

Instructor/TA Info

Instructor Information

Terisa P Gabrielsen: Terisa Gabrielsen

340-A MCKB: 340-A MCKB

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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%
A-	90%
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

Assignment Descriptions

Monthly participation Sept.

Sep
29

Due: Sunday, Sep 29 at 11:59 pm

This assignment is a self-reported assessment of your participation in class. I will review the scores you have reported for yourself and agree or disagree with the score and will grade you accordingly.

Participation includes the following:

Making comments

Asking questions

Engaging in discussions (not on your computer/phone)

Actively participating in group discussions

Engaging in class activities (not on your computer/phone)

Attendance in class is a given. Any absences without notification will result in 10% drop in this monthly grade.

Monthly Participation Oct.

Oct
30

Due: Wednesday, Oct 30 at 11:59 pm

See Sept. description

Mid-Term Integration of Theories

Nov
09

Due: Saturday, Nov 09 at 11:59 pm

You will be creating a graphic, visual, chart, etc. to illustrate how the various developmental theories are integrated among each other, among life stages, or 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. 9 at midnight

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

Monthly Participation Nov.

Nov
29

Due: Friday, Nov 29 at 11:59 pm

See description for Sept.

Final case study - integrated theories and application

Dec
09

Due: Monday, Dec 09 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 the 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, 15 pages minimum (APA style), can be longer.

Cases can be personal experience, client analysis (make sure to de-identify), and can also be a real-life or fictional character development portrayed in literature or film. You must notify me by Dec. 1 of your case (real or fictional person) for approval. Talk to me in class or after about your topic. 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.

Monthly Participation Dec.

Dec
12

Due: Thursday, Dec 12 at 11:59 pm

See Description for September

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful.

Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 1	Column 2
Week 1		
M Sep 09 Monday	Overview and Review See Module 1 for preparation and assignments	
Week 2		
M Sep 16 Monday	Module 2 Beginning	
Week 3		
M Sep 23 Monday	Module 3 Exploring	
Su Sep 29 Sunday		Monthly participation Sept.
Week 4		
M Sep 30 Monday	Module 4 Learning	
Week 5		
M Oct 07 Monday	Module 5 Conforming	
Week 6		
M Oct 14 Monday	Module 6 Belonging	
Week 7		
M Oct 21 Monday	Module 7 Exploding	
Week 8		
M Oct 28 Monday	Module 8 Launching	
W Oct 30 Wednesday		Monthly Participation Oct.

Week 9		
M Nov 04 Monday	Module 9 Upheaving	
Sa Nov 09 Saturday		Mid-Term Integration of Theories
Week 10		
M Nov 11 Monday	Module 10 Expanding	
Week 11		
M Nov 18 Monday	Module 11 Re-evaluating	
Week 12		
M Nov 25 Monday	Module 12 - Reinventing	
Th Nov 28 Thursday	Thanksgiving Holiday	
F Nov 29 Friday	Thanksgiving Holiday	Monthly Participation Nov.
Week 13		
M Dec 02 Monday	Module 13 Reflecting	
Week 14		
M Dec 09 Monday	Module 14: Readjusting Final Exam: 355 MCKB 7:00am - 10:00am	Final case study - integrated theories and application
Th Dec 12 Thursday		Monthly Participation Dec.
Week 15		
M Dec 16 Monday		