

PSYC 6320: 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-1: 978-0132942881.

Readings: Additional assigned readings, including relevant peer-reviewed journal articles and new articles relevant to that week's topic, will be posted weekly on Canvas to supplement the material in the textbook. You can find the list of current readings at the end of the syllabus.

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 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. 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*

Empirical research proposal paper/presentation: Students will develop a hypothesis relevant to their interests at the intersection of developmental psychology and clinical psychology, write a literature review that synthesizes up-to-date empirical and theoretical knowledge in the field on that topic, and propose an empirical methodology that could test their hypothesis. The final paper should be 15 pages in length and include an APA-style introduction and method section. A brief, 5-minute presentation that summarizes your hypothesis and proposed methods for your study will be due during the last week of class. Students will record their presentation in Canvas Studio to share with the class.

DISCUSSION PARTICIPATION: Discussion questions will be posted every week to engage synthesis of the assigned empirical articles, text, and class materials. This is an interactive learning component of the course. Discussion boards are as useful and meaningful as the effort put forth by their participants.

Class Grade Breakdown:

<u>Assignment</u>	<u>Percentage of Grade</u>
Mid-term Exam	20%
Final exam	20%
Case Studies	30%
Empirical Research Proposal and related assignments	20%
Discussion Participation	10%
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 find out from a classmate 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
Week 1: Jan 15	Jan 15-MLK Day/ Introduction and Welcome	
Week 2: Jan 22	Themes in Development	Chapter 1 Article 1
Week 3: Jan 29	Brain, Environment, and Behavior Early Cognitive Development	Chapter 2&3 Articles 2 & 3 Case Study 1: Preschool
Week 4: Feb 5	Early Emotional Development	Chapter 4 Article 4 Case Study 2: Attachment
Week 5: Feb 12	Early Self-Concept and Socialization	Chapter 5 Article 5
Week 6: Feb 19	Cognitive Development in Middle Childhood	Chapter 6 Articles 6, 7, 8 Case Study 3: Alex the 4th Grader
Week 7: Feb 26	Self and Moral Development in Middle Childhood	Chapter 7 Articles 9 & 10 Literature Review Outline Due Midterm Exam Posted
Week 8: Mar 4	Gender and Peer Development	Chapter 8 Article 11 Midterm Exam Due
Mar 11	Spring Break- No Class	
Week 9: Mar 18	Adolescent Physical, Cognitive, and Identity Development	Chapter 9 Articles 12 & 13 Case Study: Diversity and Youth
Week 10: Mar 25	Adolescent Social Relationships	Ch. 10 Article 14 and 17
Week 11: Apr 1	Physical and Cognitive Development in Young Adulthood	Ch. 11 Articles 15 & 16 Case Study:Angela College Student
Week 12: Apr 8	Socioemotional and Career Development	Ch. 12 Article 18 Method Outline Due
Week 13: April 15	Development in Middle Adulthood	Ch. 13 Case Study: Lupe and Family
Week 14: April 22	Development in Late Adulthood	Ch. 14 & 15 Article 20 Final Exam Posted
Week 15: April 29	Semester Summary/Last Things	Final Exam Due

Additional Readings List

In addition to the textbook chapters assigned each week, we will be reading and analyzing current scholarship in the field of human development. Please see the bibliography below. Full texts of articles are linked in our Canvas Course page.

1. Kulis, S., Marsiglia, F., Elek, E., Dustman, P., Wagstaff, D., & Hecht, M. (2005). Mexican/Mexican American adolescents and keepin' it REAL: An evidence-based substance use prevention program. *Children and Schools*, 27, 133-144.
2. Smith, G. D. (2011). Epidemiology, epigenetics and the 'Gloomy Prospect': Embracing randomness in population health research and practice. *International Journal of Epidemiology*, 40, 537-562.
3. Van den Bergh, B., van den Heuvel, M., Lahti, M., Braeken, M., Rooij, S....Schwab, M. (2020). Prenatal developmental origins of behavior and mental health: The influence of maternal stress in pregnancy. *Neuroscience and Biobehavioral Reviews*, 117, 26-64.
4. Wood, E., Petkovski, M., De Pasquale, D., Gottardo, A., Evans, M., & Savage, R. (2016). Parent scaffolding of young children when engaged with mobile technology. *Frontiers in Psychology*, 7, 690.
5. Rotenberg, K. J., Wicks, C., & Bathew, R. (2021). Security of attachment and trust beliefs in close others during middle childhood. *Infant and Child Development*, 30,
6. Mortensesn, J. A., & Barnett, M. A. (2019). Intrusive parenting, teacher sensitivity, and negative emotionality on the development of emotion regulation in early head start toddlers. *Infant Behavior and Development*, 55, 10-21.
7. Cuartas, J., Weissman, D., Sheridan, M., & MchLaughlin, K. (2021). Corporal punishment and elevated neural response to threat in children. *Child Development*, 92, 821-832.
8. Gershoff, E., & Grogan-Kaylor, A. (2016). Spanking and child outcomes: Old controversies and new meta-analyses. *Journal of Family Psychology*, 30, 453-469.
9. Eales, L., Gillespie, S., Alstat, R., Ferguson, G., & Carlson, S. (2021). Children's screen and problematic media use in the United States before and during the COVID-19 pandemic. *Child Development*, 92,
10. Yan, Z.. (2018). Child and adolescent use of mobile phones: An unparalleled complex developmental phenomenon. *Child Development*, 89, 5-16.
11. Gardner, D., & Gerdes, A. (2015). A review of peer relationships and friendships in youth with ADHD. *Journal of Attention Disorders*, 19, 844-855.
12. Crick, N. R., & Dodge, K. A. (1996). Social information-processing mechanisms in reactive and proactive aggression. *Child Development*, 67, 993-1002.
13. Dodge, K. (2014). A social information processing model of social competence in children. In *Cognitive perspectives on children's social and behavioral development* (pp. 85-134).

14. Bartini, M. (2006). Gender role flexibility in early adolescence: Developmental change in attitudes, self-perceptions, and behaviors. *Sex Roles, 55*, 233-245.
15. Grutter, J., & Buchmann, M. (2021). Developmental antecedents of young adults' solidarity during the COVID-19 pandemic: The role of sympathy, social trust, and peer exclusion from early to late adolescence. *Child Development, 92*, pp.
16. Mojtabai, R. (2016). National trends in the prevalence and treatment of depression in adolescents and young adults. *Pediatrics, 138*.
17. Klopack, E. T., Sutton, T., Simons, R., & Simons, L. (2020). Disentangling the effects of boys' pubertal timing: The importance of social context. *Journal of Youth and Adolescence, 49*, 1393-1405.
18. Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives, 1*, 68-73.
19. Raley, R. K., & Sweeney, M. (2020). Divorce, repartnering, and stepfamilies: A decade in review. *Journal of Marriage and Family, 82*, 81-99.
20. Schutter, N., Holwerda, T., Comjjs, J... (2021). Loneliness, social network size, and mortality in older adults and the role of cortisol. *Aging and Mental Health, 25*, 2246-2254.