

CPSE 649: Human Development  
Fall 2015  
Mondays, 9-12, 341 MCKB  
Instructors: Lane Fischer, 340-L MCKB, 422-8293, lane\_fischer@byu.edu  
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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 model is chosen over multiple models parsed by psychological domain (e.g., cognitive, moral, physical, social). We will integrate theory, research and case studies.

Specifically, students will be able to:

- a) Articulate the fundamental assumptions of developmental psychology.
- b) Differentiate developmental psychology from other models.
- c) Articulate the process of human development across the human life span.
- d) Articulate the characteristics of each progressive balance in human development.
- e) Identify processes and characteristics in extended case studies.
- f) Apply developmental psychology to specific problems in the human condition.

Grading:

You will be graded on your performance on: a) midterm examination, b) four group case studies, c) individual final paper, and d) final examination.

We will ask you to form small working groups (2-4 members) to analyze extended case studies and write a group paper for each one.

Required Text:

Kegan, R. (1982) *The Evolving Self: Problem and Process in Human Development*

Recommended Texts:

Lewis & Lewis (2011) *The Discerning Heart* (Kindle Only)

Kegan, R. (1994) *In Over Our Heads*

Wagner & Kegan (2006) *Change Leadership*

Kegan & Lahey (2009) *Immunity to Change*

Gold (2011) *Keeping Your Child In Mind*

Bullough (2001) *Uncertain Lives*

Corwin (2001) *And Still We Rise*

Santrock (2013) *Life-Span Development*

Bybee, (1998) *Guilt & Children*

Hallie, (1979/1985) *Lest Innocent Blood Be Shed*

Opdyke (1999) *In My Hands: Memories of a Holocaust Rescuer*

Extended Case Studies:

*Forgiving Dr. Mengele*

*The Chosen*

*Hiding & Seeking*

*Into the Arms of Strangers*

*Facing Arthur*

*My Girl*

*Alexander and the Terrible, Horrible, No Good, Very Bad Day*

*The Outsiders*

*Starting Small*

*Mighty Times*

*Sarah, Plain & Tall*

*My Dog Skip*

*Of Souls, Symbols & Sacraments*

*Stand By Me*

### Schedule:

- 8/31 Introductions: Who are you? Really.  
Meaning-Making & Recruitability, Kegan: Prologue, 1-22.
- 9/7 Holiday: No Class
- 9/14 The Developmental Lens  
The Unrecognized Genius of Jean Piaget, Kegan: 25-45.  
The Evolution of Moral Meaning Making, Kegan: 46-72.
- 9/21 The Constitutions of the Self, Kegan: 73-110, Memorize pages 118-120
- 9/28 Midterm Examination
- 10/5 The Growth and Loss of the Incorporative Self, Kegan: 111-132  
The Growth and Loss of the Impulsive Self, Kegan: 133-160
- 10/12 The Growth and Loss of the Imperial Self, Kegan: 161-183
- 10/19 The Growth and Loss of the Imperial Self
- 11/2 The Growth and Loss of the Interpersonal Self, Kegan: 184- 220
- 11/9 The Growth and Loss of the Interpersonal Self.
- 11/16 The Growth and Loss of the Institutional Self, Kegan: 221-254
- 11/23 The Growth and Loss of the Institutional Self.
- 11/30 Natural Therapy, Kegan: 255-296
- 12/6 First Night of Hanukkah
- 12/7 Natural Therapy
- 12/15 Final Exam 7:00-10:00 AM.

### Final Papers:

You will choose a topic in human development, find at least 20 articles in the literature on that topic, and write an integrated review of that literature in APA format.

### Honor Code Standards:

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 my own 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 Discrimination or Harassment:

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

### Students with Disabilities:

If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center (2170 WSC). This office can evaluate your disability and assist me in arranging for reasonable accommodations.