HR 5403-494: Psycho-Social Development

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:

July 1 – August 31, 2020
Last day to enroll or drop without penalty: June 2, 2020

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

Professor Contact Information:

Course Professor: Shannon S.C. Bert, Ph.D.
Mailing Address: 601 Elm Avenue, PHSC 706
Norman, OK 73019
Telephone Number: (405) 325-1766
Fax Number: (405) 325-4402
E-mail Address: Bert@ou.edu
Professor availability: The professor will be available via email to students during the course.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Bookstore Website at https://ou.textbookx.com/institutional/index.php. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online.


2. Materials posted on the OU Canvas learning management system: Access Canvas at https://canvas.ou.edu, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.
OU Email:
All official correspondence from 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:
The purpose of this course is to help students:

- develop an understanding of human development as a product of genetic, maturational, societal, and self-directed factors;
- to be able to identify the developmental stages and the tasks associated with each stage;
- to be able to explain how successful resolution of each developmental crisis contributes to development of a prime adaptive ego quality; and
- to be able to explain how unsuccessful resolution of each developmental crisis contributes to core pathology.

Assignments, Grading, and Due Dates:
Successful completion of this course will require the use of Canvas. Students are encouraged to become familiar with the site for this specific course prior to the start of class.

Attendance and Participation:
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 Canvas. 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.

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](http://www.ou.edu/writingcenter).

More details regarding your midterm papers will be posted to Canvas 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 Canvas 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

**Grading:**

Students will be graded on:
Participation Assignments 100 points  
Midterm Paper 100 points  
Final Paper 100 points  
**Total:** 300 points

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 Canvas and email contact, students are required to contact the instructor via email 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 Canvas, although students may contact the instructor via telephone, postal mail, email, 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 Incomplete 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/](http://webapps.ou.edu/it/) or contacting them by telephone at: (405) 325-HELP (4357).
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assigned Reading</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>July 1</td>
<td>Course Begins – Familiarize yourself with the Canvas site for the course</td>
<td>Newman &amp; Newman Chapters 1 - 3</td>
<td>Introduction Post</td>
<td>N/A</td>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;July 6 – 12</td>
<td><strong>Course Overview and getting to know one another</strong></td>
<td>Newman &amp; Newman Chapters 1 - 3</td>
<td><strong>Discussion Post #1</strong></td>
<td><strong>Post #1 (Original Post): Wednesday, July 15 by 11:59 PM CST</strong>&lt;br&gt;<strong>Post #2 (Response to a classmate): Sunday, July 19 by 11:59 PM CST</strong></td>
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<td><strong>Week 2</strong>&lt;br&gt;July 13 – 19</td>
<td><strong>Pregnancy &amp; Prenatal Development; Infancy</strong></td>
<td>Newman &amp; Newman Chapters 4 and 5</td>
<td><strong>Discussion Post #2</strong></td>
<td><strong>Post #1 (Original Post): Wednesday, July 22 by 11:59 PM CST</strong>&lt;br&gt;<strong>Post #2 (Response to a classmate): Sunday, July 26 by 11:59 PM CST</strong></td>
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<td><strong>Week 3</strong>&lt;br&gt;July 20 - 26</td>
<td><strong>Toddlerhood; Early School Age</strong></td>
<td>Newman &amp; Newman Chapters 6 and 7</td>
<td><strong>Discussion Post #2</strong></td>
<td><strong>Post #1 (Original Post): Wednesday, August 5 by 11:59 PM CST</strong>&lt;br&gt;<strong>Post #2 (Response to a classmate): Sunday, August 9 by 11:59 PM CST</strong></td>
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<td><strong>Week 4</strong>&lt;br&gt;July 27 – August 2</td>
<td>N/A</td>
<td>N/A</td>
<td><strong>Midterm Paper Due</strong></td>
<td>Sunday, August 2 by 11:59 PM CST</td>
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<td><strong>Week 5</strong>&lt;br&gt;August 3 – 9</td>
<td><strong>Middle Childhood; Early Adolescence; Later Adolescence</strong></td>
<td>Newman &amp; Newman Chapters 8 - 10</td>
<td><strong>Discussion Post #3</strong></td>
<td><strong>Post #1 (Original Post): Wednesday, August 12 by 11:59 PM CST</strong>&lt;br&gt;<strong>Post #2 (Response to a classmate): Sunday, August 16 by 11:59 PM CST</strong></td>
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<td><strong>Week 6</strong>&lt;br&gt;August 10 – 16</td>
<td><strong>Early Adulthood; Middle Adulthood; Later Adulthood</strong></td>
<td>Newman &amp; Newman Chapters 11 - 13</td>
<td><strong>Discussion Post #4; Final Paper Topic Due (within Discussion post)</strong></td>
<td><strong>Post #1 (Original Post): Wednesday, August 12 by 11:59 PM CST</strong>&lt;br&gt;<strong>Post #2 (Response to a classmate): Sunday, August 16 by 11:59 PM CST</strong></td>
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<td><strong>Week 7</strong>&lt;br&gt;August 17 – 23</td>
<td><strong>Very Old Age; Bereavement</strong></td>
<td>Newman &amp; Newman Chapters 14 and 15</td>
<td><strong>Discussion Post #5</strong></td>
<td><strong>Post #1 (Original Post): Wednesday, August 19 by 11:59 PM CST</strong>&lt;br&gt;<strong>Post #2 and #3 (Response to 2 classmates): Sunday, August 23 by 11:59 PM CST</strong></td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;August 24 – 30</td>
<td>N/A</td>
<td>N/A</td>
<td><strong>Work on final paper and submit any missing assignments for the course.</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Week 9</strong>&lt;br&gt;August 31</td>
<td>N/A</td>
<td>N/A</td>
<td><strong>Final Paper Due</strong></td>
<td>Monday, August 31 by 11:59 PM CST</td>
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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.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html.
Title IX Resources
For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615-0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office’s website at http://www.ou.edu/content/eeo.html

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  Postdoctoral Fellowship, Georgetown University

Current Positions
- 2012 – Present  Associate Professor - Department of Human Relations, University of Oklahoma, Norman, OK.
- 2012 – Present  Advanced Programs Liaison - 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.

Frequently Taught Advanced Programs Courses
- HR 5403  Psycho-Social Development
- HR 5023  Research in Human Relations
- HR 5743  Violence Against Women and Children
- HR 5713  Women, Work and the Family
- 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


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 Major Professional Affiliations

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