

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:

Berk, L. (2009) *Exploring Lifespan Development* (2nd edition) Allyn & Bacon

Miller, Patricia A., (2001) *Theories Of Developmental Psychology* (4th edition). New York: Worth Publishers

Additional Reading Resources—Read any 200 pages from this list

- Ainsworth, M., Blehar, M., Waters, E., & Wall, S. (1978). *Patterns of Attachment*. Hillsdale, NJ: Erlbaum
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Belenky, M., Clinchy, B., Goldberger, N., Tarule, J. (1997). *Women's Ways of Knowing: The Development of Self, Voice, and Mind* New York: Basic Books:
- Bowlby, J. (1982) *Attachment* [Vol. 1 of *Attachment and Loss*]. New York, Basic Books
 (1973) *Separation: Anxiety & Anger* [Vol. 2 of *Attachment and Loss*]. New York: Basic Books
 (1980) *Loss: Sadness & Depression* [Vol. 3 of *Attachment and Loss*]. New York: Basic Books
- Diamond, J. (1998) *Male menopause* Naperville, IL: Sourcebooks, Inc.
- Elkind, David. *All grown up and no where to go*. New York: Perseus Books
- Erikson, E. H. (1963) *Childhood and Society*. New York: Norton, 2nd ed.. Also:
 1959 *Young man Luther*. New York: Norton.
 1968 *Identity: youth and crisis*. New York: Norton.
 1969 *Ghandi's truth*. New York: Norton.
 1980 *Identity and the life cycle*. New York: Norton.
 1982 *The life cycle completed*. New York: Norton.
- Erikson, E., Erikson, J. M. & Kivnick, H. Q. (1986) *Vital involvement in old age*. New York: Norton.
- Fowler, J. (1981). *Stages of faith: the psychology of human development and the quest for meaning*. San Francisco: Harper & Row.
- Fowler, J. (1984). *Becoming adult, becoming Christian*. New York: Harper & Row.
- Freud, S. (1953-1956). *The standard edition of the complete psychological works of Sigmund Freud*. J. Strachey, ed. and trans. London: Hogarth Press
 Original dates of publication:
 (1900). *The interpretation of dreams*. Volumes 4 and 5.
 (1901). *The psychopathology of everyday life*. Volume 6.
 (1916). *The introductory lectures on psychoanalysis*. Volumes 15 & 16.
 (1940). *An outline of psychoanalysis*. Volume 23.
 (With Breuer: 1895- *Studies on Hysteria*)
- Gilligan, C. (1982). *In a different voice: psychological theory and women's development*. Cambridge, MA: Harvard University Press, 1982.

Gilligan, C., Ward, J.V., & Taylor, J. M. (eds.) (1988). *Mapping the moral domain* Cambridge, MA: Harvard University Press.

Hagberg, J. (1994). *Real Power: Stages of Personal Power in Organizations*. Salem, Wisconsin: Sheffield Publishing Company

Hersch, P. (1999). *A Tribe Apart : A Journey into the Heart of American Adolescence* New York: Ballantine

Kegan, R. (1982). *The evolving self*. Cambridge, MA: Harvard University Press.

King, P.M. & Kitchener, K.S. (1994). *Developing Reflective Judgment* San Francisco: Jossey-Bass

Kline, Foster, M.D. and Fay, Jim (1990) *Parenting with Love and Logic: Teaching Children Responsibility* Colorado Springs: Pinon Press

Kohlberg, L. (1981). *The philosophy of moral development*. Essays on moral development, vol. 1. New York: Harper & Row.

Loevinger, J. (1976) *Ego Development*. San Francisco: Jossey-Bass.

Levinson, D. (1978). *The seasons of a man's life*. New York: Ballantine.

(1996). *The Seasons of a Woman's Life* New York: Alfred A. Knopf.

Marrow, Alfred F. (1969). *The Practical Theorist: The Life and Work of Kurt Lewin*. New York: Basic Books.

Mahler, M. S. et al. (1975). *The psychological birth of the human infant*. New York: Basic Books.

Miller, A. (1996) *Prisoners of Childhood: The Drama of the Gifted Child and the Search for the True Self* New York: Basic Books.

Miller, J.B. (1984) *The Development of Women's Sense of Self* Wellesley, MA: Wellesley Centers for Women

Northrup, C. M.D. (2001). *The Wisdom of Menopause: Creating Physical and Emotional Health and Healing During the Change* New York: Bantam Dell

Piaget, J. (1926). *The language and thought of the child*. New York: Hartcourt, Brace.

Also:

1928 *Judgment and reasoning in the child*. New York: Hartcourt, Brace.

1929 *The child's conception of the world*. New York: Hartcourt, Brace.

1950 *The psychology of intelligence*. New York: Hartcourt, Brace.

1970 *Psychology and epistemology: towards a theory of knowledge*.

