



PSY 6530 DEVELOPMENTAL PSYCHOLOGY: LIFESPAN FALL 2022

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Office hours: 11:00 – 12:00 & 1:15 -2:15 PM Tuesday/Thursday
or by appointment

Instructor: Tammy Egbert, SC & CMHC
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Class Meeting: Thursdays 4:30 PM – 7:00 PM

*****Please use this email if you want the most direct access to me. Using the email through canvas or posting a comment on an activity will eventually get read but not immediately.*

School Counseling Student Support: Kelli Palma. Office Hours: Tuesday and Thursday 1:00 – 5:00 PM,
Phone number: 435-797-1466. **Email:** kelli.palma@usu.edu

REQUIRED READINGS:

Broderick, Patricia; Blewitt, Pamela (2020). The Life Span: Human Development for Helping Professionals, 5th edition. Pearson Merrill Prentice Hall, ISBN: 9780135208687

Odell, J.D. (2021). Medical Treatment of ADHD: A Practical Guide for Clinicians, Counselors, and Parents

Auto Access eBook: Exploring Lifespan Development eBook, 4e by Berk

This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. You can access these through the Bookshelf link in Canvas. For more details, including dates, deadlines, and opt-out information, visit: <https://portal.verba.io/usu/login>

If you have never used an auto access book and would like some more information, you can follow this link:

<https://success.vitalsource.com/hc/en-us/articles/4403744881047-Getting-Started-with-Bookshelf->

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 mindsets needed by professional school counselors
3. Develop skill in expressing yourself orally and in writing

COURSE OBJECTIVES - KNOWLEDGE & SKILL OUTCOMES

1. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
2. Theories of individual and family development across the lifespan
3. Theories of learning
4. Theories of normal and abnormal personality development
5. Theories of etiology of addictions and addictive behaviors
6. Systemic and environmental factors that affect human development, functioning, and behavior
7. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
8. A general framework for understanding differing abilities and rational for differentiated interventions
9. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
10. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
11. Common medications that affect learning, behavior, and mood in children and adolescents
12. Interventions to promote academic and learning mindsets and competencies
13. Techniques to support successful social and emotional development in school settings
14. Mindsets and competencies to critically examine the connections between social, familial, emotional, and behavior problems, and academic achievement

COURSE REQUIREMENTS:

- **Attendance:** You are required to attend class each Thursday evening, keep current with assigned readings, participate in class discussions, and complete assignments and exams on time.
- **Reading Questions:** Each week you will be required to submit 2 discussion questions. Your questions must be submitted by midnight on Tuesday (two days before class). One question should be about the reading in the chapter for the week from the *Lifespan Human Development for Helping Professionals* text and one question should be based on either the reading in *A Practical Guide for Clinician's Counselors and Parents* or about the student presentation from the previous week. If we are only covering a chapter in the textbook then both questions should be from that chapter. Your questions should be insightful and display critical thought processes. I will select 3-4 questions for discussion during class. If your question is selected, you will be asked to pose your question and explain its importance. You are not required to provide an answer to the question, should yours be selected.

- **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.
- **Exams:** There will be three exams for the semester. Each exam will cover 5 chapters in the Broderick and Blewitt text, and the assigned readings in the Odell text. Exams are not cumulative. Exams will be a combination of multiple choice (taken on Canvas in timed format) and short essays which will be submitted separately in Canvas. You may not consult with one another regarding exams. Be sure to complete reading assignments and attend class so you are prepared for exams.
- **Personal Development Paper: (60 pts)**
Students will write a paper that incorporates two to three developmental phases about themselves. **The paper should be at least 6 pages double-spaced in a Word document, but no more than 8 pages, and be APA style (7th edition).** *Page length does not include Title and Reference pages.* You may want to conduct interviews with family members to gain additional insight into your own human development. Full assignment description and rubric are located in Canvas.
*This paper is intended to help counselors-in-training be aware of their own issues and history as they work with clients. The more aware counselors are of themselves, and the more they can actively and accurately monitor their responses during sessions, the more effective they can be and the more they can allow exploration and growth in clients.

- **Small group Class presentation and paper assignment: (55 points)**

This assignment will have two parts - a paper (35 pts) and a class presentation (20 pts)

1. Each group will choose an area of interest in lifespan human development from the chapter they are assigned. The Case Studies or the Applications sections which conclude each chapter in the text might be a source of inspiration. There are also articles available under that chapter page. However, you are definitely not required to use these articles. If you would like to focus on a topic that isn't covered in the text, you may discuss your proposal with me.

2. The paper should have a minimum of 5 references (at least 4 from academic journals) and should be in APA style. The **main** body of the paper should be no longer than 5 double-spaced pages. (see rubric under assignment) **This paper is due the Thursday that your group is presenting. Only one person in the group needs to submit it on Canvas but make sure all group member names' are on the paper.**

3. Class Presentation. Student presentations provide an opportunity for students to share with their classmates what they have learned regarding their topic. The presentation also provides another opportunity for students to develop skill in oral expression. You should create your presentation as if you were going to speak at a faculty meeting in the school where you are a school counselor, or the school board in your district. You can use power points, Prezi or google slides for your presentation. Your presentation should be approximately 15 minutes (shorter than 12 or over 18 constitutes a loss of points).

Important: All group members must participate (not that everyone has to present, but they have to have contributed to the project). It is up to your group to decide how you want to allocate tasks. However, I expect to be informed if a group member is not participating fully and their grade will reflect this lack of work.

