1. **Course Designation and Identifier**

1.1 Adler Graduate School  
1.2 Course #505  
1.3 Developmental Psychology  
1.4 Three (3) credits  
1.5 Prerequisites: None

2. **Course Description**

This course is an examination of selected theories of human growth and development over the life span, with attention to the research methods which support them. Recognizing that Developmental Psychology is a dynamic field in the forefront of social interest, the theories of Piaget, Rousseau, Locke, Montessori, Maslow, and others will be applied and compared to Adlerian concepts. Students will take away a broad-spectrum look at psychological development, with understanding of a wide array of constructs being used to form current approaches to therapy, better understanding of the nature and needs of individuals at all developmental levels in multicultural contexts. In addition to the 30 hours of class time spelled out in this syllabus and various activities designed to prepare for productive class participation, you will complete 30 hours of Special Project Time specifically tuned to your personal professional needs. The course will include classroom instruction, selected video and reading assignments, instructor-facilitated discussion, and group projects.

3. **Texts, Materials and Resources** (required and optional)

3.1 Required Texts.


3.2 Additional materials in student handouts;  
3.3 Selected video and audio recordings will be presented in class.

4. **Competencies and Learning Outcomes**

- Where most theories have been based on understanding male development, we will include female development in our explorations.  
- Where we had thought we understood male development, we will look at the modifying influence of today’s changing roles.  
- Where the subjects of study have been middle and upper class members of a rights-based society, we will seek to understand development in various cultures.  
- Where emphasis has been on the very young, we will honor and study development throughout one’s lifetime.  
- Where theory has evolved out of the assumption that mothers are the primary caregivers, we will
acknowledge the influence of today’s changing familial roles.

- Where morality has been understood to belong outside the sphere of secular therapists, we will examine the changing concepts of moral development.
- Where theories have been developed to understand an individual person, we will strive to understand developmental issues in multigenerational families.
- In sum, we will be continuously examining various cultural and familial factors brought to bear on people’s lives, integrating the majority of classic developmental theories while focusing on appropriate applications of those theories;
- We will examine relationships between Adlerian theory and various phenomena of human growth and development;
- Where you have been accustomed to receiving information and training, you will be an essential part of the educational process, challenged to question the implications of the old and incorporate the new.
- Underlying the coursework will be the belief that we can make a difference for those we serve with understanding, updating, and application of human development theories.

As a result of learning from and contributing to this course, you will:

4.1 Learn more about theories of individual and family development and transitions across the lifespan and be able to evaluate the evidence for any developmental theory before applying it in the practice of therapy, child-rearing, education, or policy decisions (competencies met 3a, 3b);

4.2 Be alert to the influence of the variety of cultures present in our workplaces, family environments, practices, and neighborhoods, including race, ethnicity, gender, language, age, and other cultural variables, and your unique impact on developmental processes; understand the effect of atypical growth and development, ability levels, and factors of resiliency on individual learning and development across the lifespan (competencies met 3c);

4.3 Be ready to recognize cultural changes as they occur, influencing our understanding of developmental processes (competencies met 2c);

4.4 Understand the impact of child-rearing methods on the culture at large (competencies met 3c);

4.5 Be aware of unique developmental processes in multigenerational families, care giving families, blended families, families with foster and adopted children, and other families that may have not had enough attention of traditional developmental research (competencies met 3a, 3c);

4.6 Be able to apply Adlerian theories to various phenomena of human growth and development, including core concepts of Teleology: all behavior is purposive, all behavior is goal-oriented, self-determination, felt minus to felt plus, fictive/mistaken goals (competencies met 3a, 10b).

4.7 Understand the nature and needs of individuals at all developmental levels, including:

- Theories of individual development and transitions across the life-span, including current understanding about neurobiological development; theories and models of individual, cultural, couple, family, and community resilience; theories of learning and personality development.
- The impact of crises, disasters, and other trauma-causing events on people; differences between pathological and developmentally appropriate reactions during crises, disasters, and other trauma-causing events; developmental crises, and situational and environmental factors that affect both normal and abnormal behavior.
- A general framework for understanding exceptional abilities and strategies for differentiated interventions
- Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment
- Strategies for facilitating optimal development over the life-span.
- Ethical and legal considerations (competencies met 3a, b, c, e)
4.8 Be alert to new discoveries pertinent to the relative influence of nature and nurture; identify theories about facilitating optimum development and wellness over the lifespan; be able to identify therapeutic implications of theories of development, normative and non-normative developmental processes, and developmental psychopathology (competencies met 3d)

5. **AGS Course Overview**

5.1 AGS courses have a 7-week total duration (5 weeks of coursework plus two weeks for completing final assignments). You should expect to spend between 90 and 120 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers grades are submitted.

5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time—replying within 48 hours.

5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week (in response to the questions and/or tasks by your instructor), and – in some cases - engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each class.