Hammondsworth, England: Penguin.
1974 *The equilibrium of cognitive structures*. Chicago: University of Chicago

Piaget, J. & Inhelder, B. (1973). *Memory and intelligence*. London: Routledge

Pipher, M. (1994) *Reviving Ophelia: Saving the Selves of Adolescent Girls* New York: Ballantine

Rest, J., Narvaez, D., Bebeau, M.J., & Thoma, S.J. (1999) *Postconventional Moral Thinking A Neo-Kohlbergian Approach*. Mahwah, New Jersey: Lawrence Erlbaum

Sheehy, G. (1976) *Passages: Predictable Crises of Adult Life* New York : Dutton; or
(1996) *New Passages: Mapping your Life across Time* New York : Ballantine Books
(1992). *The Silent Passage: Menopause* New York : Random House

Skinner, B.F. (1974). *About Behaviorism*. New York: Vintage

Stoltenberg, C. D., & Delworth, U. (1987) *Supervising counselors and therapists*. San Francisco, CA: Jossey-Bass

Surrey, J.L. (1985) *The "Self-in-Relation": A Theory of Women's Development*. Wellesley, MA: Wellesley Centers for Women

Vaillant, G. (2002). *Aging Well: Surprising Guideposts to a Happier Life from the landmark Harvard Study of Adult Development*. Boston: Little, Brown

Wiley, M.O., & Ray, P.B. (1986). Counseling supervision by developmental level. *Journal of Counseling Psychology*, 33(4).

Winnicott, D.W. (1957). *Mother and Child. A Primer of First Relationships*. New York: Basic Books
(1958). *Collected Papers. Through Paediatrics to Psycho-Analysis*. New York: Basic Books
(1990) *Babies and their Mothers*. Reading, MA: Addison-Wesley. Perseus Press.

Search for research articles using PubMed at [HYPERLINK](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?DB=pubmed)
"http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?DB=pubmed"
<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?DB=pubmed>

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:

Laura Berk (2007) *Development through the Lifespan* (4th edition) Boston: Allyn & Bacon; pp. 136, 143, 145, 159, 164, 229-231, 240, 306, 309, 381, 388, etc. See the Milestones section in Berk [e.g., pp. 286-287] for ideas of typically reached developmental tasks at certain ages.

Gardner, H. (1982). *Developmental Psychology: an Introduction* (2nd ed.) Boston: Little, Brown, and Company (see pp. 394, 404)

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

Pulaski, M.A.S. (1971). *Understanding Piaget: an introduction to children's cognitive development* NY: Harper & Row

For moral developmental tasks, see Johnston, D.K. (1988). "Adolescents' solutions to dilemmas in fables: two moral orientations—two problem solving strategies" in *Mapping the moral domain* (Gilligan, C., Ward, J.V., & Taylor, J. M, eds.) Harvard University Press: Boston. (pp. 49-71)

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**

2. Read chapters 1 & 2 in Vaillant, G. (2002). *Aging Well: surprising guideposts to a happier life from the landmark Harvard Study of Adult Development* ON RESERVE

3. Read Miller chapter 1

4. Read chapter 3 from King, P.M. & Kitchener, K.S. (1994). *Developing Reflective Judgment* ON RESERVE

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

4. Read chapter on reserve from Gilligan, C. & Attanucci, J. (1988). *Two moral orientations in Mapping the moral domain* (Gilligan, C., Ward, J.V., & Taylor, J. M, eds.) Boston: Harvard University Press. (pp. 73-86) ON RESERVE

5. Read chapter 3 on reserve from James Rest, Darcia Narvaez, Muriel J. Bebeau, Stephen J. Thoma (1999) *Postconventional Moral Thinking A Neo-Kohlbergian Approach*. Mahwah, NJ: Lawrence Erlbaum associates. 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/>" <http://www.devdelay.org/> or National Institute on Developmental

Delays at [HYPERLINK](#) "<http://www.nidd.org/>" <http://www.nidd.org/> or the Keep Kids Healthy

website at [HYPERLINK](#) "<http://www.keepkidshealthy.com/>" <http://www.keepkidshealthy.com/>

or First Signs at HYPERLINK "<http://www.firstsigns.org/>" <http://www.firstsigns.org/> or Zero to Three at HYPERLINK "<http://www.zerotothree.org/>" <http://www.zerotothree.org/> or Child Development Institute at HYPERLINK "<http://www.childdevelopmentinfo.com/>"

3. Read article on EBSCO (in PsychARTICLES) Worthington, Everett L. Jr., (2006). Changes in Supervision as Counselors and Supervisors Gain Experience: A Review. *Training and Education in Professional Psychology*, S(2), 133-160.

November 26 No class Thanksgiving

December 3rd Ethnic and racial identity development, Faith development

1. Read article in library online database PsychARTICLES: French, S.E., Seidman, E., LaRue, A., Aber, J. L. (2006). The Development of Ethnic Identity during Adolescence *Developmental Psychology*, 42(1), 1-10.

2. Read Chapter 3 in Fowler, J. W. (1984). *Becoming Adult, Becoming Christian: Adult Development and Christian Faith* San Francisco: Harper & Row (pp. 48-76). ON RESERVE

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
CO 610
ADVANCED DEVELOPMENTAL PSYCHOLOGY**

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

Signature

Date

OR

Of the required reading, I have read _____ % of the reading.

Signature

Date