



PSY 6530 DEVELOPMENTAL PSYCHOLOGY: LIFESPAN
FALL SEMESTER 2017, STATEWIDE BROADCAST, TUESDAY, 5:15 – 7:30 PM

Instructor: Camille J. Odell

Phone: 435-797-5576

Office Hours: M 11:00 – 12:00. Email anytime.

e-mail: camille.odell@usu.edu

Teaching Assistant: Carson Checketts

Phone: 435-890-6396 (TEXT PREFERRED)

Office Hours: Email anytime

e-mail: carson.ccc@gmail.com

Teaching Assistant: Courtney Milner

Phone: 801-468-8247 (TEXT PREFERRED)

Office Hours: Email anytime

e-mail: cmilner@tooeleschools.org

School Counseling Program Advisor: Beverly Pickup. Office Hours: Monday – Friday 9:00 AM – 5:00 PM, **Phone number:** 435-797-1466. Email: Beverly.pickup@usu.edu. Remember your handbook, located at <https://psychology.usu.edu/academics/grad/handbooks/2017%20Handbook.pdf>

REQUIRED READINGS:

Broderick, Patricia; Blewitt, Pamela (2013). The Life Span: Human Development for Helping Professionals, 4th edition. Pearson Merrill Prentice Hall, ISBN: 0-13-294288-7

Additional readings will be assigned. These readings will add depth and perspective to the general topic of lifespan human development, beyond what is in the text. The readings will be available through Canvas.

COURSE DESCRIPTION:

A life-span approach to the study of human development, this advanced course encourages critical thinking about topics relevant to graduate-level students of psychology who are interested in applying tenets of developmental psychology to practical applications for the helping professional. We will examine the research and theory of developmental psychology as we explore biological, cognitive, emotional, social and moral development of human beings from conception to death. We will also examine personal experience through the processes of development, and assess the impact of personal experience upon our beliefs and practices.

KEY COURSE OBJECTIVES - OVERALL

1. Learn to apply course material (to improve thinking, problem solving, and decisions)
2. Develop skills, competencies, and points of view needed by professional school counselors
3. Develop skill in expressing yourself orally and in writing

COURSE OBJECTIVES - KNOWLEDGE & SKILL OUTCOMES

1. Explore theories and organizing themes of individual and family development, and the skills for successful transitions across the life span.
2. Assess personal experience with human development as both universal and uniquely personal.
3. Examine the influences of heredity, environment, neural, cognitive, social and emotional development in the early years.
4. Explore the development of self, morality, gender and peer relationships in middle childhood through early adolescence.
5. Explore physical, cognitive, and social aspects of adolescents. Examine identity development in adolescence.
6. Examine physical, cognitive, socio-emotional and vocational development in young adulthood.
7. Explore cognitive, personality, and social development in the middle years of adulthood.

8. Explore the gains and losses of late adulthood. Examine death, dying and bereavement, and application for helping professionals.
9. Apply theories of learning and personality development to human development across the life span.
10. Explore differences in learning styles and learn to apply strategies for student success based on individual learning styles.
11. Explore strategies for facilitating optimal personal, career, and academic development through the life span.
12. Gain knowledge of community, environment, and institutional opportunities, which enhance, as well as barriers that impede, student academic career, and personal/social success and overall achievement.
13. Using knowledge of human development, learn to assist students and parents during points of educational transition (e.g., home to elementary, elementary to middle to high school, high school to post-secondary education and career options).
14. Contribute to the competence of students in technology and computer literacy.
15. Discuss legal and ethical considerations.

COURSE REQUIREMENTS:

- **Attendance:** You are required to attend class each Tuesday evening, keep current with assigned readings, participate in class discussions, and complete assignments and exams on time.
- **Quizzes:** Each week there will be a quiz covering the reading material for that week. Quizzes will be taken online via canvas. All quizzes will open on Wednesday, August 30 at 8:00 AM, and will close on the dates listed on the Course Overview on the last page of this syllabus.
- **Implicit Bias Test Assignment:** This required assignment will give you an opportunity to identify some personal biases you may or may not be aware that you have. Instructions for completing the assignment are in Canvas.
- **Discussion Posts:** You are required to post to the Canvas Discussion Board on 5 out of 6 (you choose which 5 to complete) short, informal articles on topics related to development of positive characteristics and behaviors that will help you be successful in the School Counseling program, as a Professional School Counselor and as a human being.
- **Exams:** There will be two interval exams and a final exam. Each exam will cover 5 chapters. Exams will be a take-home format, and will cover material from the reading assignments, lectures, class discussions, guest speakers and videos. Exams will be available on Canvas for one week before they are due. Be sure to complete reading assignments and attend class so you are prepared for exams.
- **APA Style:** APA style is required on all papers. A link to OWL Purdue is on the homepage for this course.
- **Short Papers:** 2 short papers are required. Papers are to be submitted via canvas by midnight on the due date listed on the Course Overview of this syllabus. **Please base your informal papers on articles I have placed in Canvas under “Course Content.” Refer to the following information and guidelines when writing your informal papers:**
 1. In Canvas, under each chapter, you will find a selection of scholarly articles for the 15 chapters in the text. The articles will provide you with an opportunity to read about a different viewpoint on a topic discussed by Broderick and Blewitt, or will expand upon a topic relevant to lifespan human development. Once you have selected an article, please read it thoroughly and write a 3 – 3.5 page-paper (NOT including the cover sheet), using APA format and the guidelines below:
 2. Short Paper format: Double space your paper and use 1-inch margins. Use APA format on the cover sheet, including a running head and page number. In addition to the APA format for cover pages, provide the following information: your name, date, chapter number and the title of the article. Start the body of your paper on a new page after the cover sheet. Begin by summarizing the article in your own words in 5 – 6 well-written paragraphs (about 2 pages). For the rest of the paper, discuss your own opinions, experience, and your response to the article. If appropriate, you may wish to tie the article to information discussed in the chapter it corresponds to in the text, and/or refer to our class discussion on the topic. Your paper must be well written, free of grammatical and proofreading errors, and 3 – 3.5 pages in length to receive full credit.
- **Individual Project:** Choose an area of interest in lifespan human development for in- depth individual study. Please choose a topic that is compelling to you. Selecting a topic relevant to your practice as a school counselor makes sense, and still leaves a very open field. If you do not have any ideas, please consult your text or talk to

