

# Human Growth & Development

Fall 2022

CPSE 649

Mondays, 9–11:50 AM, MCKB 341

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Office: CAPS (1500 WSC)

Office Hours: by appointment

## Course Description

Psychoeducational aspects of developmental theory across the life span, including psychosocial, moral, ego, cognitive, faith, and identity.

## Objectives

- a) Articulate the fundamental assumptions of developmental psychology
- b) Differentiate developmental psychology from other models (e.g., behavioral, cognitive)
- c) Articulate the process of human development across "stages" of the human life span
- d) Articulate the characteristics of each progressive "stage" of human development
- e) Apply developmental psychology to specific problems in the human condition

## Readings

Textbook:

- Santrock, J. (2019). *Life-span development* (17<sup>th</sup> ed.). McGraw Hill.

Required Books:

- Blum, D. (2011). *Love at Goon Park: Harry Harlow and the science of affection*. Basic Books.
- Buehler, S. (2021). *What every mental health professional needs to know about sex* (3<sup>rd</sup> ed.). Springer.
- Napier, A. Y., & Whitaker, C. A. (1978). *The family crucible: The intense experience of family therapy*. Harper and Row.
- Welker, H. (2016). *Baring witness: 36 Mormon women talk candidly about love, sex, and marriage*. University of Illinois Press.
- Welker, H. (2022). *Revising eternity: 27 Latter-day Saint men reflect on modern relationships*. University of Illinois Press.

Additional required articles and readings listed below

## Course Requirements

Grade	A	A-	B+	B	B-	C+	C	C-	D	F
%	93–100	90–92	87–89	83–86	80–82	77–79	73–76	70–72	60–69	0–59

**20% Participation:** Be present in class and participate in a way that contributes to the learning environment. Class discussion is imperative to the learning process. It is essential that you attend every class. You are required to email or text the instructor before class if you will be more than a few minutes late or unable to attend. Being late to class, frequently leaving the room, or taking long breaks (other than for medical/health concerns) will affect your participation grade.

**20% Quizzes (8):** At the beginning of indicated classes, you will take a multiple-choice quiz—individually and then again in groups—on the topics from the textbook for that day. These **quizzes cannot be made up—no exceptions**—as the class will have the answers by the end of each quiz. To allow for emergencies or illness, your lowest score will be dropped. NOTE: If you are more than a few minutes late, you may miss these quizzes.

**30% Readings:** For each assigned reading (other than the textbook), there will be a brief writing assignment (usually one or more writing prompts or questions, or a reflection of 1–2 pages max). Directions for each assignment TBA.

**DOCTORAL STUDENTS:** For students enrolled in a doctoral program (e.g., counseling psychology, educational inquiry) find five articles from academic journals covering developmental issues, from the last 10 years. *Developmental Psychology* and *Child Development* are two examples of such journals. You may want to find articles that connect to your own research or professional interests. You will then turn in an explanation of how each of these articles relate to your research or clinical/professional work (max 250 words per article). One time during the semester, you will briefly describe the content of at least one article to the class and lead a discussion (i.e., presenting on more than one article is allowed if they are related, but is not required).

**10% Assignments (3):** NOTE: These assignments are not related to specific readings per se.

*Death and the Body:* In a maximum of 500 words explain how you would like your body to be handled after death and why. Due the first day of class. There is no wrong answer for this assignment, but papers written in haste will be penalized.

*Eulogy or Obituary* (choose one): Write a maximum 750-word (1) eulogy for someone you care about, or (2) an obituary for yourself after you die. Similar to the death and the body exercise, there is no wrong answer for this assignment, but papers written in haste will be penalized. Due the second class meeting.

*Family Systems Influences on Sexuality:* This assignment is designed to provide the experience of reflecting on one's own sexual health and development throughout the lifespan. **You will not turn in the main section of this paper.** After completing it, you will write a shorter paper processing your experience, which will be turned in and read by the instructor. An outline will be provided. Due date below.

**20% Final Evaluation:**

*Option 1:* Write a case study, including an integrated assessment, based on a character or family from a book, movie, or TV series.

