Angelo State University
PSY 6347: Developmental Psychology
Spring 2019, Monday 4:00 pm – 7:00 pm
Room 219

Instructor: Dr. Connie Johnmeyer
Office: 204 H Academic Bldg.  Office Hours: 1 hr. before class & as needed
Email: TBA  Phone: 325-486-6167

Course Prerequisite: None

Required Text:

NOTE: Access to exams will be through Respondus Lockdown Browser and will be video recorded via Respondus Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through this practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. Instructional videos and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable (WiFi tends to drop connections)
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Recommended Reference Reading:

Course Description: 6347 Developmental Psychology (3-0). A course that will study the various levels of life span in human beings. An integrated approach involving genetics and environmental factors will be used to assess each stage of development (from ASU Course Catalog). This course examines the nature of the developmental process, from birth to death, including the following stages of life: prenatal, infancy, toddlerhood, preschool years, middle childhood, adolescence, young adulthood, middle adulthood, later adulthood, and old age. The
course will look at biological, psychological, and sociological aspects of development during those stages of life.

Course Objectives:
1. Students will gain factual knowledge (terminology, classifications, methods, trends)
2. Students will develop specific skills, competencies, and points of view needed by professionals in counseling
3. Students will learn to apply course material (to improve thinking, problem solving, and decisions)
4. Students will develop skills in expressing ideas in verbal discussion and in writing.

Student Learning Objectives:
Upon successful completion of the course, each student will:

1. demonstrate understanding of the basic characteristics of development.
2. articulate awareness of prominent debates about the nature of development.
3. demonstrate understanding of the major theories of individual and family development across the lifespan.
4. identify theories of learning.
5. identify theories of normal and abnormal personality development.
6. demonstrate understanding of biological, neurological, and physiological factors that affect human development, functioning, and behavior.
7. identify systemic and environmental factors that affect human development, functioning, and behavior.
8. articulate understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s view of others.
9. articulate a general framework for understanding differing abilities and strategies for differentiated interventions.
10. identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
11. demonstrate familiarity with psychological tests and assessments for diagnosis and intervention planning that are specific to clinical health counseling.
12. demonstrate an awareness of techniques and interventions for prevention and treatment of a broad range of mental health issues.

Policies/Expectations
• Read the syllabus thoroughly. If anything is unclear, then read the syllabus. If you still have concerns, then contact the professor.
• Students are expected to take responsibility for their success in class. You are encouraged to be active participants in the education process by asking questions and being alert in class.
• Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices). Please be respectful of others in all ways.
• If you have any concerns related to this class, you are encouraged to speak with your instructor in a timely manner. As a general rule, you should raise any issues within one week of receiving a grade or completing a given project.
• Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.
• The instructor reserves the right to use plagiarism prevention software.
• All due dates are considered “firm.” Any deviation in content or form should be discussed with the instructor prior to the due date. Late and/or incomplete work will result in a significant grade reduction.
• Typically, graded assignments will be returned within 1 week.

Class Sessions
• Most of the class will be discussion-based with some lecture.
• You MUST take your own notes in class in order to pass.
• Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
• Classes may include discussions, group projects, films, and activities.
• Questions and comments are always encouraged.
• This class examines a variety of cultural and personal issues and may expose students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Communication
• Email is the best way to contact your instructor.
• All emails should include the course title or number in the subject line.
• All emails should include your first and last name.

Course Requirements
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. The course requirements and the grade point distribution for each requirement are as follow:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Quantity</th>
<th>Pts Possible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Presentation of a Chapter in Textbook</strong></td>
<td>1</td>
<td>100</td>
<td>11 Feb, 25 Feb, 25 Mar, 8 Apr</td>
</tr>
<tr>
<td>Each student will participate in a presentation of about 50 minutes. The presentation should be conference ready. Your presentation should include handouts, media, and interactive components. Each presenter or presentation group will research and present one aspect of the chapter material. <strong>16% of total grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Annotated Bibliography</strong></td>
<td>1</td>
<td>100</td>
<td>18 Feb, 4 Mar, 1 Apr, 15 Apr</td>
</tr>
<tr>
<td>This is a 4-7-page annotated bibliography with 3 sources required. A specific topic related to your group presentation will be assigned: <strong>16% of total grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Journals</strong></td>
<td>15 @ 10 pts each</td>
<td>150</td>
<td>1 each class</td>
</tr>
<tr>
<td>You will be given a series of activities to be accumulated in a</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Some of the activities will be in-class and most out-of-class. They are designed to help bring the content of the course into a more personal level. Several of the activities in your Journal will include standard journaling and will be centered on explorations and reflections of your personal journey. Expect to share elements of your journal in class. That said, this journal is ultimately for you; you are encouraged to make it into something meaningful to you. I encourage you to find a journal that is visually and tactiley appealing to you.

