Course Title:
Psycho-Social Development

Course Number:
HR 5403-490

Course Description:
This course will review human development through the life span from a psychosocial approach with a special emphasis on early development and its influence on subsequent stages of development. The theories of Freud, Erikson, and Piaget will be emphasized to explicate different aspects and orientations of developmental theory. Students will be encouraged to apply their own experiences developmentally and/or those of people they know to the theory and information presented.

Course Dates:
November 1 – December 31, 2016
Last day to enroll or drop without penalty: October 3, 2016

Site Director:
This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu

Professor Contact Information:
Course Professor: Shannon Bert, Ph.D.
Mailing Address: 601 Elm Ave., PHSC #706
Norman, OK 73072
Telephone Number: (405) 325-1766
Fax Number: (405) 325-4402
E-mail Address: Bert@ou.edu
Virtual Office Hours: Monday and Wednesday 9:30 – 11:30 am; 3:00 – 4:00 pm CST
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


2. Successful completion of this course will require the use of desire to learn (d2l). Students are encouraged to become familiar with the site for this specific course prior to the start of class. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter
your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

OU E-Mail:
All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

Online Orientation:
The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: http://www.ou.edu/content/cas/online/student-online-orientation.html

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at http://www.ou.edu/content/cas/online/student-information.html or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:
1. Develop an understanding of human development as a product of genetic, maturational, societal, and self-directed factors.
2. To be able to identify the developmental stages and the tasks associated with each stage.
3. To be able to explain how successful resolution of each developmental crisis contributes to development of a prime adaptive ego quality.
4. To be able to explain how unsuccessful resolution of each developmental crisis contributes to core pathology.

Students are encouraged to think critically and improve their writing. I challenge students to challenge themselves, whether in their writing, their views, or in their aspirations as human relations professionals. What students take away from my classroom depends on the amount of effort they want to exert.

Course Overview:
Over the course of the semester you will be expected to complete all assigned reading in a timely fashion. You will additionally be expected to participate in class discussions using the discussion forum on D2L, and you will complete a midterm and final paper. The course will be divided into modules, each with its own participation assignments.

Checking D2L:
Regular updates and relevant information regarding the course will be posted to the “headlines” page on D2L (that is the main page you access when you first log on). This will include module-specific information and updates. In order to ensure that you do not miss any new information of relevance to the course, you will be responsible for checking the “headlines” page at least once each week. Additional information, links, and documentation will be posted on the “contents” page. Finally, all assignments are due in the relevant “dropbox” by 5:00 pm CST.

Assignments, Grading, and Due Dates:

Participation Assignments (100 points):
Over the course of the semester, you will be expected to complete numerous participation assignments. These assignments will ensure that you are staying up-to-date on your reading and will allow you interact with the material. Given that this is an online course, these participation assignments are an essential
aspect of the class and will provide you with an opportunity to communicate both with the instructor as well as with your classmates. Participation assignments will consist of weekly discussion forum posts. Discussion forum posts are due weekly using the relevant forum on D2L. A framing question related to the material to be covered will be posted. You will be expected to respond to this question as well as to at least two of your classmates. Thus, your first post should be a response to the posed question, while your second posts should be a respectful and insightful response to at least two of your classmates. The discussion forum will remain open for one week. Please see below for the relevant due dates. You will receive a grade out of 10 for each discussion post you make. You will receive a 0 for any unmade postings, and all late postings will be subject to a 50% grade reduction.

Midterm Paper (100 points)
Utilizing the text as a resource, prepare a 7-10 page paper assessing a person whom you know or someone you interview regarding their developmental history as it relates to Erikson’s psychosocial stages of development as presented in the text (e.g., trust vs. mistrust). APA format must be used. See Final Paper Guidelines. Papers will receive a grade out of 100. Late papers will receive an automatic 10-point deduction for each day the paper is late.

Writing Center
Most universities have a writing center, a place for students, faculty, and staff to meet and talk about writing. The ConocoPhillips Writing Center here at OU is a resource I encourage you to use. As a writer you will want to seek feedback from many different readers. The writing consultants at the writing center are able to talk with you about your writing--at any stage in the process and for any course you are taking. You can make an appointment (online or by phone) and you can drop in whenever they are open. I urge you to visit the website for more information: www.ou.edu/writingcenter.

More details regarding your midterm papers will be posted to D2L closer to the due date.

