CO 610
ADVANCED DEVELOPMENTAL PSYCHOLOGY
September 11-December 11, 2006; 8am-9:30am
Instructor: Karen Mason, Ph.D.
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Office Hours
Monday 9am-12 pm
Friday 9:30am-10:30 am
Friday 12:30-2:30pm

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:

I. Understand phases of human development from a variety of theoretical perspectives

II. Summarize major theories of development

III. Apply developmental theories to observations to infer development abilities based on normal
developmental milestones

Required Texts:

Publishers

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


and Mind New York: Basic Books:


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*)


Also:


**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? (1 point)
• How does the theorist conceptualize the healthy and unhealthy individual? (3.5 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:

• Kühlen, 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 11 Review syllabus. Introduce theories of development and ethical and legal issues in observations including consent form.

September 16 Freud
a. Read Miller Introduction and chapter 2
b. Read Berk chapter 1

September 18 Erikson, Marcia, Vaillant

September 23 Piaget and King & Kitchener
a. Turn in Theory Summary on Freud
b. Read Miller chapter 1
c. Read chapter 3 from King, P.M. & Kitchener, K.S. (1994). Developing Reflective Judgment ON RESERVE

September 25 Vygotsky,
a. Read Miller Chapter 7

September 30 Kohlberg, Gilligan, Rest
a. Turn in Theory Summary on Erikson
b. 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 2 Infancy
a. Read Berk chapters 2-6

October 7 Early childhood
a. Turn in Theory Summary on Piaget
b. Read Berk chapters 7-8

October 9 Middle childhood
a. Read Berk chapters 9-10

October 12-16 No class; Reading Week #1

October 21 Adolescence
a. **Turn in Theory Summary on Kohlberg**
b. Read Berk chapters 11-12

October 23 Early adulthood
a. Read Berk chapters 13-14

October 28 Middle adulthood
a. Read Berk chapters 15-16

October 30 Late adulthood
a. **Turn in Observation #1**
b. Read Berk chapters 17-19

November 4 Developmental diagnoses
a. **Bring a copy of the DSM-IV-TR**
b. 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 6 Developmental disorders

November 9-13 No class; Reading Week #2

November 18 Counselor development
a. **Turn in Observation #2**

November 20 Ethnic and racial identity development

November 25 Faith development
November 27 No class Thanksgiving

December 2 Vignettes
a. **Turn in Observation #3**

December 4 Vignettes (cont’d)

December 22 4pm
a. **Turn in Reading Statement**

   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