CO/SF 610
ADVANCED DEVELOPMENTAL PSYCHOLOGY
Wednesdays 8am-11am
Instructor: Karen Mason, Ph.D.
978-646-4042
Office hours posted outside my office

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)


Also:
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 (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 Miller 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 like SES, position in family, etc.

Give each subject at least 5 types of developmental tasks. Write a summary (not more than 6-pages 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.

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

September 18 Erikson, Marcia, Vaillant, Piaget and King & Kitchener
1. Turn in Theory Summary on Freud
3. Read Miller on Freud, Erickson and Piaget
4. Read chapter 3 from King, P.M. & Kitchener, K.S. (1994). Developing Reflective Judgment ON RESERVE

September 25 Vygotsky, Kohlberg, Gilligan, Rest
1. Turn in Theory Summary on Erikson
2. Read Miller on Vygotsky
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 2 Dr. Jim Stout on Development and mental illness

October 9 Object Relations and Ego Psychology: Fairbairn, Klein, Bowlby, Mahler and Kegan
1. Turn in Theory Summary on Kohlberg

October 16 No class; Reading Week #1
Complete Piaget Theory Summary
October 23  Infancy, Early childhood
1. **Turn in Theory Summary on Piaget**
2. Read Berk chapters 2-8

October 30  Middle childhood, Adolescence
1. Read Berk chapters 9-12

November 6  Early adulthood, Middle adulthood
1. Read Berk chapters 13-16
2. **Turn in Observation #1**

November 13  No class; Reading Week #2
Complete Observation #2

November 20  Late adulthood, Ethnic Identity development
1. **Turn in Observation #2**
2. Read Berk chapters 17-19

November 27  Faith development; counselor development

December 4
Laura DiChiappari: Developmental Diagnoses and Developmental disorders
1. **Bring a copy of the DSM-V.** 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.
4. **Turn in Observation #3**

December 11
Vignette case discussions

**December 17 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.

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**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
  - Miller Introduction and chapter on Freud, Erikson, Piaget, and Vygotsky
- 200 pages from Additional Reading Resources List
- 7 book chapters on reserve
- 2 articles in PsychARTICLES
- DSM-V developmental disorders
- 1 development website

_______________________________  ______________
Signature  Date

OR

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

_______________________________  ______________
Signature  Date

Rubric for theory summary
<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>Style</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>5 Critical terms</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>Human nature</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>
<tr>
<td>and stages</td>
<td></td>
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</tr>
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<tr>
<td>Healthy vs. Unhealthy</td>
<td>How does the theorist conceptualize the healthy and unhealthy individual?</td>
<td>Section is missing.</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.</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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<tr>
<td>Style</td>
<td>6 pages only. Writing is clear and grammar is correct. Use complete sentences. APA style is used including double spacing.</td>
<td>It is difficult to follow the meaning of the paper. No attempt is made to use APA style.</td>
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<tr>
<td>Consent Form</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>Demographics</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>Age range</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>
<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>
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<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>