**Course Description:**
This course is designed to provide the student with an overview of human growth and development from birth to death, including an understanding of developmental crises. Major theories of human development will be presented. 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:
- Summarize major theories of human growth and development across the lifespan
- Understand phases of human growth and development including developmental crises in the context of current literature and research
- Apply knowledge to observations to infer developmental stages and abilities based on developmental milestones
- Understand special issues in human development including the development of racial / ethnic identity, faith, and counselor identity.

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

**Disability**
Gordon-Conwell Theological Seminary (GCTS) is in compliance with the provisions of the Americans with Disabilities Act. If you have a disability, which meets GCTS' Disability Accommodation Policy, first inform Student Life Services in writing. Then discuss with your professor the disability requiring accommodation.

**Required Texts:**


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


Elkind, David. *All grown up and nowhere 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. Students will complete all reading and other assignments ON TIME. If life intervenes to prevent you from turning in an assignment on time, I will honor your prioritization of your life over schoolwork and the grade penalty is 1 point per day including weekends with no late assignment accepted more than 1 week late. Walker Percy said, “You can get straight A’s and flunk life.” Choose life and incur the grade penalty.

**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 (2 pages **maximum**) and single-spaced. Writing is clear and grammar is correct. Use complete sentences. Do not merely list information. Use APA style for references. In order to help you with APA style, refer to the APA Publication Manual in the library or refer to this website: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
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. Bold or underline each term so that I know which term you deem critical to the theory. (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? Be sure to cite references to demonstrate your careful reading of Crain and to support your claims. (3 points)

SEE RUBRIC BELOW

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 such as SES and position in family.

Give each subject at least 5 types of developmental tasks. Write a summary (not more than 6-pages using APA style [double-spaced]) 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 moral, 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.

For ideas of tasks to give to children, see 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)


TURN IN A CONSENT FORM WITH EACH OBSERVATION.
SEE RUBRIC BELOW: 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 13 Review syllabus. Introduce theories of development and ethical and legal issues in observations including consent form.
Read Berk chapter 1

September 15 Freud
Read Crain chapter 11 (Freud)

September 20 Erikson, Marcia, Vaillant
1. Read Crain chapter 12 (Erikson)

September 22 Piaget and King & Kitchener
1. Read Crain chapter 6 (Piaget)
2. Read chapter 3 from King, P.M. & Kitchener, K.S. (1994). Developing Reflective Judgment ON RESERVE
3. Turn in Theory Summary on Freud

September 27 Vygotsky, Kohlberg
Read Crain chapters 10 (Vygotsky) and 7 (Kohlberg)

September 29 Gilligan, Rest
3. Turn in Theory Summary on Erikson

October 4 Object Relations and Ego Psychology: Fairbairn, Klein, Bowlby, Mahler
Read Crain chapters 3 (Bowlby and Ainsworth only) and 13 (Mahler)

October 6 Object Relations (cont’d): Kegan
Turn in Theory Summary on Piaget
October 11 & 13 No class; Reading Week #1
Complete Kohlberg Theory Summary

October 18 Infancy
1. Read Berk chapters 2-6
2. See http://www.cyfernet.org/ for information on child development

October 20 Early childhood
1. Read Berk chapters 7-8
2. Turn in Theory Summary on Kohlberg

October 25 Middle childhood
Read Berk chapters 9-10

October 27 Adolescence
Read Berk chapters 11-12

November 1 Early adulthood,
Read Berk chapters 13-14

November 3 Middle adulthood
1. Read Berk chapters 15-16
2. Turn in Observation #1

November 8 & 10 No class; Reading Week #2
Complete Observation #2

November 15 Late adulthood
Read Berk chapters 17-19

November 17 Ethnic Identity development
2. Turn in Observation #2

November 22 Faith development
November 22 Thanksgiving holiday—no class

November 29 Faith development

December 1 Faith development
December 6 Developmental Diagnoses

1. **Bring a copy of the DSM-5.** Read DSM information for ADHD, Autism Spectrum Disorder, Oppositional Defiant Disorder, Elimination Disorders, Separation Anxiety Disorder, and Reactive Attachment Disorder.


3. **Turn in Observation #3**

December 8 Developmental disorders treatment—special guest: Laura DiChiappari Tierney, LMFT

December 13 Counselor development

December 15 Vignette case discussions

December 20 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/SF 610**

**ADVANCED DEVELOPMENTAL PSYCHOLOGY**

NAME: _____________________________  Box #: _____________

I have read all the required reading:
- Required reading from the 2 texts
  - Berk: 487 pages
  - Crain: 179 pages
- 200 pages from Additional Reading Resources List
- 6 book chapters on reserve
- 2 articles in PsychARTICLES
- DSM-5 developmental disorders
- 1 development website

______________________________  ______________________
Signature    Date
Of the required reading, I have read ____ % of the reading.

