PSY 6530 DEVELOPMENTAL PSYCHOLOGY: LIFESPAN
FALL SEMESTER 2021, BROADCAST, TUESDAY, 5:15 -7:30 PM

Instructor: Camille J. Odell
Office Hours: M 12:00 – 1:00 PM. Email anytime.
Phone: 435-797-5576 (Office)
E-mail: Camille.Odell@usu.edu

Teaching Assistant: Courtney Milner
Office Hours: Email anytime
Phone: 801-468-8247
E-mail: cmilner@tooeleschools.org

Teaching Assistant: Megan Cooper
Office Hours: Email anytime
Phone: 435-225-6652
E-mail: mgncooper@gmail.com

Teaching Assistant: Loryn Hills
Office Hours: Email anytime
Phone: 435-659-8827
E-mail: loryn.anderson@yahoo.com

Teaching Assistant: Meghan Campbell
Office Hours: Email anytime
Phone: 435-659-1835 (text only)
E-mail: Canvas email (preferred) or meghan.campbell@morganst.org

Teaching Assistant: Kelli Palma
Office Hours: T/Th 1:00-5:00 PM, email anytime
Phone: 435-797-1466
E-mail: kelli.palma@usu.edu (email preferred)

School Counseling Program Student Advisor: Beverly Pickup. Office Hours: Monday – Friday 1:00 - 5:00 PM, Phone number: 208-312-8034. Email: beverly.pickup@usu.edu.

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:
ISBN: 9780135208687


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 Tuesday 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 questions pertaining to the assigned chapter for the week. Your questions must be submitted by midnight on Monday (the day 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 the reading in either *The Power of Resilience* or *A Practical Guide for Clinician’s Counselors and Parents*. **NOTE:** During weeks when there is not an assignment in the *Resilience* or the *Practical Guide* text, please submit two questions from the reading in the Human Development text. 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 using your mic 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.
**Virtual Conversations:** You are required to participate in 5 out of 6 (you choose which 5 to complete) virtual conversations based on short, informational articles related to the development of positive characteristics and behaviors that will help you be successful in the School Counseling program, as a Professional School Counselor, and as a human being. These assignments will be done through FlipGrid, a video discussion application that will require a Gmail or Microsoft email address. Here is the link for Flipgrid [https://info.flipgrid.com/](https://info.flipgrid.com/)

**Robert Brooks and Dennis Odell Reading - Exam Questions:** You are required to complete the assigned reading in “The Power of Resilience” and “A Practical Guide for Clinicians, Counselors and Parents.” In-Class discussions will occasionally focus on your reading across the semester. Questions designed to assess your knowledge and understanding will be included on exams.

**Exams:** There will be two interval exams and a final exam. Each exam will cover 5 chapters in the Broderick and Blewitt text, and the assigned readings in the Brooks and Odell texts. Exam 3 is not cumulative. Exams will be in a take-home format, and will cover material from the reading assignments, lectures, class discussions, guest speakers and videos. You may not consult with one another regarding exams. Each student needs to do the work needed to respond to exam item. Be sure to complete reading assignments and attend class so you are prepared for exams.


**Short Papers:** 2 short papers are required. Papers are to be submitted via canvas by 2 pm on the due date listed on the Course Overview of this syllabus. Please base your informal papers on articles I have placed in Canvas under “Course Content.” Refer to the following information and guidelines when writing your informal papers:

1. In Canvas, under each chapter, you will find a selection of scholarly articles for the 15 chapters in the text. The articles will provide you with an opportunity to read about a different viewpoint on a topic discussed by Broderick and Blewitt, or will expand upon a topic relevant to lifespan human development and resilience. Once you have selected an article, please read it thoroughly and write a 3 – 3.5 page-paper (NOT including the cover sheet), using APA, 7th Edition format and the guidelines below.

2. **Short Paper format:** Double space your paper and use 1-inch margins. Use APA format, 7th Edition on the cover sheet, including a running head and page number. NOTE: READ THE INFORMATION ON THE HOMEPAGE REGARDING THE TITLE PAGE. Start the body of your paper on a new page after the cover sheet. Begin by summarizing the article in your own words in 5 – 6 well-written paragraphs (about 2 pages). For the rest of the paper, discuss your own opinions, experience, and your response to the article. If appropriate, you may wish to tie the article to information discussed in the chapter it corresponds to in the text, and/or refer to our class discussion on the topic. Your paper must be well written, free of grammatical and proofreading errors, and 3 – 3.5 pages in length to receive full credit.

