1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course #505 - Residential
1.3 Developmental Psychology
1.4 Three (3) credits

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. In addition to the 30 hours of class time spelled out in this syllabus, you will complete 30 hours of Special Project Time specifically tuned to your personal professional needs. There will be a variety of exercises required as part of that class time which will be detailed in the syllabus and in the classroom.

3. Texts, Materials and Resources

3.1 Required Texts


Optional Text for additional reading but not required for this class:

3.2 Additional materials in student handouts or articles

3.3 Selected video and audio recordings will be presented in class.

3.4 Lectures and powerpoint presentations in class from additional sources

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 a 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 (competences met 3a, 3b);

4.2 Be alert to the influence of the variety of cultural influences present in our workplaces, family environments, practices, and neighborhoods, including race, ethnicity, gender, language, age, and other cultural variables, and their 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 (competency met 3c);

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

4.4 Understand the impact of child-rearing methods on the culture at large (competency 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 (competences met 3a, 10b, 10c);

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 of learning and personality development.
• Theories and etiology of addictions and addictive behaviors.
• 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 (competency met 3d);

4.9 Be better able to evaluate the evidence for any developmental theory before applying it in the practice of therapy, child-rearing, education, or policy decisions (competency met 8e);

4.10 Be able to use research to improve counseling effectiveness (competencies met 8a);

4.11 Integrate technological strategies within the counseling and consultation process

4.12 Be open to new ways of thinking and acting.

**Definition of Dialectic:** The art or practice of arriving at the truth by the exchange of logical arguments
To this I would add: “The truth” necessarily involves flexibility in the study of developmental theories.

5. **Course Outline**

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

**Week One:**

**Unit 1**

Introductions, your professional aspirations, and your personal goals for this course
Review of syllabus
Administration (grades, assignments, attendance, miscellaneous issues)
Review of this course outline and structure of the course
What is developmental psychology?
Who will we study?
How does this pertain to our own lives both personally and professionally?

**Unit 2**

Ethics and methods in developmental research
Discussion from reading (assigned journal articles): ethics in developmental research
Prenatal and neonatal development
Wellness

**Unit 3**

Chapter 1 – Crain: Locke’s Environmentalism
Rousseau’s Romantic Naturalism

Chapter 3 – Crain: Ethological (Ethology: the study of the fundamental character or spirit of a culture; the underlying sentiment that informs the beliefs, customs, or practices of a group or society; dominant assumptions of a people or period) Theories (pages 35-46)

Chapter 4 – Crain: Montessori

Chapter 6 – Crain: Piaget’s Cognitive Developmental Theory

Watch Piaget videos
Discussion based on these chapters and videos.
Experiential assignment

**Week Two:**
**Unit 4**

Chapter 8 – Crain- Learning Theory  
Chapter 10 - Vygotsky  
Chapter 17 – Crain: Chomsky

Infancy  
Early childhood  
Middle childhood

Discussion based on readings  
Experiential assignment

**Week Three:**
**Unit 5**

Chapter 7 – Crain: Kohlberg and Gilligan on Moral Development

Moral development discussion from readings

Adlerian ideas on development

Dreikurs ideas on development

**Unit 6**

Chapter 9 – Crain: Bandura’s Social Learning theory  
Chapter 3 – Crain- Chapter 3 - Bowlby and Ainsworth on Human Attachment (pages 46-70)

Read Time magazine’s article “What Makes Teens Tick?”  
Discussion based on readings  
Experiential assignment

Adolescence

Panel Discussion

**Week Four: Units 7 & 8**

Chapter 12 – Crain: Erikson’s Theory  
Chapter 16- Jung’s Theory of Adulthood

Watch Stroke of Insight video

Early adulthood  
Middle adulthood

Panel Discussion

**Week Five: Unit 9 and Special Project Time**
6. Assessment/Evaluation Process

6.1 Assignment Overview

- There will be a journal that is completed with entries made weekly for a total of 50 points, with 10 points per week. That journal will be described with handouts on the first class. The journal articles are personal reflections on the content of each week’s topics and readings with certain questions provided that you will be required to answer. They may be turned in by email or by hard copy in the class.
- Attendance and participation in class for a total of 42 points. There will be some small group discussions as part of the class.
- Three different experiential exercises to turn in and share/discuss with the class for 15 total points, with 5 points per exercise. Those assignment expectations will be provided in a separate document.
- A panel discussion during class for a total of 18 points. You will be assigned to a group and will work on an assigned topic related to developmental psychology. The topics and instructions will be discussed during the first class session. Panel groups and topics will be assigned during the first class.
- Short presentation to the class on your chosen topic for your research paper worth 10 points.
- Final paper on a topic of your choice related to the field of developmental psychology and how you plan to use this knowledge in your future professional work. This will be worth a total of 65 points and due two weeks after the last class session. Details will be provided separately.

Grading

Grades are assigned thus: A, B, C, R
A – 90%+ and 1 or fewer late assignments
B – 80%+ and/or 2 late assignments
C – 70%+
R – and/or 3 late assignments

Final grades will be available no later than two weeks after the due date for the final paper.

7. Special Project Time (SPT) Short presentation to class and final paper

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 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.
Ideally, the topic you choose will be consistent with your chosen discipline or special interest, and new to you. These are the main ideas that you might include in your final paper.

- Introduction
- Review of literature
- Conclusions from your review
- How related to Adler ideas
- Personal reflections such as how you will use this in your career or personal life
- Conclusions
- References

Please note that you will be expected to cite research-based and/or established literature when using the Internet or other sources for this project. Do not use Wikipedia, as it is created by its readers, some of whom have good information, and some who don't.