Each week there will be a written journal assignment that is expected to be completed outside of class. Sometimes you will be asked to respond to a topic in a particular way. Other times, you will be asked to make a general journal entry. When the assignment is general, please chose one or more of the following categories (reflections on my development, reflections on counseling, and/or reflections on prevention) under which to make your journal remarks. Journal assignments should be approximately 250 words long (unless otherwise specified). Typically, there are 250 works on a typed 1-page, double spaced paper with 1-inch margins and 12-point font. Handwritten work differs depending on your writing size/style and the size of your journal/notebook. The easiest way to find out for your handwriting in your journal is to write five lines in your normal handwriting and count how many words there are on like the first five (non-indented) lines – then take an average – multiply by the number of lines on a page. For example, if you have an average of 12 words per line and have 20 lines on the page, that’s 240 words. In that case, you should aim for journal assignments of approximately 1 ¼ pages.

*Reflections on my development* (What are you learning about your own development? Does something from the reading/video support/match your developmental experiences (or those of a relative you are close to) or contradict them? Explain.

*Reflections on counseling* (How might your reading/viewing support your growth as a counselor.)

*Reflections on prevention* (Given what you have read/viewed/discussed about development this week, what prevention strategies come to mind? How might resilience & optimal development & wellness be promoted in this country for individuals in this stage of life? In this state, county, town? In your life?)

[See descriptions of the out-of-class portion of journaling assignments below under “Tentative Course Schedule”] 24% of total grade
Mid-Term Exam
Students will take a mostly multiple-choice exam on content covered in the first half of the course. **16% of total grade**

| 1 | 100 | 18 Mar |

End-of-Term Exam
Students will take a mostly multiple-choice exam over material from the second half of the semester. **16% of total grade**

| 1 | 100 | 6 May |

Participation in Class Discussion
**12% of total grade**

| 15 @ 5 pts. each | 75 | Each class |

**TOTAL POINTS POSSIBLE** 625

**Grade Point Distribution**
Your final grade will be based on the course requirements and related grade point distribution which are listed above. Grades will be computed by totaling the number of points earned out of 625 points and entered those points on a scale as follows:

90%: A: Outstanding. Work is submitted on time and is of exceptional quality. Extreme effort is shown in the final product.
80%: B: Above average. Work is submitted on time and reaches slightly above the outlined criteria. 70%: C: Average. Work is submitted on time and meets only the basic outlined criteria. 60%: D: Below average. Work does not meet basic criteria and may or may not have been submitted on time.
59% or lower: F: Work is not turned in or does not meet any of the criteria required for the assignment. Your assignments will be graded on quality, appropriateness to the assignment, unity and coherence.

* Course attendance and participation will be considered when a student’s final score is within one percentage point of the next grade; For instance, a student with a final percentage score of between 89 and 90 might be elevated to a final grade of “A”. Students with perfect attendance and with frequent, thoughtful, appropriate participation may be graded up in those instances.

**Specific Assignment Expectations**

**Journal Entry and Discussion Expectations**
Discussion is an integral part of the classroom experience. Individual participation is encouraged and expected. Good journal entry have many similarities to good discussions.

