

Instructor/TA Info

Instructor Information

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Course Information

Description

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.

Prerequisites

There are no prerequisites for this class. It is a graduate level class, however, generally open to graduate students only.

Materials

No materials

Learning Outcomes

Fundamental assumptions of developmental psychology

a) Articulate the fundamental assumptions of developmental psychology.

Differentiate developmental psychology from other models

b) Differentiate developmental psychology from other models (e.g., behavioral, cognitive).

Process of human development

c) Articulate the process of human development across "stages" of the human life span.

Characteristics of each stage of human development

d) Articulate the characteristics of each progressive "stage" of human development.

Processes and characteristics in extended case studies

e) Identify processes and characteristics in extended case studies.

Developmental psychology

f) Apply developmental psychology to specific problems in the human condition.

Grading Scale

Grades	Percent
A	93%

B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

You will be graded on the following:

Class Participation -- 40%

Class participation will be measured as

- 1) participation in discussions - 10%
- 2) participation in small group work - 10%
- 3) participation in in-class activities -10%
- 4) engagement with other humans vs. electronics during class time - 10%

Mid-Term Assignment/Exam -- 30%

Final Assignment/Exam -- 30%

Participation Policy

Participation can take many formats:

- 1) participation in discussions - 10%
- 2) participation in small group work - 10%
- 3) participation in in-class activities -10%
- 4) engagement with other humans vs. electronics during class time - 10%

Attendance Policy

If you miss a day of this course, you will miss an entire stage of development!

It is integrated, hard to take notes on, and might be hard for someone to explain to you.

If you don't show up, I assume the worst and someone may come knocking on your door.

To avoid this embarrassment, please notify me of any absences in advance.

Please respect your colleagues and do not come to class if you are ill, however.

Classroom Procedures

For a discussion-based course to work, all students need to participate. Your voice is important and your thoughts, whether they are in line with others or very different, is valuable. RESPECTFUL discourse is the rule of the day.

Participate, but don't dominate.

Listen as much as you talk.

Consider that other points of view have just as much validity as your own.

Stretch yourself a little each time.

The topic is growth and development - allowing, observing, supporting and finding meaning. Our class procedures will follow this model.

Assignments

Mid-Term Integration of Theories

Nov
07

Due: Saturday, Nov 07 at 11:59 pm

You will be creating a graphic, visual, chart, etc. to illustrate how the various developmental theories are integrated (choose 1 from the following options a) among each other, b) among life stages, or c) among another pathway through life (e.g., spiritual development, physical development, social development, developmental task, etc.). You don't have to include ALL theories, but must integrate at least two theories with a third developmental pathway.

Your final product may be a graphic organizer, it may be an artistic representation, it may be table or chart, but it **must** illustrate how the theories and pathway are related **and explain or complement** each other. A narrative is not necessary.

Your integration project will be graded according to the following criteria:

40 points = meets requirement of at least 2 theories integrated with at least 1 pathway (e.g., 2 or more life stages) showing how they are integrated. More are allowed, but not required.

20 points = professionalism in presentation.

30 points = demonstrates insight and understanding of theory and application.

10 points = is uploaded to Learning Suite by the deadline of Nov. 7 at midnight

The project, overall, is worth 30% of your grade.

Socialization and Gender

Dec
06

Due: Sunday, Dec 06 at 11:59 pm

Pediatrics Oct. 2018 AAP Policy statement on gender issues

(<http://pediatrics.aappublications.org/content/142/4/e20182162>)

Advocates for Intersex Youth (<https://interactadvocates.org/faq/>) FAQ's about Intersex individuals

The Mayo Clinic Guide for Intersex (Ambiguous Genitalia) (<https://www.mayoclinic.org/diseases-conditions/ambiguous-genitalia/symptoms-causes/syc-20369273>)

Read through these resources and answer this question on Digital Dialog: If your baby was born with ambiguous genitalia or intersex, how would you make the decision about the gender assumption you would adopt to socially raise your baby until he/she is old enough to let develop take its course and allow gender to "gel?" Multiple factors should be explored--this is a big decision.

Please be thoughtful and respectful and write your comments through the lens of a helping professional serving diverse clients (be kind).

Development through the Lens of Faith

Dec
07

Due: Monday, Dec 07 at 11:59 pm

James Fowler's Stage of Faith Development

(<https://oregonhospice.org/media/PPEDanielStagesofFaith.pdf>)

Review the stages of Faith Development (above) and watch/read the Video talk/ppt

Id2808246e6f&

pubhash=3pNuxcCt6gfrcmE8AwYdeloJzeR3h8jwiUxa2SCG5MamWtv7wtzCcikAESIS71pJvY2FTUuQCodqPuw0sPsiwA==)

].