5.4 Although you will likely find that you have a lot of experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

6. **Course Outline**

In response to specific needs, minor changes may be made as this course progresses.

The following themes will be addressed in all discussions, as the variables listed below affect unique individual development, applications of general developmental theories, practice implications of the theories, developmental psychopathology, and strategies in facilitating optimal development over the life-span:

- Influence of race, ethnicity, gender, language, age, ability levels, and other cultural variables;
- Typical, normative versus atypical, non-normative events and processes and factors of individual, couples, families, and community resilience;
- The impact of crises, disasters, and other trauma-causing events on people; differences between pathological and developmentally appropriate reactions during crises, disasters, and other trauma-causing events;
- Developmental considerations in multigenerational, blended, adoptive families
- Adlerian applications

**Unit 1  October 2, 2012**

1. Introductions: yourself, your professional aspirations, and your personal goals for this course
2. Administration (grades, assignments, attendance, miscellaneous issues)
3. Review of this course outline and specifics
5. Implications and Applications
Unit 2, October 9, 2012

1. Prenatal and neonatal development.
2. Cognitive development.
3. Communication and language development.
4. Early childhood.
5. Implications and Applications

Read:

- Crain (Montessori), (Piaget’s Cognitive development theory), (Vygotsky’s social theory of cognitive development), (Chomsky’s theory on language development).
- Burman as assigned.

Units 3 & 4, October 13, 2012

1. Social and moral development
2. Attachment theory
3. Middle -late childhood and adolescence
4. Implications and Applications

Read:

- Crain (Lorenz and imprinting); (Bowlby and Ainsworth), (Kohlberg and Gilligan), (Bandura’s social learning theory).
- Burman as assigned.

Unit 5, October 16, 2012

1. Personality and identity development.
2. Implications and Applications

Read:

- Crain (Freud’s theory of psychosexual development), (Erikson’s theory of psychosocial development).
- Burman as assigned.

Unit 6, October 23, 2012

1. Humanistic theories in developmental psychology
2. Family influences on development.
3. Implications and Applications

Read:

- Crain (Humanistic Psychology), (Jung’s Theories on Adulthood and Old Age), (Maslow’s Theory on Self-Actualization).
- Burman as assigned.
Unit 7 & 8, October 27, 2012

1. Early adulthood and midlife
2. Mature adulthood
3. Implications and Applications

Unit 9, October 30, 2012

1. Learning theory
2. Implications and Applications
3. Special Project Time

Read:
- Crain (Pavlov), (Skinner), (Watson).
- Burman as assigned.

Special Projects Due by Monday, November 13, 2012

8. Assessment/Evaluation Procedures

8.1 Active participation in online discussions/exercises/demonstrations is part of your grade.

8.2 54/100 points are used for participation.

8.3 25/100 points can be earned for your final paper.

8.4 21/100 points can be earned for your Special Project Time

8.5 Final Paper

Final Paper Assignment (5-8 pages)

Based on class discussions or your individual reading, please write about applicability of developmental theories (or any one of them) in your current professional life or their relevance to your professional aspirations. Which perspective is closest to your own? What is a special “developmental” message you are taking with you from this class activities? In working with your clients or students, how will you handle developmental (normative age-graded, normative history-graded, or non-normative) differences between you and your clients/students?

In discussing the last question, you don’t have to be specific about your own life circumstances. Please attend to level of disclosure with which you are comfortable.

8.8 Grading

Grades are assigned as follows: A, B, C, R
A – 91-100 points; B – 81-90 points; C – 71-80 points; R – Non-performance either related to attendance or failure to complete assignments within 45 days after last class session.

8.9 Timeline
• Assignments are due two weeks after the last class session, **October 30, 2012.**
• Grades will be available no later than four weeks after the due date for course assignments.
• If there is any delay in the assignment of grades, you will be informed of the new date.
• Request for extension must be made in writing. Extension (if granted) will not be beyond 45 days after last class session. If you feel you need an extension, you must ask for it, or you will be vulnerable to repeating the class.

9. **Class Discussions or Activities**

Class provides an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing classroom discussions:

9.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

9.2 The tone of the exchange is one of respect for individual differences. If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who expressed it.

9.3 During class discussion, follow the rules concerning protection of confidential information. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.

9.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected, the minimum expectation is to always identify and credit the source of information.

10. **Special Project Time (SPT)**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

11. **Writing Guidelines including APA Format**

11.1 All written assignments in courses at the Adler Graduate School, including those submitted in on-line courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2010, American Psychological Association. ISBN 1-4338-0561-8).
Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.

12. **Attendance and Participation Policy**

12.1 You are expected to attend all the course learning activities.

12.2 It is the AGS attendance policy that students attend at least 80% of the class sessions in order to be eligible for a letter grade. Not complying with posting deadlines or not posting at all will be counted as a missed class.

13. **Participation Disclaimer**

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

14. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

15. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School
does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

16. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

17. **Instructor Contact Information**

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