

**GORDON CONWELL THEOLOGICAL SEMINARY - CHARLOTTE  
CO610 ADVANCED DEVELOPMENTAL PSYCHOLOGY**

**Fall 2008**

**September 19,20; October 17,18; November 14,15**

**Professor: Maria L. Boccia, Ph.D., D.Min.**

**PURPOSE:**

Advanced Developmental Psychology is an issues-oriented, non-survey course in human development, with primary focus on the clinical implications of developmental phenomena. The content is biased toward the needs and interests of students training for careers in counseling. Biological, cognitive, social, spiritual, and moral development are considered from theoretical and lifespan perspectives as well as practical implications for the counseling setting. This is an advanced course. As such, students are expected to be familiar already with basic ideas in developmental and general psychology. If there is a lack of such familiarity, it is strongly recommended that the student review a basic developmental psychology textbook, such as that by Sandrock.

**COURSE OBJECTIVES:**

- Demonstrate knowledge about lifespan psychological development and the relationship of developmental psychology to the counseling context
- Examine personal developmental issues that may influence presentation and treatment of clinical issues
- Think from an integrated developmental perspective, seeking a balance in terms of cognition, affect, biology, morality, sociality, and spirituality
- Consider issues of gender and racial/ethnic differences in development

**READING REQUIREMENTS:**

**Textbooks:**

Balswick, J.O., King, P.E., & Reimer, K.S. (2005). *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove IL: InterVarsity Press.

Bergen, D. (2007). *Human Development: Traditional and Contemporary theories*. Upper Saddle River, NJ: Pearson, Prentice Hall.

Davies, D. (2004). *Child Development: A Practitioner's Guide, Second Edition*. NY: the Guilford Press.

**Additional Required Reading:**

In addition to the textbooks, selected chapters and/or papers will be assigned from other sources, including the following. Journal articles will be posted on the CAMS portal course area.

Ainsworth & Baker. (2004). *Understanding Mental Retardation*, University Press of Mississippi.

Baroff. (1999). *Mental Retardation*. Routledge Publ.

Bailey, D., Bruer, J.T., Symons, F.J., & Lichtman, J.W. (2001). *Critical thinking about critical periods*. Baltimore MD: Paul H. Brookes Publishing Company.

- Coch, D., Fischer, K.W., & Dawson, G. (2007). *Human Behavior, Learning, and the Developing Brain: Typical Development*. NY: The Guilford Press.
- Coch, D., Dawson, G., & Fischer, K.W. (2007). *Human Behavior, Learning, and the Developing Brain: Atypical Development*. NY: The Guilford Press.
- Damon, W. & Lerner, R.M. (2008). *Child and Adolescent Development: An Advanced Course*. NY: John Wiley & Sons, Inc.
- Eliot, L. (1999). *What's Going on In There?* NY: Bantam Books
- Lerner, J & Alberts, A.E. (2004). *Current Directions in Developmental Psychology*. Upper Saddle River, NJ: Pearson, Prentice Hall.
- Lerner, R.M., Jacobs, F., & Wertlieb, D. (Editors). (2005). *Applied Developmental Science: An Advanced Textbook*. Thousand Oaks, CA: Sage Publications.
- Mikulincer & Shaver (2007). *Attachment in Adulthood*. NY: The Guilford Press
- Schultze Q (1994) *Winning Your Kids Back from the Media*. InterVarsity Press.
- Howe & Strauss. (2000). *Millenials Rising*, Vintage Books.
- Schuckit, M.A. (2005). *Drug and Alcohol Abuse, Sixth Edition..* NY: Plenum Medical Book Company.
- Walsh, F. (2006). *Strengthening Family Resilience, Second Edition*, NY: the Guilford Press

## **COURSE REQUIREMENTS:**

### ***Class participation:***

Each student will give a brief presentation (15-20 minutes) on a topic chosen from those listed below. At the first class session, students will have the opportunity to sign up for the topic on which they will present. Each student will be responsible to provide the class with a handout that includes the following information: (a) description of the topic, symptoms, patterns, and impact on the developing individual; (b) where appropriate, etiology, symptomatology, treatment; (c) clinical presentation and treatment strategies; (d) biblical and theological reflections; and (e) a short annotated bibliography of significant readings. The student may choose to include some form of case material in the presentation (e.g., case study, film clip, role play) or lead a brief discussion with the class on the topic.

The handout for the class should be provided electronically, by posting it via the CAMS course portal by noon of the Monday before the weekend during which the student will present.

