CO 610  
ADVANCED DEVELOPMENTAL PSYCHOLOGY  
September 17-December 10, 2010  
Fridays, 1:15-4:15 p.m.  
Instructor: Karen Mason, Ph.D.  
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Office Hours  
Monday 10am-12pm and 1pm-2pm  
Friday 10am-1pm  

*Things do not change; we change.*  
*Henry David Thoreau*

**Course Description:**  
This course is designed to provide the student with an overview of human development from birth to death. Major theories of human development will be introduced. Students will be given opportunity to apply knowledge to observation and to gain knowledge of current literature and research.

**Course Objectives**  
As a result of this course students will be able to:

- Understand phases of human development from a variety of theoretical perspectives
- Summarize major theories of development
- Apply developmental theories to observations to infer development abilities based on normal developmental milestones

**Instructional Methods:**  
Instructional methods will include lecture, guided discussion, small group discussion, case discussion, video, and guest lecture.

**Required Texts:**  

**Additional Reading Resources—Read any 200 pages from this list**


Elkind, David. All grown up and no where to go. New York: Perseus Books


Original dates of publication:
(1900). The interpretation of dreams. Volumes 4 and 5.
(With Breuer: 1895- Studies on Hysteria)


1974 The equilibrium of cognitive structures. Chicago: University of Chicago


Requirements
Students are expected to attend all classes and to participate actively. Students will discuss all absences with the instructor. Absences of more than 3 hours may result in additional assignments or a grade penalty depending on the number of absences. Students will complete all reading and other assignments. Discuss all late assignments with the instructor. One point will be deducted from all late assignments per day late (including the weekend) and will not be accepted more than 1 week late.
Assignments

4 Theory Summaries  10 points each (=40 points)
3 Observations  15 points each (=45 points)
Reading  15 points

4 Theory Summaries
The 4 theory summaries will be for Freud, Piaget, Erikson, and Kohlberg.
The reports are short and single-spaced (2 pages maximum). Use APA style for references. Use complete sentences. Do not merely list information. Each report will include:
5 critical terms or concepts which are most central for understanding this theory. Define each in your own words, demonstrating understanding of each. (2.5 points)
What are the theorist’s basic assumptions about the nature of humans and their development, e.g., are humans sinful, do they begin with a tabula rasa, is development determined? What are the stages (named in order) that a human moves through? (3 points)
How does the theorist conceptualize the healthy and unhealthy individual? (1.5 points)
What are the theory’s strengths and weaknesses from your perspective? Is there any research that supports or refutes the theory? (3 points)

3 Observations
Do not observe your own family member(s).
Observe the developmental level of one child (0-10 years old), one adolescent (13-18 years old), and one older adult (45-100 years old). OMIT THE LAST NAME. Provide basic demographics: age, sex, race/ethnicity. You can provide additional information like SES, position in family, etc.

Give each subject at least 5 types of developmental tasks. Write a 6-page summary (using APA style) of your development observations and conclusions for at least the following areas of development: physical-motor, cognitive (including language) and social-emotional development. For the adolescent and adult, include two other relevant developmental areas, which might include identity, moral, sexual, racial/ethnic, and faith. (The areas you select will depend on the age of the individual and your interest area.) Always report the Erikson stage they appear to be in.

Support your conclusions with examples of behavior and the theoretical basis for your inferences. Example: “Amy appears to be functioning at the four to eight month range which would place her in the Piagetian Sensorimotor stage, substage 3—Secondary Circular Reactions. This inference is based on Amy’s interest in objects and her accidental contact with them. She attempted to reach the grass (when outside on a blanket) but did not yet have the motor skills to successfully reach it. She followed the family dog’s movements intently and tried to reestablish
visual contact with it by trying to anticipate where it would show up next, but she was not always successful at this task…” etc.

Tasks to give to children, See also the following resources on reserve in the library:

- Kuhlen, R.G., & Thompson, G.G. (1979) *Psychological studies of human development* NY: Appleton-Century-Crofts (see chapter 2)


**Grading Rubric**

**TURN IN A CONSENT FORM WITH EACH OBSERVATION.**

1 point each for developmental tasks and 1 point for conclusions or inferences in each of 5 developmental areas.

**Course Outline with Assignments**

*Readings are due on the day listed. Assignments are due by 4pm on the day listed.*

**September 17** Review syllabus. Introduce theories of development and ethical and legal issues in observations including consent form. Freud

1. Read Miller Introduction and chapter 2
2. Read Berk chapter 1

**September 24** Erikson, Marcia, Vaillant, Piaget and King & Kitchener

1. **Turn in Theory Summary on Freud**
3. Read Miller chapter 1
October 1 Vygotsky, Kohlberg, Gilligan, Rest
1. Turn in Theory Summary on Erikson
2. Read Miller Chapter 7
3. Read chapter 3 (pp. 43-82) on reserve from Hersh, Paolitto, & Reimer (1979) Promoting Moral Growth: From Piaget to Kohlberg New York: Longman. ON RESERVE

October 8 Infancy, Early childhood
1. Turn in Theory Summary on Piaget
2. Read Berk chapters 2-8

October 15 No class; Reading Week #1

October 22 Middle childhood, Adolescence
1. Turn in Theory Summary on Kohlberg
2. Read Berk chapters 9-12

October 29 Early adulthood, Middle adulthood
1. Read Berk chapters 13-16

November 5 Late adulthood, Developmental diagnoses
1. Turn in Observation #1
2. Bring a copy of the DSM-IV-TR
3. Read Berk chapters 17-19
4. Read DSM information for Autistic Disorder, Rett’s Disorder, Childhood Disintegrative Disorder, Asperger’s Disorder, Elimination Disorders, Separation Anxiety Disorder, and Reactive Attachment Disorder of Infancy or Early Childhood

November 12 No class; Reading Week #2

November 19 Developmental disorders, Counselor development
1. Turn in Observation #2
2. Look up one of these websites: Developmental Delay Resources HYPERLINK "http://www.devdelay.org/" or National Institute on Developmental Delays at HYPERLINK "http://www.nidd.org/" or the Keep Kids Healthy website at HYPERLINK "http://www.keepkidshealthy.com/"


November 26 No class Thanksgiving

December 3rd Ethnic and racial identity development, Faith development

December 10th Vignettes
1. Turn in Observation #3

December 21 4pm
1. Turn in Reading Statement
2. Last day to submit written assignments or apply to Registrar (not to instructor) for extension if needed. Let the instructor know if you are applying for an extension.

READING STATEMENT
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NAME: _____________________________  Box #: _____________

I have read all the required reading:
   Required reading from the 2 texts
       Berk: 616 pages
       Miller Introduction, chapters 1, 2, 7
200 pages from Additional Reading Resources List
7 book chapters on reserve
2 articles in PsychARTICLES
DSM-IV developmental disorders
1 development website
Of the required reading, I have read ____ % of the reading.

_________________________________________    ____________
Signature                                      Date

OR

_________________________________________    ____________
Signature                                      Date