on Canvas.

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 two essay exams (a mid-term and a final exam) 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 in full sentences. Please do not use bullet points or partial sentences as responses. 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

Case Studies: There will be six case studies total throughout the term. Students will be assigned one of the relevant case studies from the textbook for analysis and discussion. The page number for each 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

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 15-20 minutes in length. Students may utilize PowerPoint, Prezi, or another type of appropriate presentation format for this assignment. Then, students will present in class. 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 discussion questions throughout the term for full participation credit. Each week, the Canvas module will indicate how many discussion questions students must address in order to receive full participation 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 11:59pm on the assigned week.

Discussion Board Interactions-They will open Monday after class and they will close by the next Monday at the end of the day (11:59pm).

Exams- Open Monday after class and due the next Monday by the end of the day (11:59pm).

Special Topic Presentations- Please share your recorded presentation (via Studio) with instructor and Teaching Assistant by your presentation date. You will sign up for your presentation date and topic via Canvas. Please also submit your discussion question for the class, along with your PowerPoint or other visual presentation materials via email to instructor and Teaching Assistant by your presentation date. Instructions on how to record a Studio presentation on Canvas will be provided on Canvas.

Class Grade Breakdown:

<u>Assignment</u>	<u>Percentage</u>
Midterm Exam	15%
Final Exam	20%
Case Studies	30%
Special Topic Presentation	25%
<u>Participation in Discussions</u>	<u>10%</u>
Total	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 proactively find out what happened in class (including handouts, assigned readings, announcements, and lecture content).

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. Active class participation and reading the course material in advance are encouraged. Please contact the instructor if you will be missing class or other emergencies arise that impact class attendance, participation, or course work. Please be sure to check email/Canvas page for announcements and updates.

COURSE CALENDAR

(Subject to change by instructor as needed and changes will be communicated)

WEEK	TOPIC	READINGS/ASSIGNMENTS	CACREP Standard
Week 1: Jan 15	Jan 15- MLK Day / Introduction and Welcome		
Week 2: Jan 22	Themes in Development	Chapter 1	2.F.3.a, 5.C.2.1, 2.F.3.h
Week 3: Jan 29	Brain, Environment, and Behavior Early Cognitive Development	Chapter 2 &3 Case Study 1: Preschool	2.F.3.c, 2.F.3.e, 2.F.3.f, 5.C.2.1, 2.F.3.i
Week 4: Feb 5	Early Emotional Development	Chapter 4 Case Study 2: Attachment	2.F.3.c, 2.F.3.g, 2.F.3.h, 2.F.3.i
Week 5: Feb 12	Early Self-Concept and Socialization	Chapter 5	2.F.3.e., 2.F.3.c, 2.F.3.f, 2.F.3.i
Week 6: Feb 19	Cognitive Development in Middle Childhood	Chapter 6 Case Study 3: Alex the 4th Grader	2.F.3.b, 2.F.3.c, 2.F.3.e, 5.C.2.1, 2.F.3.i
Week 7: Feb 26	Self and Moral Development in Middle Childhood	Chapter 7 Midterm Exam Posted	2.F.3.i, 5.C.2.j
Week 8: Mar 4	Gender and Peer Development	Chapter 8 Midterm Exam Due	2.F.3.i, 2.F.3.d, 5.C.2.j
Mar 11	No Class- Spring Break		
Week 9: Mar 18	Adolescent Physical, Cognitive, and Identity Development	Chapter 9 Case study: Diversity and Youth	2.F.3.e., 2.F.3.d., 2.F.3.h
Week 10: Mar 25	Adolescent Social Relationships	Chapter 10	2.F.3.e., 2.F.3.d., 2.F.3.h, 2.F.3.i.,5.C.2.j
Week 11: Apr 1	Physical and Cognitive Development in Young Adulthood	Ch. 11 Case study: Angela the College Student	2.F.3.b, 2.F.3.c, 2.F.3.e, 5.C.2.1, 2.F.3.i
Week 12: April 8	Socioemotional and Career Development	Ch. 12	2.F.3.c, 2.F.3.h
Week 13: April 15	Development in Middle Adulthood	Ch. 13 Case study: Lupe and family	2.F.3.c, 2.F.3.e
Week 14: April 22	Development in Late Adulthood	Ch. 14 & 15 Final Exam Posted	2.F.3.e., 2.F.3.g., 2.F.3.h
Week 15: April 29	Semester Summary /Last Things	Final Exam Due	