Topics from which students may choose include:

<b>WEEKEND II - FRIDAY</b>	<b>PHYSICAL DISABILITIES</b> Cystic fibrosis Cerebral palsy Cleft palate Orthopedic disability (eg, spina bifida)	<b>ILLNESS</b> Childhood diabetes Asthma Prenatal rubella exposure Chronic physical illness in child
<b>WEEKEND II - SATURDAY AM</b>	<b>MENTAL RETARDATION</b> Down Syndrome Poverty risks related to academic achievement Fragile X Syndrome	<b>SOCIAL/EMOTIONAL ISSUES</b> autism Asperger's Disorder ADHD peer aggression/bullying peer rejection Poverty risks related to social/emotional development Reactive Attachment Disorder
<b>WEEKEND II - SATURDAY PM</b>	<b>SUBSTANCE ABUSE/ADDICTION</b> Effects of maternal cocaine addition/use Fetal alcohol syndrome Parental alcoholism	<b>OTHER RELATIONSHIP ISSUES</b> Birth order effects Child maltreatment Sexual abuse/incest Immigration/emigration Non-parental early child care Headstart and early interventions for children at risk due to poverty
<b>WEEKEND III - FRIDAY</b>	<b>LANGUAGE/ LEARNING DISABILITIES</b> Dyslexia Dyscalculia Bilingual language development Stuttering Learning Disorders/Diagnosis & treatment	<b>OTHER DISABILITIES</b> Premature birth Maternal diabetes prenatal effects on postnatal development
<b>WEEKEND III SATURDAY AM</b>	<b>ADOLESCENCE</b> Adolescent sexual behavior Adolescent pregnancy Adolescent onset mental disorders (e.g., bipolar) Adolescent alcohol/substance abuse Adolescent suicide Cutting Adolescents and eating disorders Sex education	<b>PARENTING</b> Chronic physical illness in parent Chronic mental illness in a parent Effects of maternal depression Effects of parental divorce Effects of parental loss Step-families Adoption Foster care
<b>WEEKEND III SATURDAY PM</b>	<b>MEDIA</b> Television exposure Internet and children Internet and adolescents Child pornography	<b>ADULTHOOD/AGING</b> Chronic illness in marital partner Alzheimer's progression effects on caregivers Chronic illness in adulthood Alzheimer's Disease - prevention, diagnosis, treatment widows and widowers Normal aging vs. dementia Aging well the sandwich generation retirement Death & bereavement

For the Annotated Bibliography: Each reference should be listed using APA style. Annotations should comprise a brief summary of the material and should demonstrate thoughtful reflection regarding the reading.

***Student responses:***

For Weekend II and III, each student will be responsible for posting a brief (max 250 words) response to one of the topics discussed in class. These responses are due one week after class, and should be posted via the CAMS course portal.

***Quizzes:***

There will be **three** quizzes. At the start of Friday's class on the second and third weekends, students will complete a quiz on the material covered the previous weekend. The third quiz will be taken at home with a proctor, after the last weekend of class, and returned to the professor with a post-mark no later than December 12<sup>th</sup>, 2008. These quizzes will be multiple choice questions, and will be based on materials in the textbooks, handouts, and class presentations. The licensing exams you will take in order to secure your LPC or LMFT license are all multiple choice tests. I am committed to helping you prepare for these exams by ensuring that you have the opportunity to practice this format in your classes here at GCTS. Therefore, these three quizzes will be multiple choice tests.

**Quiz I: Friday, October 17**

**Quiz II: Friday, November 14**

**Quiz III: Postmarked by December 12**

**GRADING:**

The student's final grade in this course is based on class participation, writing assignments and exams, distributed as follows:

class presentation:	30%
response to topics (5% each)	10%
3 quizzes (20% each)	60%

**CONTACT INFORMATION:**

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**CO 610 - ADVANCED DEVELOPMENTAL PSYCHOLOGY  
COURSE OUTLINE**

This is an advanced developmental psychology course. As such, the format of this course is based on the assumption that students have a background in basic developmental psychology, and are capable of reading and analyzing course materials in textbooks and chapters. Students should come to class prepared to discuss materials read in preparation for the weekend. For the second and third weekends, this means reading materials posted by presenting students on the Monday before class, as well as readings assigned below. For the first weekend, discussions will be based on the readings assigned below.