GRADING SYSTEM

<p>Chapter Questions = 65 points Total</p> <ul style="list-style-type: none"> 13 assignments composed of 2 questions each; 2 points per question; 4 points per assignment (26 questions in total) <p>Exams = 225 Total</p> <ul style="list-style-type: none"> 3 Exams worth 75 points each <p>Personal Development Paper = 60 points</p> <p>Implicit Bias Assignment = 20 points</p> <p>Small Group Paper/Presentation = 55 points</p>	<p>TOTAL = 425 points</p> <p>Grading: The following percentages will determine grades.</p> <p>A = 93-100% A- = 90-92% 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%</p>
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Course Organization: This course will rely heavily on student participation and interaction. Each week we will be exploring 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 in your career as a professional school counselor. 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 topics for the evening.

Accommodations: If you have a disability that I should be 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. Please see information below regarding USU policy on accommodations.

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.

Utah State University Selected Policies and Procedures

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Office of Equity statements

USU strives to provide an environment for students and employees that is free from [discrimination](#) and [sexual misconduct](#). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the [USU Title IX Coordinator](#) via Distance Education room 404 in Logan, [435-797-1266](tel:435-797-1266), titleix@usu.edu, or at equity.usu.edu/report. You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu. Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources.

Required Reporting of Sexual Misconduct

The instructor is designated by USU as a "[reporting employee](#)." This means that if you share information about [sexual misconduct](#) (sexual harassment, sexual assault, relationship violence, or sex-based stalking) with the instructor, they *will report* that information to the [USU Title IX Coordinator](#). The instructor is also required to tell you about [designated confidential resources](#), [supportive measures](#), and [how you can file a report](#) with the USU Title IX Coordinator.

PSYCHOLOGY 6530 – COURSE OVERVIEW

Date	Topic	Reading/Assignment Due	Objectives
September 1	Organizing Themes in Development	Broderick and Blewitt, Chapter 1	1, 2, 9
September 8	Epigenesis and the Brain: The Fundamentals of Behavioral Development	Broderick and Blewitt, Chapter 2 CH 2 Questions due Sept.6, 11:59 PM	3, 12, 13
September 15	Cognitive Development in the Early Years	Broderick and Blewitt, Chapter 3 CH 3 Questions due Sept. 13, 11:59 pm "Implicit Bias Test" Assignment due before class time (4:30 PM)	1, 3, 9, 13
September 22	Emotional Development in the Early Years Dory Rosenberg, USU Libraries 7:00 – 7:30 PM (class breaks at 6:45) Group 1 presentation	Broderick and Blewitt, Chapter 4 CH 4 Questions due Sept. 20, 11:59 PM Odell, Chapter 8	1, 3, 9, 12, 14
September 29	The Emerging Self & Socialization in the Early Years Group 2 presentation	Broderick and Blewitt, Chapter 5 CH 5 Questions due Sept. 27, 11:59 PM Exam 1 (Ch. 1-5) Due Tue. Oct 4, 11:59 PM	2, 3
October 6	Realms of Cognition in Middle Childhood Guest presentation on ADHD and Psychopharmacology by J Dennis Odell, M.D. (Developmental Pediatrics)	Broderick and Blewitt, Chapter 6 CH 6 Questions due Oct. 4, 11:59 PM Odell, Chapters 1, 4, 5, 11	4, 9, 10, 13
October 13	Self and Moral Development: Middle Childhood through Early Adolescence Group 3 presentation	Broderick and Blewitt, Chapter 7 CH 7 Questions due Oct. 11, 11:59 PM Odell, Chapter 6, 13	2, 3, 4, 5, 12, 13, 15 2. 4. 5. 9. 11. 12
October 20	Gender and Peer Relationships in Middle Childhood – Early Adolescence Group 4 presentation	Broderick and Blewitt, Chapter 8 CH 8 Questions due Oct. 18, 11:59 PM	2, 3, 4, 5, 12, 13, 15
October 27	Physical, Cognitive and Identity Development in Early Adolescence Group 5 presentation	Broderick and Blewitt, Chapter 9 CH 9 Questions due Oct. 25, 11:59 PM	5, 9, 10, 13
November 3	The Social World of Adolescence Group 6 presentation	Broderick and Blewitt, Chapter 10 CH 10 Questions due Nov. 1, 11:59 PM	5, 13, 14

		Exam 2 (Ch. 6-10) Due Tue. Nov. 8, 11:59 PM Odell, Chapter 7	
November 10	Physical and Cognitive Development in Young Adulthood Group 7 presentation	Broderick and Blewitt, Chapter 11 CH 11 Questions due Nov. 8, 11:59 PM	6, 10, 11, 12, 13
November 17	Socioemotional and Vocational Development in Young Adulthood Group 8 presentation	Broderick and Blewitt, Chapter 12 CH 12 Questions due Nov. 15, 11:59 PM Odell, 3 ,5, 12	6, 7, 9, 11, 12, 13
November 24	Thanksgiving	Break!!	
December 1	Middle Adulthood: Cognitive, Personality and Social Development	Broderick and Blewitt, Chapter 13 CH 13 Questions due Nov.29, 11:59 PM Personal Development Paper Due	7, 11, 12, 14
December 8	Living Well: Stress, Coping and Life Satisfaction in Adulthood AND Gains and Losses in Late Adulthood	Broderick and Blewitt, Chapters 14, 15 Questions on CH 14 and 15 are due Dec 6, 11:59 PM	7, 11, 12, 14
December 12-16 NO CLASS	Final Week	Exam 3 (Chapters 11-15) Due Tuesday, Dec. 14, 11:59 PM.	14