If the video is not available in time, see Delacie Barney Midterm Model of a Crisis of

Faith Barney_Delacie_delacieb_Theories Midterm.docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=dea7f040-ETt4-f2UK-jlhs-ua7befb1cc01&](#)

[pubhash=fLkVIIDxU4Pr9bNqmeAl8zLu0GEZmedEF9gaD3wwkntEBJ4TDXy_k-](#)

[g9ZId1zTdRE9gnPSgVX9rPq-DhH6zLRA==\)](#)

In your comments, you can introduce yourself briefly and say something about the faith perspective on development and what it means to you (from your own faith perspective or just in general).

Talking to Parents

Dec

07

Due: Monday, Dec 07 at 11:59 pm

[8 mistakes parents make with preschoolers \(https://www.webmd.com/parenting/guide/parenting-preschoolers-](https://www.webmd.com/parenting/guide/parenting-preschoolers-mistakes?subsessionID=RrH6#3)

[mistakes?subsessionID=RrH6#3\)](https://www.webmd.com/parenting/guide/parenting-preschoolers-mistakes?subsessionID=RrH6#3) - Web MD ("View All" option at the bottom of the screen is optimal for viewing)

Read this advice from pediatricians, then explain *at least one* of the 8 mistakes (as if to a parent) in terms of 2 developmental theories discussed thus far. This is a warm up to your mid-term assignment to integrate at least 2 developmental theories to describe how an individual moves through a developmental task.

Application or Misapplication?

Dec

07

Due: Monday, Dec 07 at 11:59 pm

What did you think about the paper describing the child with a feeding disorder in terms of Freud's psychoanalytical theory? How does application of developmental theories make a difference in treatment?

Parenting

Dec

07

Due: Monday, Dec 07 at 11:59 pm

Comment on the 8 things to Remember about Childhood (From the Harvard Child Report).

- (1) name the "thing(s) to remember" to begin your post - you don't have to discuss all 8, but choose one that someone else has not yet commented on so we get full coverage.
- (2) state your comments
- (3) integrate these findings with attachment theory (Bowlby/Ainsworth) or psychosocial theory (Erikson)

Developmental Processes and Gender

13

Is development a different process according to gender? The majority of the classic developmental theorists were male, do you think that shaped their interpretation of their observations as they developed their theories? What differences do you think may exist in development according to gender? What evidence do we have either way?

Aging Across Cultures

Dec
14

Due: Monday, Dec 14 at 11:59 pm

What does old age look like across cultures? As you talk about differences, how do these differences align with adult developmental stages and what does that say about the culture?

Effects of Divorce on Families

Dec
14

Due: Monday, Dec 14 at 11:59 pm

Scenario: A young woman you have mentored and taught through adolescence is now wife and mother, but her marriage has come to a very abrupt end, her husband has left her and is living with his parents. She has a 4 year old son and is due to deliver a new baby in 5 months. What is your approach as she seeks you out for counsel about her children? [What do the data tell us that would help her make a plan for moving forward?]

Adult Children of Divorce

Dec
14

Due: Monday, Dec 14 at 11:59 pm

This week we will talk about adult children of divorce, next week there will be an opportunity to talk about effects of divorce on divorcing partners and their children. For this week, what is there in developmental theories that can explain why adult children of divorce frequently have difficulty with establishing their own families?

What Does Re-Evaluating Look Like for Women?

Dec
14

Due: Monday, Dec 14 at 11:59 pm

Menopause is a tremendous change in a woman's life that may or may not have a parallel with male development at this age. What does re-evaluation look like for a woman as she reaches the end of fertility (note that this may happen at any time, but is most typical a woman's late 40's to 50's).

Dec
14

Due: Monday, Dec 14 at 11:59 pm

Adolescence is an intense period of physiological, psychological, and social development. Among the wide range of resources given in this module, what do you think are the key factors to surviving (literally) adolescent years? How do you use developmental theories to help an adolescent (and the family) navigate adolescent risky behaviors and disconnection from family relationships?

Resilience in Young Adults

Dec
14

Due: Monday, Dec 14 at 11:59 pm

Resilience is a key term in child psychology, but it seems to be the key to successful launching of young adults. What kind of groundwork needs to be laid in childhood for a young adult to successfully reach independence? What are therapy options if that groundwork is missing?

Avoid or Embrace?

Dec
14

Due: Monday, Dec 14 at 11:59 pm

Watch *Tuck Everlasting* (<https://search.lib.byu.edu/byu/record/cat.5022259.item.31197234055603?holding=8f2prflef4yq0yy7>)
1:30:00 (Available for checkout from HBLL, on Disney+, Amazon Prime (\$3.99), YouTube (\$2.99). I also have a copy in my office you can check out.

What would you choose if you had the option to stop development in your youth or progress through life to old age? Why or why not? What is the pivotal scene in the story that informed Winnie's choice, what is the scene you identified with that resonated with you about your choice? What is it about old age that you would avoid or embrace?

Final case study - integrated theories and application

Dec
17

Due: Thursday, Dec 17 at 11:59 pm

This final case study will demonstrate that you are able to apply theoretical foundations of development (using at least 2 theories) to a case study of personal development that crosses at least 2 developmental periods. This means that the theories, when integrated, explain how the person was able to move from one stage to the next.