Final Paper (100 points)
You will need to complete a final paper discussing a topic of your choice (you are responsible for identifying the topic from the list provided below). It is highly recommended that you select an aspect of the issue to discuss; this will make your paper more manageable (e.g., rather than looking just at violence prevention use in general, look at youth violence prevention or discuss terrorism and war, etc.) You will need to submit your topic to me for approval by the designated date. If you do not submit a topic on time, 10 points will automatically be deducted from your final paper grade.

Your paper should include an overview of the topic that you have selected. You should explain the various dimensions of the issue (e.g., the ways that race, class, gender, culture, etc. interact when considering this problem) and the reasons why you have selected it as a topic. In addition, you should provide an analysis of extant literature (what does the literature say about the topic?). You need to use at least seven sources for your paper, of which no more than two may be reports published by governmental, non-governmental, and/or non-profit organizations. The remainder of your sources needs to be scholarly books and/or journal articles. Only one of these may be a chapter we covered in class. Your paper should be approximately seven to ten pages long and should be typed, double-spaced, and should use conventional margins. Finally, your paper needs to conform to APA formatting guidelines.

Your paper will receive a grade out of 100. Late papers will receive an automatic 10-point deduction for each day the paper is late. Final grades will be assessed in the following manner: 10 points for stylistic considerations (correct use of APA format, font, margins, page length, etc.); 60 points for content (the thoroughness of your discussion of the topic you selected, the completeness of your literature review, etc.); 30 points for critical thinking (the degree to which you provide a thoughtful analysis of the dimensions of the issue, the thoughtfulness of your discussion of your personal reflections on the topic, etc.)

More details regarding your final papers will be posted to D2L closer to the due date. Please note that all deadlines are 5PM CST.
Final Paper Topics:

1. Cultural Views of Pregnancy and Childbirth
2. Paternal Rights and Abortion
3. Attachment
4. The Impact of Poverty on Development
5. Gender Differences
6. Moral Development in Early Childhood
7. Violence Prevention
8. Parent-Adolescent Relationships
9. College and Moral Development
10. The Relationship of Gender Identity and Career Decision Making
11. Early Marriage Adjustments
12. Nonmarital Childbearing and Childbearing Choice
13. Managing the Household
14. Discrimination in the Workplace
15. Widowhood
16. Social Support in Older Age
17. Bereavement

Tentative Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assigned Reading</th>
<th>Assignment</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Nov. 1st</td>
<td>N/A</td>
<td>N/A</td>
<td>Course Begins – Familiarize yourself with the D2L site for the course</td>
<td>N/A</td>
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<tr>
<td>Week 1</td>
<td>Course Overview and getting to know one another</td>
<td>Newman &amp; Newman Chapters 1 - 3</td>
<td>Introduction Post</td>
<td>Friday, Nov. 11th by 5:00 PM CST</td>
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<td>Nov. 7th - 11th</td>
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<tr>
<td>Week 2</td>
<td>Pregnancy &amp; Prenatal Development; Infancy</td>
<td>Newman &amp; Newman Chapters 4 and 5</td>
<td>Discussion Post #1</td>
<td>Post #1 (Original Post): Wednesday, Nov. 16 by 5:00 PM CST Post #2 (Response to a classmate): Friday, Nov. 18th by 5:00 PM CST</td>
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<td>Nov. 14th - 18th</td>
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<tr>
<td>Week 3</td>
<td>Thanksgiving Break</td>
<td>N/A</td>
<td>Enjoy time with family and friends</td>
<td>Post #1 (Original Post): Wednesday, Nov. 30th by 5:00 PM CST Post #2 (Response to a classmate): Friday, Dec. 2nd by 5:00 PM CST</td>
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<td>Nov. 21st - 25th</td>
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<td>Week 4</td>
<td>Toddlerhood; Early School Age</td>
<td>Newman &amp; Newman Chapters 6 and 7</td>
<td>Discussion Post #2</td>
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<td>Nov. 28th - Dec. 2nd</td>
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<tr>
<td>Week</td>
<td>Topics</td>
<td>Assigned Reading</td>
<td>Assignment</td>
<td>Due Date</td>
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<tr>
<td>Week 5</td>
<td>N/A</td>
<td>N/A</td>
<td>Midterm Paper Due</td>
<td>Friday, Dec. 9th by 5:00 PM CST</td>
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<td>Dec. 5th – 9th</td>
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<td>Week 6</td>
<td>Middle Childhood; Early Adolescence; Later Adolescence</td>
<td>Newman &amp; Newman Chapters 8 - 10</td>
<td>Discussion Post #3</td>
<td>Post #1 (Original Post): Wednesday, Dec. 14th by 5:00 PM CST Post #2 (Response to a classmate): Friday, Dec. 16th by 5:00 PM CST</td>
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<td>Dec. 12th – 16th</td>
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<td>Week 7</td>
<td>Early Adulthood; Middle Adulthood; Later Adulthood</td>
<td>Newman &amp; Newman Chapters 11 - 13</td>
<td>Discussion Post #4; Final Paper Topic Due</td>
<td>Post #1 (Original Post): Wednesday, Dec. 21st by 5:00 PM CST Post #2 (Response to a classmate): Friday, Dec. 23rd by 5:00 PM CST</td>
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<td>Dec. 19th – 23rd</td>
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<td>Week 8</td>
<td>Very Old Age; Bereavement</td>
<td>Newman &amp; Newman Chapters 14 and 15</td>
<td>Discussion Post #5</td>
<td>Post #1 (Original Post): Wednesday, Dec. 28th by 5:00 PM CST Post #2 (Response to a classmate): Friday, Dec. 30th 5:00 PM CST</td>
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<td>Dec. 26th – 30th</td>
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<td>Dec. 31st</td>
<td>N/A</td>
<td>N/A</td>
<td>Final Paper Due</td>
<td>Saturday, Dec. 31st by 5:00 PM CST</td>
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</table>