**Individual Project:** Choose an area of interest in lifespan human development for in-depth individual study. Please choose a topic that is compelling to you, and that is relevant to your practice as a school counselor. 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. If you do not have any ideas, please consult the Broderick and Blewitt text or talk to me. In particular, you may find the Case Studies or the Applications sections, which conclude each chapter in the text, to be a source of inspiration. If you would like to focus on a topic that isn’t covered in the text, you may discuss your proposal with me. There are two components to the individual project: 1) A formal paper (APA Style) in the form of a literature review; and 2) A class presentation, including PowerPoint slides, a Prezi or Google presentation.
1. **Literature Review**: You are required to write a 13 – 15-page, formal literature review adhering to APA style. I will cover requirements in class. In addition, you will find guidelines on the Canvas homepage. You are expected to read and carefully follow the guidelines as you write your literature review. I will also have some lit reviews from former students available in Canvas for you to take a look at. The literature review is assigned to provide an opportunity for students to develop effective writing skills.

2. **Class Presentation**: Student presentations provide an opportunity for students to share with their classmates what they have learned while preparing the literature review. The presentation also provides another opportunity for students to develop skill in oral expression. Using your written literature review, create a 20-minute presentation for your group, including PowerPoint slides. Students will present via Zoom, in breakout groups. On the evening when presentations are given, each student will fill out a short review for each presentation they observe. A template for student reviews will be provided. Each student will be required to submit their slides via Canvas. You may submit using PowerPoint/Prezi/Google.

- **Participation**: I feel that student participation is essential for both individual student professional development, and to ensure a lively, interesting class time. Therefore, I strongly encourage students to engage in class discussions. Points may be earned in two ways: 1. during class most weeks, I will select reading questions submitted by students the day before. I will call on the student(s) who authored the selected questions. Students should be prepared to activate their mic and explain their reason for posing the question. The student will lead a short class discussion on the topic. The student will earn 10 points for responding. If a student is absent, or declines participation, the 10 points will not be available again. 2. When a student activates their mic to make a comment during class, she/he should state their name. Credit will be given for meaningful participation (5 points each, maximum of 20 points).

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**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Evaluation Criteria: The point distribution is as follows:</th>
<th>Robert Brooks, Resiliency Reading Assignment: (Questions will be included on the exams)</th>
<th>Virtual Conversations = 50 Total</th>
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<tbody>
<tr>
<td><strong>Chapter Questions = 150 Total</strong></td>
<td><strong>Implicit Bias Assignment = 20</strong></td>
<td><strong>Virtual Conversations = 50 Total</strong></td>
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<td>- 15 assignments composed of 2 questions each; 5 points per question; 10 points per assignment (30 questions in total)</td>
<td><strong>Virtual Conversations = 50 Total</strong></td>
<td><strong>Participation = 20 points</strong></td>
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<td><strong>Short Papers = Total 90</strong></td>
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<td>- 2 Papers worth 45 points each</td>
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<td><strong>Exams = 180 Total</strong></td>
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<td>- 3 Exams worth 60 points each</td>
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<td><strong>Individual Project = 150 Total</strong></td>
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<td>- Formal Paper worth 75 points</td>
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<td>- Group Presentation worth 75 points</td>
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<td><strong>TOTAL = 660 points</strong></td>
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**Grading**: The following percentages will determine grades.

- A = 95-100%
- A- = 90-94%
- 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%
**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.** We will frequently be watching videos and Ted Talks, and you will be engaging in small group discussions. I have scheduled guest speakers during the semester as well. I thoroughly enjoy students’ questions and comments in class and invite them.

**COVID-19 Classroom Protocols**

In order to continue to provide various forms of face-to-face instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols during the fall 2021 semester. These protocols are based on CDC, state, and local health department guidelines and requirements are in place not only for your safety but also the safety of the entire campus community.

At Utah State, we are asking that you wear masks while in your classroom and maintain socially distant while interacting with one another. We also encourage you to get vaccinated if you can. We ask that you be aware of the policies at your education center because we do not want to have the center shut down for any reason relating to Covid-19 outbreaks and cases. Please refer to this link on USU’s website for up-to-date information relating to anything Covid-19 related: [Utah State University Covid-19 Information](https://usu.edu/covid-19/)

We are asking that you attend your face-to-face class weekly when there are no other circumstances preventing you to do so. If, for any reason you think you need to attend class via Zoom, please follow the appropriate communication steps outlined here:

a. Email your instructor directly to communicate your reasoning for needing to meet via Zoom (medical, ill, family emergency, etc.)

b. We are REQUIRING that you have your Zoom camera ON throughout the duration of your class, and continue to engage with your instructor and class as usual

c. You will then follow-up, if necessary, with your instructor and/or classmates after your class finishes

Face coverings are strongly encouraged in all classrooms and teaching laboratories. Follow faculty instructions regarding social distancing and entering/exiting classrooms.