______________________________  ____________
Signature                        Date
<table>
<thead>
<tr>
<th>Category</th>
<th>Criterion</th>
<th>Not Evident</th>
<th>Needs Work</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Style</strong></td>
<td>2 pages only. Single-spaced. Writing is clear and grammar is correct. Use complete sentences. APA style is used.</td>
<td>It is difficult to follow the meaning of the paper. No attempt is made to use APA style.</td>
<td>The style is colloquial and not formal. APA style is attempted but is faulty at times</td>
<td>Citations are in APA style in the text but the reference section is either missing or not in APA style.</td>
<td>Does not exceed 2 pages &amp; is single spaced. Writing is clear and grammar is correct. Sentences are complete. Citations in text and in Reference section use APA style.</td>
</tr>
<tr>
<td><strong>5 Critical terms central to the theory</strong></td>
<td>Define each in your own words, demonstrating understanding of each. Bold or underline each term so that I know which term you deem critical to the theory.</td>
<td>Less than five terms are listed. Terms are not bolded or underlined. Terms are not defined.</td>
<td>Four terms are listed and defined.</td>
<td>Five terms are listed but not clearly identified (e.g., bolded) or not clearly defined.</td>
<td>Terms are clearly identified (e.g., bolded) and clearly defined. It is clear why these terms are selected.</td>
</tr>
<tr>
<td><strong>Human nature and stages</strong></td>
<td>What are the theorist’s basic assumptions about the nature of humans and their development? What are the stages (named in order) that a human moves through?</td>
<td>Section is missing.</td>
<td>There is no clear discussion of the theorist’s assumptions about human nature. Stages are listed out of order.</td>
<td>Discussion of the theorist’s assumptions about human nature is just one sentence and very brief.</td>
<td>Section is fully developed with several sentences describing the theorist’s assumptions about the nature of humans and their development.</td>
</tr>
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<td>Criterion</td>
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<td>Needs Work</td>
<td>Good</td>
<td>Excellent</td>
</tr>
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</tr>
<tr>
<td>Healthy vs. Unhealthy</td>
<td>How does the theorist conceptualize the healthy and unhealthy individual?</td>
<td>Section is missing. -1.5 for missing section; -0.5 for missing healthy or unhealthy</td>
<td>The only evidence of health is having passed through all the stages.</td>
<td>At least 1 more evidence of health is listed over above than having passed through all the stages.</td>
<td>At least 2 critical elements of health are listed in addition to a person having reached age-appropriate stages</td>
</tr>
<tr>
<td>Strengths and Weaknesses</td>
<td>What are the theory’s strengths and weaknesses from your perspective? Is there any research that supports or refutes the theory? Be sure to cite references to demonstrate your careful reading of Miller and other sources, to support your claims.</td>
<td>Section is missing. -1 if either strengths or weaknesses is missing</td>
<td>Two aspects are missing, e.g., strengths and weaknesses are listed but not referenced, or research is missing or not referenced or non-research-based sources are used.</td>
<td>Only one aspect is missing such as research is listed but not referenced or research and weaknesses are listed but no strengths.</td>
<td>Research is listed and referenced. ALL claims made are supported with references/citations.</td>
</tr>
</tbody>
</table>
### RUBRIC for Observations

<table>
<thead>
<tr>
<th>Category</th>
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<td>The style is colloquial and not formal. APA style is attempted but is faulty at times</td>
<td>Citations are in APA style in the text but the reference section is either missing or not in APA style.</td>
<td>Does not exceed 6 pages &amp; is double spaced. Writing is clear and grammar is correct. Sentences are complete. Citations in text and in Reference section use APA style.</td>
</tr>
<tr>
<td><strong>Consent Form</strong></td>
<td>Consent form signed by adult and student</td>
<td>Consent form missing</td>
<td>Consent form signed by child and not adult</td>
<td>Consent form signed by one party</td>
<td>Consent signed by both parties</td>
</tr>
<tr>
<td><strong>Demographics</strong></td>
<td>Include age, sex, race/ethnicity</td>
<td>No demographics are included</td>
<td>Only one demographic is present</td>
<td>Basic demographics are included</td>
<td>Additional demographics are added such as SES and birth order.</td>
</tr>
<tr>
<td><strong>Age range</strong></td>
<td>one child (0-10 years old), one adolescent (13-18 years old), and one older adult (45-100 years old)</td>
<td>The observed person is not within the observed age range.</td>
<td>The observed person is only one year off the required age range.</td>
<td>The observed person is within the age range.</td>
<td>The observed person is within the age range.</td>
</tr>
<tr>
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<tr>
<td>5 Tasks</td>
<td>Physical-motor, cognitive (including language) and social-emotional development in children and 2 others for adolescents and adults (e.g., identity, moral, sexual, racial/ethnic, and faith)</td>
<td>Only 4 or less are included</td>
<td>Five are included tasks do not evaluate developmental area well, e.g., such as interviewing a person about cognitive functioning instead of giving them a task to complete.</td>
<td>Recognized tasks are used, such as the Heinz dilemma, for each area of development.</td>
<td>Additional tasks are included for each area of development, such as the mosquito tone test.</td>
</tr>
<tr>
<td>Erikson stage</td>
<td>Erikson stage of the person observed</td>
<td>Stage is missing</td>
<td>Stage is wrong</td>
<td>Stage is misspelled</td>
<td>Erikson stage fits observations and is spelled correctly</td>
</tr>
<tr>
<td>Examples of the person’s behavior</td>
<td>Examples of behavior that support the conclusions</td>
<td>The observed person’s behavior or responses are not included.</td>
<td>The observed person’s behavior or responses are vaguely mentioned.</td>
<td>The observed person’s behavior or responses are described in detail.</td>
<td>The observed person’s behavior and responses are described in great detail.</td>
</tr>
<tr>
<td>Conclusions</td>
<td>A stage, which fits the observed behavior, is listed for each area of development.</td>
<td>A stage is not listed.</td>
<td>A stage is listed but it does not fit the example of the person’s behavior.</td>
<td>A stage is listed for each area of development. Conclusions are all correct, i.e., examples of the person’s behavior support the stage.</td>
<td>A stage is listed; conclusions are correct and additional information is included, e.g., including Erikson AND Marcia stages. Integration with texts is obvious throughout the paper, with frequent references for each developmental area.</td>
</tr>
</tbody>
</table>