Suggested Special Project Topics

*Please note that you will be expected to cite research-based and/or established literature when using the Internet or other sources for this project. Just Google “Is My Child Gay?” for an illustration of the wide range of possibilities, legitimate and otherwise.

Developmental challenges in children from “split custody”, foster, or adoptive households

Developmental challenges in children whose parents are disabled or chronically ill

Children of chemically dependent parents (adult children or childhood experiences)

Development of bi-lingual children (see Anna Wierzbicka’s *Semantics, Culture, and Cognition*, 1992)

Child care and multicultural populations (see Janet Gonzalez-Mena’s *Multicultural Issues in Child Care*, 2001 and Ellen Bialystok’s *Bilingualism in Development*, 2001)

Giftedness and developmental challenges (one foot in adulthood and one in childhood) for boys and for girls

Generation of baby-boomers as a developmental phenomenon: past, present, and future

Parenting styles and personality development for boys and for girls

Aging and sexuality (the influence of Viagra and the high divorce rate in later life)

Common parental concerns about sexual identity development and sexual behavior in early childhood for boys and for girls

Developmental disabilities and typical developmental tasks: challenges and solutions (may focus on ADHD, autism, Asperger’s Syndrome, Down Syndrome, or others)

Adlerian theory as a guide for parents and teachers of children with developmental disabilities and cognitive delays

Aggressive behavior in males and females over the lifespan: nature or nurture? (See *Jane Hit* by James Garbarino is a resource for this topic.)
Language development and academic success in children of first generation non-English speaking immigrant families

Dealing with chronic illnesses over the lifespan: patterns of adjustment, coping, and psychopathology (focus can be on mental illness, such as personality disorder; or physical illness, such as cerebral palsy)

Overindulgence and its affect on development (How Much is Enough? by Jean Illsley Clarke, et al, is a good resource for this topic.)

Developmental tasks of care giving with the elderly: challenges, solutions, and resources
Adoption as a developmental task (may focus on the child, mother or father)

Cognitive changes in adulthood (brain injury or dementia)

Family influences on development: Adlerian understanding

Challenges in completing developmental tasks in families with deployed, incarcerated, or deported parents (may focus on children and/or adults)

Midlife: a developmental perspective (60 is the new 40)

Development of racial and ethnic identity in inner city and suburban public schools: implications for school counselors

Chinese, Native American, Muslim, Indian, Christian, agnostic, gay, lesbian, transgender, single parent, etc., parenting and the effect on boys and/or girls

Other topics of interest

One part of the project is to present the class with the preliminary findings for the paper. The other major part of your SPT is to complete a final paper which is to conduct a literature of a topic of your choice related to the field of developmental psychology and reflections of how you will use the materials in your future work in psychology. This will be due two weeks after the last class session.

8. Writing Guidelines including APA Format

10.1 All written assignments in courses at the Adler Graduate School 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).

9. Attendance and Participation Policy

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.

10. 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.

Faculty members and students do not disclose confidential, personally identifiable information concerning their clients, students, research participants, organizational clients, or other recipients of their services.
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 on the Moodle main page.

11. **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.

12. **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.

13. **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.

14. **Instructor Contact Information**

Louise Ferry, PhD, LP, LMFT  
Cell: 320-766-3554  
Office: 320-235-4613, Ext. 137  
Home: 320-843-2477  
Email: lferry56215@yahoo.com
Writing requirements: check your SPT paper against these tips before you hand it in.

1. Make your subject and verb match! Do not hand in a paper that states: “The child (singular) has many choices in deciding their (plural) play activity.”

2. It’s fine to use either feminine or masculine pronoun, or to switch from paragraph to paragraph. If you start a paragraph with “he” and “him,” use it throughout the paragraph. If you want to be inclusive, use “she” and “her” throughout the next paragraph.

3. Keep the tense the same throughout the paper. Do not hand in a paper that goes from past to present to pluperfect tense. “Adler had hypothesized that children are subject to the influences of parents who will make a difference in their lives.” Past tense is the smoothest to read. It’s fine to switch tenses if you are talking about something current, but just not within the same sentence.

4. Use “their” (possessive) and “there” (place) correctly. If you have a question, use grammar check.

5. Use “its” (possessive) and “it’s” (contraction for “it is”) correctly.

6. Use commas to separate lists and phrases. Read your sentence out loud and if you pause, it may need a comma.

7. Re-read your sentences aloud to make sure they make sense. If the meaning starts to get fuzzy, try making your sentence into two sentences.

8. Avoid repeating the same word in a sentence. Use a variety of synonyms so that the reader doesn’t get hung up on the repetition.

9. Erik Erikson has no ‘e’.

10. Check your use of “affect” and “effect.”

11. Avoid the use of “different” if you mean “various.” If something is different, it must be compared to something else. If you are referring to “the various theories put forth by Crain”, “various” is the word you want.

12. Be aware of the difference between “compliment” and “complement.”

13. Avoid starting sentences or phrases with “there are.” Another way of phrasing the sentence will make it flow more smoothly and help you to tighten it up.

14. Watch your preposition use. Don’t use “to” if you mean “of” or “over” if you mean “from.” This is where reading your work out loud can really help.

15. Avoid the use of “do” as a verb. You can find a better word.

16. Take a good final look at your paper to see if spell-check or grammar check is indicating that something needs attention.

17. Consider taking Adler’s writing course if you need help. Not knowing how to write at the graduate level is not a judgment on you. Just take advantage of Adler’s wonderful class to bring your skills up, so your papers reflect graduate level work.

All assignments and exercise are subject to change as the course begins and progresses.