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

Students will be graded on:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Paper</td>
<td>100</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
</tr>
</tbody>
</table>

Each student will receive a final grade according to the following point scale:

- 90% to 100% A
- 80% to 89% B
- 70% to 79% C
- 60% to 69% D
- Below 60% F
Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Policy for Late Work:
Please contact the professor regarding his/her policy for late work

Attendance Policy:
In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone before the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed

Incomplete Grade Policy:
A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:
If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).

Procedures for Completion of Course Evaluation:
Upon completion of the course students should go to the Advanced Programs Online Learning Information webpage and click on the applicable semester link under “Online Course Evaluation” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student’s own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc….in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Shannon S.C. Bert, Ph.D.

Education
• 2001    BA in Psychology, University of Oklahoma
• 2004    MA in Developmental Psychology, University of Notre Dame
• 2006    Ph.D. in Developmental Psychology, University of Notre Dame
• 2005 – 2007 Doctoral Fellowship, Georgetown University

Current Positions
• 2007 – Present Assistant Professor; Department of Human Relations; University of Oklahoma; Norman, OK.
• 2008 – Present Graduate Program Instructor; Advanced Programs – Department of Human Relations; University of Oklahoma; Norman, OK.
• 2008 – Present Adjunct Assistant Professor; Women’s and Gender Studies Program; University of Oklahoma; Norman, OK.
• 2010 – Present Adjunct Assistant Professor; Liberal Studies Program; University of Oklahoma; Norman, OK.

Frequently Taught Advanced Programs Courses
• HR 5403 Psycho-Social Development
• HR 5743 Violence Against Women and Children
• HR 5013 Current Problems in Human Relations
• HR 5970 Special topics/Seminar: The Prevention/Intervention of Critical Social Issue

Major Areas of Teaching and Research Interest
• Developmental Theory
• Applied Research Methods and Advanced Research Methods
• Research for Human Relations
• Protective Factors and Resilience
• Biracial/Multiracial Identity Development
• Prevention and Intervention Programs for Disadvantaged Populations
• Emergent Adulthood
• Current Problems
• Violence Against Women and Children
• Women, Work, and the Family

Representative Publications and Presentations

Refereed Publications


**Book Publications**


**Chapter Publications**


**Presentations**


• Carothers, S.S. (2004, August). Social support as a coping resource for at-risk children exposed to negative life events. Poster session presented at the meeting of the American Psychological Association, Honolulu, HI.


**Symposia Presentations**


**Representative Major Professional Affiliations**

- American Psychological Association (APA)
- Society for Research in Child Development
- Society for Research on Adolescence
- APA, Division 35 – The Society for the Psychology of Women
- APA, Division 35 – Section 1, Psychology of Black Women

**Representative Honors and Awards Received**

- Received University of Notre Dame KANEB Teaching Certificate
- Listed in Cambridge Who’s Who Among Executive and Professional Women Psychologists
- Received University of Oklahoma New Faculty Seminar Certificate for “High Attendance”
- Received University of Oklahoma, Research Council Junior Faculty Award in 2008
- Received University of Oklahoma, College of Arts and Sciences Junior Faculty Award in 2009 and 2010
- Selected to participate as a protégé in the University of Oklahoma, Office of the Vice President of Research, Excellence in Proposals Pilot Project.

**Representative Major Professional Affiliations**

- American Psychological Association
- Society for Research in Child Development
- Society for Research on Adolescents

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