*Option 2:* Choose a topic in human development, find at least 20 articles in the literature on that topic, and write a review of that literature in APA 7th edition format. You may complete either of these first two options with a partner in the class (no groups of 3 or more), or you can complete them alone. Maximum 5,000 words, including references.

*Option 3:* Take a 100-question multiple-choice exam covering the course content.

Due date below, end of semester. NOTE: If you choose option 3—the exam—you must let the instructor know this in writing (e.g., email, and make sure you get a response) by the fifth class session (occurs usually early October).

## Course Policies

**Accommodations for Students with Disabilities:** If you have a disability that may affect your performance in this course, get in touch with the University Accessibility Center (2170 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations. Inform Dr. Fisher ASAP of accommodations you need.

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

**Honor Code:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Violations may result in a failing grade in the course and additional disciplinary action by the university. It is the university's expectation 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.

## Class Schedule

Date	Topics	Due
8.29	Introduction Death, Dying, and Grief	<b>Assignment:</b> <i>Death and the Body</i>
9.12	Late Adulthood	<b>Assignment (choose one):</b> <i>Eulogy or Obituary</i> <b>Reading 1:</b> Buehler (2021). 17: Sexuality and Aging [18 pages] <b>Quiz 1:</b> Textbook 19–20
9.19	Caregiving	<b>Reading 2:</b> Posts from a caregiver (PDF on Learning Suite) <b>Quiz 2:</b> Textbook 17–18
9.26	Marriage Attachment Theory Differentiation of Self	<b>Reading 3:</b> Welker (2022). <i>Revising eternity</i>  ***Let instructor know about final evaluation decision by next class***
10.3	Middle Adulthood Divorce	<b>Reading 4:</b> Welker (2016). <i>Baring witness</i> <b>Quiz 3:</b> Textbook 15–16
10.10	Early Adulthood Spiritual Development	<b>Reading 5:</b> <i>87 Minutes</i> (PDF on Learning Suite) <b>Quiz 4:</b> Textbook 13–14
10.17	Gender Development Sexual Health Dysregulated Sexuality	<b>Readings 6–8:</b> Buehler (2021). [57 p.] <ul style="list-style-type: none"> <li>• 3: Sexual Anatomy and Psychosexual Development</li> <li>• 4: Understanding Sexology and Sexual Health Definitions</li> <li>• 5: Assessing Sexual Issues</li> </ul>
10.24	Core Sensitivities Circle of Security	<b>Assignment:</b> <i>Family Systems Influences on Sexuality</i> , turn in Part III (process paper) only <b>Reading 9:</b> Buehler. 10: Parents' Questions About Sex [10 p.]
10.31	Adolescence Violence Political Development	<b>Quiz 5:</b> Textbook Chapters 11–12 <b>Reading 10:</b> Napier & Whitaker (2017). <i>The family crucible</i> [Chapters 1–11; 161 p.]
11.7	Middle & Late Childhood Family Systems	<b>Quiz 6:</b> Textbook Chapters 9–10 <b>Reading 11:</b> Napier & Whitaker (2017). <i>The family crucible</i> [Chapters 12–21; 130 p.]
11.14	Copy Process	<b>Reading 12:</b> Blum (2011). <i>Love at goon park</i> [307 p.]
11.21	Early Childhood The Self	<b>Quiz 7:</b> Textbook Chapters 7–8 <b>Reading 13:</b> Schwartz (2001). <i>Introduction to the internal family systems model</i> , chapters 1–2 [pp. 1–48]
11.28	Infancy	<b>Reading 14:</b> Sandmaier (2009). Who do you think you are? [16p.] <b>Quiz 8:</b> Textbook 4–6
12.5	Biology and Birth	<b>Reading 15:</b> Buehler. 14: Sexuality and Reproduction [11 p.] <b>Quiz 9:</b> Textbook 1–3

\*\*\*Final Evaluation Options 1 or 2 due by 11:59 PM on 12/16\*\*\*

\*\*\*Final Evaluation Option 3 date/time TBA\*\*\*

\*\*\*NOTE: schedule subject to change; some topics may span multiple weeks\*\*\*