

CPSE 649: Human Development (Fall 2016)
Mondays, 9-12, 55 MCKB
Instructors: Lane Fischer, 340-L MCKB, 422-8293, lane_fischer@byu.edu
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Objectives:

The objective of this course is to provide an integrated theoretical model of human development across the lifespan that is applicable to both Ed.S. School Psychologists and Ph.D. Counseling Psychologists. An integrated model is chosen over multiple models parsed by psychological domain (e.g., cognitive, moral, physical, social). We will integrate theory, research and case studies.

Specifically, students will be able to:

- a) Articulate the fundamental assumptions of developmental psychology.
- b) Differentiate developmental psychology from other models.
- c) Articulate the process of human development across the human life span.
- d) Articulate the characteristics of each progressive balance in human development.
- e) Identify processes and characteristics in extended case studies.
- f) Apply developmental psychology to specific problems in the human condition.

Grading:

You will be graded on your performance on: a) midterm examination, b) four group case studies, c) individual final paper, and d) final examination.

We will ask you to form small working groups (3-4 members) to analyze extended case studies and write a group paper for each one.

Required Text:

Kegan, R. (1982) *The Evolving Self: Problem and Process in Human Development*
Lewis & Lewis (2011) *The Discerning Heart* (Kindle Only)

Recommended Texts:

Kegan, R. (1994) *In Over Our Heads*
Wagner & Kegan (2006) *Change Leadership*
Kegan & Lahey (2009) *Immunity to Change*
Gold (2011) *Keeping Your Child In Mind*
Bullough (2001) *Uncertain Lives*
Corwin (2001) *And Still We Rise*
Santrock (2013) *Life-Span Development*
Bybee, (1998) *Guilt & Children*
Hallie, (1979/1985) *Lest Innocent Blood Be Shed*
Opdyke (1999) *In My Hands: Memories of a Holocaust Rescuer*

Schedule:

Date	Topic	Readings	
Aug 29	Introductions	Kegan: Prologue, Lewis: Chapters 1, 9, & 10	
Sep 5	Holiday		
Sep 12	The Developmental Lens	Kegan: Chapters 1 & 2 Lewis: Chapter 2	
Sep 19	Constitutions of the Self	Kegan: Chapter 3 & pgs 255-260	
Sep 26	Constitutions of the Self		<i>Inside Out</i>
Oct 3	Midterm		
Oct 10	Incorporative & Impulsive Self	Kegan: Chapters 4 & 5 Lewis: Chapter 3	<i>Alexander and the Terrible, Horrible...</i>
Oct 17	Imperial Self	Kegan: Chapter 6 Lewis: Chapter 4	
Oct 24	Imperial Self		<i>My Girl</i>
Oct 31	Interpersonal Self	Kegan: Chapter 7 Lewis: Chapters 5 & 6	
Nov 7	Interpersonal Self		<i>The Chosen</i>
Nov 14	Institutional Self	Kegan: Chapter 8 Lewis: Chapter 7	
Nov 21	Institutional Self		<i>Hiding & Seeking</i>
Nov 28	Natural Therapy	Kegan: Chapter 9 Lewis: Chapters 11 & 12	
Dec 5	Natural Therapy		<i>Sarah, Plain & Tall</i>
Dec 12	Final 8:00am – 10:00am		

Final Paper:

Option 1: You will choose a topic in human development, find at least 20 articles in the literature on that topic, and write an integrated review of that literature in APA format.

Option 2: You will do an additional case study based on either a book or a movie and write an integrated assessment.

Option 3: Application of Kegan's model to any issue in human behavior (eg., addiction, depression, etc...)

Final Exam:

During the Final Exam time, in your small group be prepared to apply Kegan's model to your own development process. Using feedback and discussion from your group, then write a paper that applies Kegan to you.

Honor Code Standards:

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment:

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to me. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities:

If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center (2170 WSC). This office can evaluate your disability and assist me in arranging for reasonable accommodations.