

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 biopsychosocial 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.

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%

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 check on your welfare.

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

Zoom attendance is limited to rural remote students and students who are ill. Class recordings are not generally available. If an emergency arises, please notify your professor and/or your cohort immediately so we know that you are okay if we don't see you in class.

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.

Study Habits

I have provided a variety of formats for learning in this course. Embrace those that work best for you and venture into those that are less preferred. Multiple sources are likely to give you the most well-rounded preparation for field practice and success in licensing exams.

Teaching Philosophy

I use developmental models in my teaching, applying multiple theories to assist you in your transformation from student into well-informed clinician.

I begin with explicit structure and guidelines, but introduce more choices and pathways as we move through the course. This allows you to seek expertise in some areas of interest to you, but still acquire the necessary background knowledge for expected competency.

My expectation is that you will grow in your ability to plan your own ways of seeking out and accessing knowledge, planning for implementation of that knowledge into practice, and building your own library of resources in a format that works for you. Towards that end, my scaffolding will gradually decrease throughout the course as your skills increase.

Your mid-term final paper will show evidence that you have the ability to independently integrate theory into practice without regimented boundaries, allowing creativity and life experience to inform your internalization and application of theory.

Reliable Sources

NASP Domains

See <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice> (<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice>).

Domains of specific relevance to this course include:

Domain 2: Consultation and Collaboration

Domain 5: School-Wide Practices to Promote Learning

Domain 7: Family, School, and Community Collaboration

Domain 8: Equitable Practices for Diverse Student Populations

APA Guidelines

See <https://www.apa.org/practice/guidelines> (<https://www.apa.org/practice/guidelines>)

Guidelines of specific relevance to this course include:

[Guidelines for the Practice of Parenting Coordination \(https://www.apa.org/practice](https://www.apa.org/practice)

[/guidelines/parenting-coordination\)](#)

[Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, 2017 \(https://www.apa.org/about/policy/multicultural-guidelines\)](https://www.apa.org/about/policy/multicultural-guidelines)

[Guidelines for Psychological Evaluations in Child Protection Matters \(https://www.apa.org/practice/guidelines/child-protection\)](https://www.apa.org/practice/guidelines/child-protection)

[APA Guidelines on Evidence-Based Psychological Practice in Health Care \(PDF, 331KB\) \(https://www.apa.org/about/policy/psychological-practice-health-care.pdf\)](https://www.apa.org/about/policy/psychological-practice-health-care.pdf)

Assignments

Assignment Descriptions

3 Core BioPsychoSocial Core Concepts

Sep
11

Due: Monday, Sep 11 at 11:59 pm

[Three Core Concepts in Early Child Development](https://developingchild.harvard.edu/resources/three-core-concepts-in-early-development/)

[\(https://developingchild.harvard.edu/resources/three-core-concepts-in-early-development/\)](https://developingchild.harvard.edu/resources/three-core-concepts-in-early-development/) 4:89 (*Lots to explore according to interest*)

Development & Distress

Sep
11

Due: Monday, Sep 11 at 11:59 pm

[From Disorder to Challenge: Using Lifespan Development Theories to Reframe Distress \(https://www.lib.byu.edu/cgi-bin/remotearchive.pl?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=129773927&site=ehost-live&scope=site\)](https://www.lib.byu.edu/cgi-bin/remotearchive.pl?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=129773927&site=ehost-live&scope=site) (quick read)

Chap. 4 EPPP Guide

Sep
11

Due: Monday, Sep 11 at 11:59 pm

ALL students required review of developmental basics in Ch. 4 of EPPP Review book - [link to online version in Mod. 1. \(https://lib.byu.edu/search/byu/search?q=EPPP\)](https://lib.byu.edu/search/byu/search?q=EPPP)

Additional reading for those without prior development coursework = Crain text *Theories of development: Concepts and applications*. Link to online text (not pretty) in [Mod. 1 \(https://learningsuite.byu.edu/Fp2M/cid-Nw-b3zvCgun6/student/pages/id-6E0R\)](https://learningsuite.byu.edu/Fp2M/cid-Nw-b3zvCgun6/student/pages/id-6E0R). There is 1 hard copy at HBLL for checkout.