me to stimulate ideas. In particular, you may find the Case Studies or the Applications sections, which conclude each chapter, to be a source of inspiration. If you would like to focus on a topic that isn't covered in the text, you may discuss your proposal with me. There are two components to the individual project: 1) A formal paper (APA Style) in the form of a literature review; and 2) A class presentation, including PowerPoint slides or a Prezi presentation.

1. Literature Review: You are required to write a 13-15 page, formal literature review using APA style. I will cover requirements in class and you will find guidelines on the Canvas homepage which you will be expected to read and carefully follow as you write your literature review. I will also have some lit reviews from former students available in Canvas for you to take a look at.
2. Class Presentation. Student presentations provides an opportunity for students to share with their classmates what they have learned while preparing the literature review. Using your written literature review, create a 20 minute presentation for your group, including PowerPoint slides. Students will present at their sites. At large sites, students will be divided into groups. Students at solo sites will present to each other via the broadcast system. Each student will fill out a Review Form for each presentation. Additionally, each student will be required to submit their PowerPoint/Prezi slides via Canvas.

GRADING SYSTEM

<p>Evaluation Criteria: The point distribution is as follows:</p> <p>Quizzes = 150 Total</p> <ul style="list-style-type: none"> • 15 quizzes, 15 items per quiz (225 total items); .67 points per item <p>Short Papers = Total 90</p> <ul style="list-style-type: none"> • 2 Papers worth 45 points each <p>Exams = 150 Total</p> <ul style="list-style-type: none"> • 3 Exams worth 50 points each <p>Individual Project = 150 Total</p> <ul style="list-style-type: none"> • Formal Paper worth 75 points Group Presentation worth 75 points 	<p>Implicit Bias Assignment = 10</p> <p>Human Characteristics Discussion Posts = 25 Total</p> <ul style="list-style-type: none"> • 5 (of 6) posts worth points each <p>TOTAL = 575 points</p> <p>Grading: The following percentages will determine grades.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">A = 95-100%,</td> <td style="width: 33%;">A- = 90-94%,</td> <td style="width: 33%;">B+ = 87-89%,</td> </tr> <tr> <td>B = 83-86%,</td> <td>B- = 80-82%,</td> <td>C+ = 77-79%,</td> </tr> <tr> <td>C = 73-76%,</td> <td>C- = 70-72%,</td> <td>D+ = 67-69%,</td> </tr> <tr> <td>D = 60-66%,</td> <td>F = 0-59%</td> <td></td> </tr> </table>	A = 95-100%,	A- = 90-94%,	B+ = 87-89%,	B = 83-86%,	B- = 80-82%,	C+ = 77-79%,	C = 73-76%,	C- = 70-72%,	D+ = 67-69%,	D = 60-66%,	F = 0-59%	
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Course Organization: This course is will rely heavily on student participation and interaction. Each week we will be covering a different topic in Developmental Psychology, covering the lifespan of human beings from pre-conception (i.e., genetics) to end of life issues and death. Our context will include the relevance of human development when it comes to counseling with individuals. It is imperative that you read the assigned material prior to coming to class, so that you can engage in meaningful discussion and activities which will support topic for the evening. We will frequently be watching videos and Ted Talks, and you will be engaging in small group discussions. I have scheduled guest speakers during the semester as well. I thoroughly enjoy students' questions and comments in class and invite them.

Accommodations: If you have a handicapping condition that I should be made aware of (e.g., a hearing or visual impairment or a learning disability), please let me know so that I can work with you to accommodate your needs.

Academic Dishonesty: I deal with plagiarism and cheating in the following ways: 1) the student will receive an F grade for the course; and, 2) the Vice President for Student Services will receive a letter from me outlining the details of the infraction.

Additional Information: I may ask you to read a few of the articles in Canvas to prepare for class on particular days. I will let you know at least a few days in advance in class or via email. I hope that your experiences in this course will prove worthwhile, and I look forward to having you in class!