Format is a written analysis (narrative), 15 pages minimum, can be longer.

or fictional person) for approval. You may also post your topic on LS in advance of Dec. 1 for feedback and discussion with me.

Case studies will be graded on

(1--40%) depth of understanding illustrated in the integration of theories (at least 2), as evidenced by (2--40%) illustration of growth or change from one developmental phase/stage to the next within an individual, and

(3--20%) quality of writing style.

This should be a narrative paper with developmental theories woven in to provide the analysis for the change or developmental processes you are describing. APA 7th style is not required unless you bring in sources outside of classical theoretical models that required citation and referencing. Chicago is also an acceptable style.

Toddler Development

Dec
25

Due: Friday, Dec 25 at 11:59 pm

Infant Development

Dec
25

Due: Friday, Dec 25 at 11:59 pm

Learning Theories

Dec
25

Due: Friday, Dec 25 at 11:59 pm

Maslow Mashup w/Adolsecents and Stuff

Dec
25

Due: Friday, Dec 25 at 11:59 pm

School Age/Latency Development

Dec
25

Due: Friday, Dec 25 at 11:59 pm

Cradle to Old Age Review

Dec
25

Due: Friday, Dec 25 at 11:59 pm

Overall Review Quiz #2

Dec
25

Due: Friday, Dec 25 at 11:59 pm

Overall Review #5

25

Overall Review #4

Dec
25

Due: Friday, Dec 25 at 11:59 pm

Overall Review #3, lots of Vygotsky

Dec
25

Due: Friday, Dec 25 at 11:59 pm

Attachment

Dec
25

Due: Friday, Dec 25 at 11:59 pm

Overall Review Quiz #1

Dec
27

Due: Sunday, Dec 27 at 11:59 pm

University Policies

Honor Code

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 every instructor's 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 Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-

Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Schedule

Date	Column 1	Column 2
Week 1		
M Aug 31 Monday	Welcome Video from Terisa Introductory Lecture from Lane Overview and Review See Module 1 for preparation and assignments Infant Development Opens Toddler Development Opens	
T Sep 01 Tuesday	Attachment Opens Cradle to Old Age Review Opens Learning Theories Opens Maslow Mashup w/Adolsecents and Stuff Opens Overall Review #3, lots of Vygotsky Opens Overall Review #4 Opens Overall Review #5 Opens Overall Review Quiz #1 Opens Overall Review Quiz #2 Opens School Age/Latency Development Opens	
Week 2		
M Sep 07 Monday	Labor Day	
T Sep 08 Tuesday		
Week 3		
M Sep 14 Monday	Module 2 Beginning	

Week 4		
M Sep 21 Monday	Module 3 Exploring	
T Sep 22 Tuesday		
Week 5		
M Sep 28 Monday	Module 4 Learning	
T Sep 29 Tuesday		
Th Oct 01 Thursday		
Week 6		
M Oct 05 Monday	Module 5 Conforming	
T Oct 06 Tuesday		
W Oct 07 Wednesday		
Week 7		
M Oct 12 Monday	Module 6 Belonging	
T Oct 13 Tuesday		
Week 8		
M Oct 19 Monday	Module 7 Exploding	
T Oct 20 Tuesday		
Week 9		
M Oct 26 Monday	Module 8 Launching	
T Oct 27 Tuesday		
Week 10		
M Nov 02 Monday	Module 9 Upheaving	
T Nov 03 Tuesday		
F Nov 06 Friday		
Sa Nov 07 Saturday		
Week 11		
M Nov 09 Monday	Module 10 Expanding	
T Nov 10 Tuesday		
Week 12		
M Nov 16 Monday	Module 11 Re-evaluating	
T Nov 17 Tuesday		
Week 13		
M Nov 23 Monday		

Week 14		
M Nov 30 Monday	Module 13 Reflecting	
T Dec 01 Tuesday		
Su Dec 06 Sunday		
Week 15		
M Dec 07 Monday	Module 14: Readjusting	
T Dec 08 Tuesday		
Th Dec 10 Thursday		
Sa Dec 12 Saturday	First Day of Fall Final Exams (12/12/2020 - 12/17/2020)	
Su Dec 13 Sunday		
Week 16		
M Dec 14 Monday	Final Exam: TBA TBA 7:00am - 10:00am	
Th Dec 17 Thursday		
Week 17		
F Dec 25 Friday	Attachment Closes Cradle to Old Age Review Closes Infant Development Closes Learning Theories Closes Maslow Mashup w/Adolsecents and Stuff Closes Overall Review #3, lots of Vygotsky Closes Overall Review #4 Closes Overall Review #5 Closes Overall Review Quiz #2 Closes School Age/Latency Development Closes Toddler Development Closes	
Su Dec 27 Sunday	Overall Review Quiz #1 Closes	