CDC Milestones

Sep
18

Due: Monday, Sep 18 at 11:59 pm

- [CDC Milestones 2 months \(https://www.cdc.gov/ncbddd/actearly/milestones/milestones-2mo.html\)](https://www.cdc.gov/ncbddd/actearly/milestones/milestones-2mo.html) (including some videos);
- [4 months \(https://www.cdc.gov/ncbddd/actearly/milestones/milestones-4mo.html\)](https://www.cdc.gov/ncbddd/actearly/milestones/milestones-4mo.html);

- 6 months (<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-6mo.html>);
- 9 months (<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-9mo.html>);
- 1 year (<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-1yr.html>)

Freud Feeding Case Study

Sep
18

Due: Monday, Sep 18 at 11:59 pm

Infantile anorexia, co-excitation and co-mastery in the parent/baby cathexis: The contribution of Sigmund and Anna Freud. (<https://www-lib-byu-edu.erl.lib.byu.edu/cgi-bin/remotearchive.pl?url=http://search.ebscohost.com.erl.lib.byu.edu/login.aspx?direct=true&db=psyh&AN=2016-56375-001&site=ehost-live&scope=site>) This is an example of an application of Freud's theory of development to a child clinical case. It may or may not be an appropriate application, and we should discuss this as a possible misapplication of developmental theory to a clinical case (and why).

View two Babies and/or Brain videos

Sep
18

Due: Monday, Sep 18 at 11:59 pm

- Babies Episode 1.3: Crawling 0:52 (https://www.youtube.com/watch?v=1T3RHuPB_cg&t=2s) (YouTube or Netflix, 2020)
- Babies Episode 1.6: First Steps 0:49 (<https://www.youtube.com/watch?v=p1otGt99Rec&t=5s>) (YouTube or Netflix, 2020)
- Babies Episode 2.2: Movement 0:53 (only on Netflix 2020)
- PBS: The Secret Life of the Brain: Part 1 The Baby's Brain (https://www.youtube.com/watch?v=UOL0mYi_ftc) 0:54-- DVD (checkout) or YouTube (older series than Babies - 2002)

Application or Misapplication?

Sep
18

Due: Monday, Sep 18 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?

This is a preview of our discussion in class our first week - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

Harvard Child Center Report

Sep
25

Due: Monday, Sep 25 at 11:59 pm

Choose EITHER the full version of the Harvard Center for the Developing Child Report or the shorter summaries

Harvard Univ. Center for the Developing Child: Best Practices to Breakthroughs (<https://developingchild.harvard.edu/resources/from-best-practices-to-breakthrough-impacts/>)

- full report available for download (38 pgs)
- 2- pg Summary
- 5-pg. Key Findings
- 8 Things to Remember (for our discussion today)

Babies -- Relationships & Communication

Sep
25

Due: Monday, Sep 25 at 11:59 pm

Choose at least TWO episode of Babies to watch (as they are available to you) -Relationship and Communication Episodes



- Episode 1.1: Love 0:48 (<https://www.youtube.com/watch?v=YOV5jDFtvsI&t=18s>) (Youtube)
- Episode 2.4: Relationships 0:51 on Netflix
- Episode 2.5: Nature and Nurture 0:46 on Netflix
- Episode 1.4: First Words 0:51 (<https://www.youtube.com/watch?v=BFtbXwnBRg8&t=2s>) (Youtube)
- Episode 2.1: What Babies Know 0:54 on Netflix
- Episode 2.6: Toddlers 0:46 on Netflix

Guide to Babies on Netflix.docx [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=10eccb6f-wNfB-AH2I-ITOB-a149c91abcc6&pubhash=ulLd0PwymiTUsBSSb9OHcw9IW_xpsw3dWgGBabLZIE_nqZRLTEH8WwU7IRQRypJ0P1iE9eV7F2Aj9ou\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=10eccb6f-wNfB-AH2I-ITOB-a149c91abcc6&pubhash=ulLd0PwymiTUsBSSb9OHcw9IW_xpsw3dWgGBabLZIE_nqZRLTEH8WwU7IRQRypJ0P1iE9eV7F2Aj9ou)

Parenting

Sep
25

Due: Monday, Sep 25 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

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)

Talking to Parents

Oct
02

Due: Monday, Oct 02 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

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

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.

Socialization and Gender

Oct
09

Due: Monday, Oct 09 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

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).

Developmental Processes and Gender

Oct
16

Due: Monday, Oct 16 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

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?