PSYCHOLOGY 6530 – COURSE OVERVIEW

Date	Topic	Reading/Assignment Due	Objectives
August 29	Organizing Themes in Development	Chapter 1 CH 1 Quiz due Sept. 7, 11:59 PM	1, 2, 9
September 5	Epigenesis and the Brain: The Fundamentals of Behavioral Development	Chapter 2 CH 2 Quiz due Sept. 7, 11:59 PM Discuss Post 1 (Social Skills) Due: 9/7 @ 11:59P	3, 12, 13
September 12	Cognitive Development in the Early Years. Brief presentation: Dory Cochran, USU Library	Chapter 3 CH 3 Quiz due Sept. 12, 2:00 PM Implicit Bias Test Assign, Sept 11, 11:59 PM	1, 3, 9, 13
September 19	Emotional Development in the Early Years - Guest Presentation on Autism & Psychopharmacology by Dr. Dennis Odell	Chapter 4 CH 4 Quiz due Sept. 19, 2:00 PM Short Paper 1 Due by 2:00 PM today (Based on an article in Canvas, Ch. 1 - 8) <i>Discussion Post 2 (Grit) opens Sept. 19, 3:00 PM</i>	1, 3, 9, 12, 14
September 26	The Emerging Self & Socialization in the Early Years. Guest presenter: Alice Ann Bailey, SREB	Chapter 5 CH 5 Quiz due Sept. 26, 2:00 PM Discussion Post 2 (Grit) Due Sept. 26, 3:00 PM Exam 1 (Take-Home, Ch. 1-5) Opens today, 10:30 PM. Due Mon., Oct. 2, 11:59 PM <i>Discussion Post 3 (Getting Feedback) opens Sept. 26, 3:00 PM</i>	2, 3
October 3	Realms of Cognition in Middle Childhood - ADHD	Chapter 6 <i>CH 6 Quiz due Oct. 3, 2:00 PM</i> Discuss Post 3 (Getting Feedback) Due Oct. 3, 3:00 PM	4, 9, 10, 13
October 10	Gender and Peer Relationships in Middle Childhood – Early Adolescence	Chapter 8 *NOTICE CHANGE IN ORDER* CH 8 Quiz due Oct. 10, 2:00 PM Short Paper 2 Due by 2:00 PM today (Based on an article in Canvas, Ch. 9 - 15)	2, 3, 4, 5, 12, 13, 15
October 17	Self and Moral Development: Middle Childhood – Early Adolescence	Chapter 7 *NOTICE CHANGE IN ORDER* CH 7 Quiz due Oct. 17, 2:00 PM Topic and Title of Final Project Due by 4:00 PM <i>Discussion Post 4 (Giving Feedback) opens Oct. 17, 3:00 PM</i>	2, 4, 5, 9, 11, 12
October 24	Physical, Cognitive and Identity Development in Early Adolescence	Chapter 9 CH 9 Quiz due Oct. 24, 2:00 PM Discuss Post 4 (Giving Feedback) Due: 3:00 PM	5, 9, 10, 13
October 31	The Social World of Adolescence Panel	Chapter 10 CH 10 Quiz due Oct 31, 2:00 PM Exam 2 (Take-Home, Ch. 6-10) Opens tonight 10:30 PM. Due Mon., Nov. 6, 11:59 PM	5, 13, 14
November 7	Physical and Cognitive Development in Young Adulthood	Chapter 11 CH 11 Quiz due Nov. 7, 2:00 PM <i>Discussion Post 5 (Sense of Humor) opens Nov. 7, 3:00 PM</i>	6, 10, 11, 12, 13
November 14	Socioemotional and Vocational Development in Young Adulthood	Chapter 12 CH 12 Quiz due Nov. 14, 2:00 PM Discuss Post 5 (Sense of Humor) Due: 3:00 PM	6, 7, 9, 11, 12, 13
November 21	Middle Adulthood: Cognitive, Personality and Social Development Presentation by Dr. Daniel Odell on coping with pain	Chapter 13 CH 13 Quiz due Nov. 21, 11:59 PM Literature Review Paper Due Nov. 22, midnight <i>Discussion Post 6 (Courage) opens Nov. 21, 3:00 PM</i>	7, 11, 12, 14
November 28	Living Well: Stress, Coping and Life Satisfaction in Adulthood	Chapter 14 CH 14 Quiz due Nov. 28, 2:00 PM Discussion Post 6 (Courage) Due: 3:00 PM	7, 11, 12, 14

December 5	Gains and Losses in Late Adulthood	Chapter 15 CH 15 Quiz due Dec. 5, 2:00 PM Exam 3 (Take-Home, Ch. 11 - 15) Opens tonight at midnight. Due via Canvas Friday, Dec. 15, 12:00 noon.	8, 9, 13, 14
December 12	Presentations in Class	Final Project Presentations during class tonight PowerPoint due by 2:00 PM today	1, 2, 14
December 11-15	Finals Week	Exam 3 Take-Home Ch. 11 – 15) Due Friday, Dec. 15, 12:00 noon	14