- Stay home when you are sick, however mild your symptoms.
- Wash your hands frequently with soap and water.

**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.

**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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>August 31</td>
<td>Organizing Themes in Development</td>
<td>Broderick and Blewitt, Chapter 1 &lt;br&gt;<strong>CH 1 Questions due Sept. 6, 11:59 PM</strong>&lt;br&gt;<strong>Discussion Post - Introduce yourself, include a picture. Due: Sept 6, 11:59 PM</strong>&lt;br&gt;<strong>Virtual Conversation #1 (Grit) Opens: Aug 31, 11:59 PM. Due Sept. 13, 11:59 PM</strong>&lt;br&gt;Brooks &amp; Goldstein, Chapter 1</td>
<td>1, 2, 9</td>
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<td>September 7</td>
<td>Epigenesis and the Brain: The Fundamentals of Behavioral Development</td>
<td>Broderick and Blewitt, Chapter 2 &lt;br&gt;<strong>CH 1 and CH 2 Questions due Sept. 6, 11:59 PM</strong>&lt;br&gt;Brooks &amp; Goldstein, Chapter 2</td>
<td>3, 12, 13</td>
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<td>September 14</td>
<td>Cognitive Development in the Early Years</td>
<td>Broderick and Blewitt, Chapter 3 &lt;br&gt;<strong>CH 3 Questions due Sept. 13, 11:59 PM</strong>&lt;br&gt;<strong>&quot;Implicit Bias Test&quot; Assign, Due Sept 14, noon</strong>&lt;br&gt;<strong>Virtual Conversation #1 (Grit) Due Sept. 13, 11:59 PM</strong>&lt;br&gt;Brooks and Goldstein, Chapter 3</td>
<td>1, 3, 9, 13</td>
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<td>September 21</td>
<td>Emotional Development in the Early Years</td>
<td>Broderick and Blewitt, Chapter 4 &lt;br&gt;<strong>CH 4 Questions due Sept. 20, 11:59 PM</strong>&lt;br&gt;<strong>Short Paper 1 Due Sept 21 by 2:00 PM (Based on an article in Canvas, Ch. 1 - 8)</strong>&lt;br&gt;<strong>Virtual Conversation #2 (Social Skills) opens Sept. 21, 11:59 PM, due Sept. 27, 11:59 PM</strong>&lt;br&gt;NO Brooks &amp; Goldstein Odell, Chapter 8,</td>
<td>1, 3, 9, 12, 14</td>
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<td>September 28</td>
<td>The Emerging Self &amp; Socialization in the Early Years</td>
<td>Broderick and Blewitt, Chapter 5 &lt;br&gt;<strong>CH 5 Questions due Sept. 27, 11:59 PM</strong>&lt;br&gt;<strong>Virtual Conversation #2 (Social Skills) Due Sept. 27, 11:59 PM</strong>&lt;br&gt;<strong>Exam 1 (Take-Home, Ch. 1-5) Opens tonight, 10:30 PM. Due Mon., Oct 4, 11:59 PM</strong>&lt;br&gt;Brooks &amp; Goldstein Odell, Chapter 8,</td>
<td>2, 3</td>
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<tr>
<td>October 5</td>
<td>Realms of Cognition in Middle Childhood</td>
<td>Broderick and Blewitt, Chapter 6 &lt;br&gt;<strong>CH 6 Questions due Oct. 4, 11:59 PM</strong>&lt;br&gt;<strong>Virtual Conversation #3 (Receiving Feedback) opens Oct. 5, 11:59 PM. Due Oct. 18, 11:59 PM</strong>&lt;br&gt;No Brooks &amp; Goldstein Odell, Chapters 1, 4, 5, 11</td>
<td>4, 9, 10, 13</td>
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<td>October 12</td>
<td>Self and Moral Development: Middle Childhood through Early Adolescence</td>
<td>Broderick and Blewitt, Chapter 7 &lt;br&gt;<strong>CH 7 Questions due Oct. 11, 11:59 PM</strong>&lt;br&gt;Brooks &amp; Goldstein, Chapter 5&lt;br&gt;Odell, Chapter 6, 13</td>
<td>2, 3, 4, 5, 12, 13, 15 2, 4, 5, 9, 11, 12</td>
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<td>October 19</td>
<td>Gender and Peer Relationships in Middle Childhood – Early</td>
<td>Broderick and Blewitt, Chapter 8 &lt;br&gt;<strong>CH 8 Questions due Oct. 18, 11:59 PM</strong></td>
<td>2, 3, 4, 5, 12, 13, 15</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Topic and Title of Final Project Due Oct. 19 by 4:00 PM</td>
<td>5, 9, 10, 13</td>
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<td>October 26</td>
<td>Physical, Cognitive and Identity Development in Early Adolescence</td>