Here are characteristics of a quality student discussion and journal entries: (adapted from Sloan Consortium http://www.sloan-c.org):

- Substantial – cites PowerPoint, textbook, or video segments
- Concise – focused response
- Provocative – student asks a question to facilitate discussion
- Interpretative – expands concepts or connects ideas in new ways
- Timely – need to have read the assigned material to discuss and write about
- Respectful – listens, encourages, is helpful
- Reflective – explains one’s process for arriving at decisions

In order to receive full-credit for discussions, you are encouraged to participate in the discussion at various times throughout the class.
Written Assignment Expectations
All written assignments must be typed in rigorous APA format, 12-point font, Times New Roman, with standard 1” margins on all sides. They must be proof read - not rough drafts. They must be in accordance with APA guidelines regarding style (pp. 65-70), reducing bias (pp. 70-77), grammar & usage (pp. 77 – 86), mechanics (pp. 87-124), and crediting sources (pp. 169-192). Headers and title pages are not necessary. Journal entries are due on the date/time of the class meeting and should be submitted in class unless instructed otherwise.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td>• Chapter 1 of Text (Important Fundamental Principles in Lifespan Development)</td>
<td>• Journal Topic: Normal &amp; abnormal personality development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pull out your paints, colors, stickers, whatever you’ve got. In your journal, write a short children’s book (4-6 pages) on what it means to grow up normal. You are the main character! Consider in what ways and by what definition are you normal – how was your upbringing normal? How has your development since childhood been normal? Then write/draw the antithesis of the first book. In what ways and by what definitions are you and was your upbringing and subsequent development abnormal? In a paragraph following your books, describe the theories of normal and abnormal personality development and of individual and family development that you used to inform your books.</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Martin Luther King Day</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Jan 28</td>
<td>• Chapter 2 &amp; 3 of Text (Theories of Human Development)</td>
<td>• Journal Topic: Genetic &amp; environmental factors in development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Represent in 1 page (by art or narrative) the biological, neurological, and physiological factors that factors that have been important in your development – do the same on a second page regarding the systemic and environmental factors that have influenced your development. Summarize the two perspectives on a final ½ page; the summary should show evidence you have thought about the evidence for and theories about the genetic &amp; environmental factors affecting development/functioning/behaviors that are discussed in your textbook.</td>
</tr>
<tr>
<td>Date</td>
<td>Chapter(s) of Text (Topics)</td>
<td>Journal Topic</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Chapter 4 of Text (Genetics, Heredity, Environment &amp; Prenatal Care)</td>
<td>Pregnancy, childbirth, &amp; child-rearing issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clients often seek counseling to deal with pregnancy, childbirth, and child-rearing issues. How can counselors prepare themselves for the breadth and depth of issues related to these topics?</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Chapters 5 &amp; 6 of Text (Infancy &amp; Toddlerhood Years – Physical, Cognitive, Emotional &amp; Social Development)</td>
<td>Temperament.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>With which of Kagan’s four temperaments do you identity and how would you describe yourself in terms of the nine categories of temperament generated by Thomas &amp; Chess? What life experiences have encouraged or discouraged aspects of your temperament?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation # 1: Chapter 6 and topic of choice</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Chapter 7 of Text (Physical &amp; Cognitive Development in Preschool Years) – President’s Day</td>
<td>Physical Development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How as a counselor might you work with clients who do not follow recommended medical advice such as using formula over breastfeeding, deciding not to vaccinate their children, or allowing their children to ride a bike without a helmet?</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Chapter 8 of Text (Emotional &amp; Social Development in Preschool Years)</td>
<td>Emotional &amp; Social Development in Preschool Years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Journal Entry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation # 2: Chapter 8 and topic of choice</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Chapter 9 of Text (Middle School Years: Physical &amp; Cognitive Development)</td>
<td>Understanding Differing Abilities &amp; Strategies for Differentiating Interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Imagine you have been asked to prepare 1 week of instruction, 30 minutes per day, for a class of 20, 3rd grade students on bullying. In terms of intellectual ability, these students range from mildly intellectually disabled to gifted and include 2 students with learning disabilities in reading and 1 student on the autistic spectrum. How can you use differentiated instruction to accommodate the students in this class?</td>
</tr>
<tr>
<td>Mar 11</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Date</td>
<td>Assignments</td>
<td>Journal Topic</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Chapter 10 of Text (Middle School Years: Emotional &amp; Social Development)</td>
<td>● Mid-term Exam due&lt;br&gt;● Journal Topic: Promoting resilience &amp; optimal development/wellness at Fern Creek</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Please respond to the “School Family: The Story of Fern Creek Elementary” video (<a href="https://www.youtube.com/watch?v=wtmOEGxIvaI">https://www.youtube.com/watch?v=wtmOEGxIvaI</a>) by reflecting on item A, and, either item B or item C. In answering both questions, think about the “conscious discipline” strategies described in the video that were used to promote resilience and optimum development &amp; wellness at Fern Creek Elementary. Consider how consistent those strategies are with the theories and research presented in Chapter 8 on social and emotional development.&lt;br&gt;A. Do you think the strategies used in conscious discipline were ethical and culturally relevant at Fern Creek Elementary? Might the strategies need to be changed or might they be utilized differently in a school with a different socio-cultural demographic?&lt;br&gt;AND, either,&lt;br&gt;B. Reflect on how discipline was handled in your family during your childhood – relative to the “conscious discipline” techniques/atmosphere in the video;&lt;br&gt;OR,&lt;br&gt;C. Reflect on whether there are techniques you saw that you’d like to use with your own children or grandchildren (future ones OK to speculate about 😊). Would you want to change them in some way? How?</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Chapter 12 of Text (Adolescence: Emotional &amp; Social Development)</td>
<td>● Journal Topic: Supporting positive peer relationships &amp; children impacted by divorce.&lt;br&gt;Reflect on one of the two topics below:&lt;br&gt;A. How would you counsel students in each of the friendship categories (accepted, rejected, controversial, and neglected) to support positive peer relationships?&lt;br&gt;B. Do you know any children whose parents have divorced? Which protective factors and risk factors seem to be the most important for children who are dealing with a parent’s divorce?</td>
</tr>
</tbody>
</table>
| Apr 8 | Chapter 13 of Text  
(Young Adulthood:  
Physical & Cognitive  
Development) | ● Journal Topics: Identity development, dating, and career development. Reflect on two of the three topics below:

A. Think back on your own identity development. How did you decide “who” you were going to be? At what age do you think you reached the identity achievement stage?
B. Do you think adolescent dating has changed since the time you had your first dating experiences? What advice would you give adolescents in dating relationships?
C. Has your career path been similar to what was described? What influenced your career choices?

● Presentation # 4: Chapter 13 and topic of choice |

| Apr 15 | ● Chapter 14 of Text  
(Young Adulthood:  
Emotional & Social  
Development) | Journal Topic: Understanding Differing Abilities & Strategies for Differentiating Interventions

Reflect on either A. or B.
A. How might a counselor assist a young adult who does not understand the consequences of his/her poor lifestyle choices? How might the cognitive development of a young adult affect the lifestyle decisions he/she makes?
B. Do you believe it is imperative that young adults must achieve the highest levels of cognitive development in order to be well adjusted, healthy individuals? Explain. |

| Apr 22 | ● Chapters 15 & 16  
(Middle Adulthood) | ● Journal Topic: Middle Adulthood

General journal topic |

| Apr 29 | ● Chapters 17 & 18 of  
Text (Later  
Adulthood & Old  

Reflect on one or two of the three issues below
A. The Association for Spiritual, Ethical, and Religious Values in Counseling has included understanding spiritual developmental models as part of their revised competencies. How might you develop these competencies and use them in working with middle-aged clients?
B. What mental disorders beyond those described in this chapter are prominent in middle adulthood? How will you approach the treatment of mental illness in older adults differently from adolescents and young adults?
C. Many Americans are reluctant to talk about dying, death, and bereavement. How do you feel about talking about this topic? How will you initiate conversations about death and dying in counseling? |
STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.”

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor-code. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.”

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the
particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

**Tutoring:**
The ASU Tutor Center is located in the Library C301 (3rd floor). Tutoring is free to all ASU students.

**Withdrawals:**
Please review withdrawal policies:
http://www.angelo.edu/services/registrars_office/withdrawals_refunds.php