## Weekend 1:

Friday Evening

### Course Introduction (34 pages)

- Chapter 1 & 2, *Human Development*, Bergen

### Attachment theory (102 pages)

- Introduction to part I, and Chapter 1, *Child Development*. Davies
- Chapter 1, *Attachment in Adulthood*.
- Boccia & Pedersen in *Critical Thinking about Critical Periods*.

Saturday Morning

### Developmental Neuroscience (106 pages)

- Chapter 2, *Child Development*. Davies
- Chapters 12, *Human Development*, Bergen
- Brain plasticity & behavior in *Current Directions in Developmental Psychology*, Lerner & Alberts
- Chapter 2, *Child and Adolescent Development*, Damon & Lerner
- Chapter 2, *Applied Developmental Science*, Lerner, Jacobs & Wertlieb

Saturday Afternoon

### Discussion of Human Development in Theological Perspective (288 pages)

*The Reciprocating Self*, Balswick, King & Reimer

## Weekend 2:

Friday Evening

### Exam I

#### Physical Disabilities (20 pages)

- Chapter 11, *Human Development*, Bergen

#### Illness (34 pages)

- Chapter 9., *Strengthening Family Resilience*, Froma Walsh.

Saturday Morning

### Mental Retardation (165 pages)

- Chapters 1 & 3, *Understanding Mental Retardation*, Ainsworth & Baker.
- Chapters 3 & 4, *Mental Retardation*. Baroff..

### Social/emotional issues (179 pages)

- Chapters 3 & 4, *Human Development*, Bergen
- Chapters 11 & 12, *Child Development*. Davies
- Crick, Casas & Nelson in *Current Directions in Developmental Psychology*, Lerner & Alberts
- Chapter 2, *Human Behavior . . . Atypical Development*, Coch, Dawson & Fischer
- Chapter 5, *Child and Adolescent Development*, Damon & Lerner
- view video at: [http://www.fpg.unc.edu/~abc/FPG\\_ABC-video.cfm](http://www.fpg.unc.edu/~abc/FPG_ABC-video.cfm)

Saturday Afternoon

### Substance Abuse/Addiction (154 pages)

- Chapter 3, *What's Going on In There?* Lise Eliot.
- Chapters 1, 12, 14, *Drug and Alcohol Abuse*, Sixth Edition Schuckit.

- Chapter 4, *The Psychobiology of Behavioral Development*, Gandelman

**Other Relationship Issues (169 pages)**

- Chapters 3, 4, 9 & 10, *Child Development*. Davies
- Chapter 12, *Human Behavior . . . Atypical Development*, Coch, Dawson & Fischer

**Weekend 3:**

*Friday Evening*

**Exam II**

**Language, and Learning Disabilities (156 pages)**

- Chapters 6 & 7, *Human Development*, Bergen
- Chapters 7 & 8, *Child Development*. Davies
- Chapter 5, 9, *Human Behavior . . . Atypical Development*, Coch, Dawson & Fischer

**Other Disabilities (54 pages)**

- Chapter 1, *Human Behavior . . . Atypical Development*, Coch, Dawson & Fischer
- Goldenberg, Culhane, Iams & Romero (2008). Epidemiology and causes of preterm birth. *Lancet* 371, 75-84.
- Bryan (2003). The impact of multiple preterm births on the family. *International Journal of Obstetrics and Gynecology* 110, 24-28.
- Dominguez (2008). Race, racism, and racial disparities in adverse birth outcomes. *Clinical Obstetrics and the Ecology* 51, 360-370.
- Doyle (2008). An overview of mortality and sequelae of preterm birth from infancy to adulthood. *Lancet*, 371, 261-269.

*Saturday Morning*

**Adolescence (57 pages)**

- Chapters 8 & 9, *Human Development*, Bergen
- Chapter 13, *Human Behavior . . . Typical Development*, Coch, Fischer & Dawson

**Parenting (73 pages)**

- Chapters 5 & 6, *Child Development*. Davies
- Chapter 7, *Applied Developmental Science*, Lerner, Jacobs & Wertlieb

*Saturday Afternoon*

**Media (88 pages)**

- Chapters 5 & 6, *Winning your kids back from the media..* 1994. Quentin Schultze, InterVarsity Press.
- Chapters 11 & 13, *Millenials rising*, 2000. Howe & Strauss. Vintage Books.

**Adulthood and Aging (60 pages)**

- Chapters 5 & 10, *Human Development*, Bergen
- Adulthood and aging section in *Current Directions in Developmental Psychology*, Lerner & Alberts

Due December 12<sup>th</sup>

**Exam III**