<td>Broderick and Blewitt, Chapter 9 CH 9 Questions due Oct. 25, 11:59 PM Short Paper 2 Due Oct. 26 (today) by 2:00 PM (Based on an article in Canvas, Ch. 9 - 15) Virtual Conversation #4 (Giving Feedback) Due: Oct. 25, 11:59 PM Brooks &amp; Goldstein, Chapter 6, 7</td>
<td>5, 9, 10, 13</td>
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<td>November 2</td>
<td>The Social World of Adolescence</td>
<td>Broderick and Blewitt, Chapter 10 CH 10 Questions due Nov. 1, 11:59 PM Exam 2 (Take-Home, Ch. 6-10) Opens tonight 10:30 PM. Due Mon., Nov. 8, 11:59 PM Odell, Chapter 7</td>
<td>5, 9, 10, 13</td>
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<tr>
<td>November 9</td>
<td>Physical and Cognitive Development in Young Adulthood Panel</td>
<td>Broderick and Blewitt, Chapter 11 CH 11 Questions due Nov. 8, 11:59 PM Virtual Conversation #5 (Self Care) opens Nov. 9, 11:59 PM. Due Nov. 15, 11:59 PM. Brooks &amp; Goldstein, Chapter 9, 10</td>
<td>6, 9, 10, 11, 12, 13</td>
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<td>November 16</td>
<td>Socioemotional and Vocational Development in Young Adulthood</td>
<td>Broderick and Blewitt, Chapter 12 CH 12 Questions due Nov. 15, 11:59 PM Virtual Conversation #5 (Self Care) Due: Nov. 15, 11:59 PM NO Brooks and Goldstein Odell, 3 ,5, 12</td>
<td>6, 7, 9, 11, 12, 13</td>
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<td>November 23</td>
<td>Middle Adulthood: Cognitive, Personality and Social Development</td>
<td>Broderick and Blewitt, Chapter 13 CH 13 Questions due Nov. 22, 11:59 PM Literature Review Paper Due Tuesday, November 30, 8:00 AM. NO Brooks &amp; Goldstein</td>
<td>7, 11, 12, 14</td>
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<td>November 30</td>
<td>Living Well: Stress, Coping and Life Satisfaction in Adulthood AND Gains and Losses in Late Adulthood</td>
<td>Broderick and Blewitt, Chapters 14, 15 Questions on CH 14 and 15 are due Dec 6, 11:59 PM Brooks &amp; Goldstein, Chapter 11</td>
<td>7, 11, 12, 14</td>
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<tr>
<td>December 7</td>
<td>Class Presentations</td>
<td>Final Project Presentations during class tonight Slides due by 2:00 PMtoday Exam 3 (Take-Home, Ch. 11 - 15) Opens tonight at 10:30 PM. Due Tuesday, Dec. 14, 11:59 PM. Virtual Conversation #6 (Sense of Humor) opens Dec. 7, 11:59 PM. Due Dec. 14, 11:59 PM</td>
<td>8, 9, 13, 14</td>
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<tr>
<td>December 13-17</td>
<td>Final Week</td>
<td>Exam 3 (Take-Home Ch. 11 – 15) Due Tuesday, Dec. 14, 11:59 PM. Virtual Conversation #6 (Sense of Humor) Due Dec. 14, 11:59 PM</td>
<td>14</td>
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**Adolescence**  
Guest presentation on gender development and *The Family Acceptance Project*, Dr. Caitlin Ryan

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**Brooks & Goldstein, Chapter 6**  
October 2  
**Physical, Cognitive and Identity Development in Early Adolescence**

**Brooks & Goldstein, Chapter 8**  
November 2  
**The Social World of Adolescence**

**Brooks & Goldstein, Chapter 9**  
November 9  
**Physical and Cognitive Development in Young Adulthood Panel**

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**Brooks & Goldstein, Chapter 10**  
November 16  
**Socioemotional and Vocational Development in Young Adulthood**

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**Brooks & Goldstein, Chapter 11**  
November 23  
**Middle Adulthood: Cognitive, Personality and Social Development**

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**Brooks & Goldstein, Chapter 12**  
November 30  
**Living Well: Stress, Coping and Life Satisfaction in Adulthood AND Gains and Losses in Late Adulthood**

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**Brooks & Goldstein, Chapter 13**  
December 7  
**Class Presentations**

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**Brooks & Goldstein, Chapter 14**  
December 13-17  
**Final Week**