Development through the Lens of Faith

Oct
16

Due: Monday, Oct 16 at 11:59 pm

Barney_Delacie_delacieb_Theories Midterm.docx [Download \(plugins/Upload/fileDownload.php?fileId=cd8a848c-sMH4-oIP1-KY5u-SG479d3f4880&pubhash=vZzLo-eJhrWA4ZZVF8rLiBuNwPO0Az2FdulH3ot1Cf11TO35HPw5XnrCYREkTIMIBzSkWTZWzGL3ezo_uoqdXQ==\)](#)

This is a preview of our discussion in class our first week - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

Mid-Term Graphic Integration of Theories

Oct
23

Due: Monday, Oct 23 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

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 Oct. 23 at midnight

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

Adolescence Survival Skills

Oct
23

Due: Monday, Oct 23 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

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

Oct
30

Due: Monday, Oct 30 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

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?

Adult Children of Divorce

Nov
06

Due: Monday, Nov 06 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

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?

Effects of Divorce on Families

Nov
13

Due: Monday, Nov 13 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

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?]

What Does Re-Evaluating Look Like for Women?

Nov
20

Due: Monday, Nov 20 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

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).

Aging Across Cultures

Nov
27

Due: Monday, Nov 27 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

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?

Avoid or Embrace?

Dec
04

Due: Monday, Dec 04 at 11:59 pm

This is a preview of our discussion in class - if we don't get to it or you don't have an opportunity to contribute to the conversation, feel free to post your thoughts here. If you commented in class, no worries, no need to post, I will give you credit for your in-class participation.

Watch [Tuck Everlasting](https://search.lib.byu.edu/byu/record/cat.5022259.item.31197234055603?holding=8f2prflef4yq0yy7) (<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
18

Due: Monday, Dec 18 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 (narrative), 15 pages minimum, 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. 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

(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.

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

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that 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.

Compliance Hotline and BYU Policies

If you have questions about university policies, including those discussed in this syllabus, please visit <https://policy.byu.edu> (<https://policy.byu.edu>).

If you observe any non-emergency dangerous, illegal, or suspicious activity occurring on campus or by a member of the BYU community, please report it through the BYU Compliance Hotline at <https://hotline.byu.edu> (<https://hotline.byu.edu>). Emergencies and ongoing criminal activity should be reported directly to BYU Police at 801-422-2911.

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.

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-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent 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.

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

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Belonging

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"

(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice,

including racism, sexism, and nationalism

(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”

(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”

(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

iv President Russell M. Nelson, “The Love and Laws of God”, September, 2019

<https://belonging.byu.edu/discrimination-policy>

Schedule

Date	In Class	Prep for Today	Due Dates
Week 1			
T Sep 05 Tuesday	Start of Classes		
Week 2			
M Sep 11 Monday	Overview and Review See Module 1 for preparation and assignments Moses Lecture - Lane Fischer Complete Overview & Intro	Chap. 4 EPPP Guide 3 Core BioPsychoSocial Core Concepts Development & Distress	
Week 3			
M Sep 18 Monday	Module 2 Beginning Complete Motor Development	CDC Milestones Freud Feeding Case Study View two Babies and/or Brain videos	
Week 4			
M Sep 25 Monday	Module 3 Exploring Complete Infancy & Parenting	Babies -- Relationships & Communication Harvard Child Center Report	
Week 5			
M Oct 02 Monday	Module 4 Learning		
Week 6			
M Oct 09 Monday	Module 5 Conforming		
Week 7			
M Oct 16 Monday	Module 6 Belonging		
Week 8			
M Oct 23 Monday	...		Mid-Term Graphic

M Oct 23 Monday	Module 7 Exploding		mid-term Graphic Integration of Theories
Week 9			
M Oct 30 Monday	Module 8 Launching		
Week 10			
M Nov 06 Monday	Module 9 Upheaving		
Week 11			
M Nov 13 Monday	Module 10 Expanding		
Week 12			
M Nov 20 Monday	Module 11 Re-evaluating		
Week 13			
M Nov 27 Monday	Module 12 - Reinventing		
Week 14			
M Dec 04 Monday	Module 13 Reflecting		
Week 15			
M Dec 11 Monday	Module 14: Readjusting		
Th Dec 14 Thursday	Last Day of Class		
F Dec 15 Friday	Exam Preparation Day		
Week 16			
M Dec 18 Monday	Final Exam Day NO FINAL EXAM - turn in final paper		Final case study - integrated theories and application