1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course #505
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 body of research that supports them. While recognizing that Developmental Psychology is a dynamic field, the theories of Piaget, Rousseau, Locke, Montessori, Maslow and others will be applied and compared to Adlerian concepts. Students will take a broad-spectrum look at psychological development and its implications for psychotherapy. They will also develop a better understanding of individuals at various developmental stages and in various multicultural contexts. The Developmental Psychology course will be taught via lectures, selected video and reading assignments, short assignments, instructor-facilitated discussion, group and individual projects.

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 (Please note these in the weekly units.)

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

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

4.1 Recognize, assess, and integrate knowledge and understanding of individual and family development and the influence of external factors across the life span. (CACREP 2.F.3.a; 2.F.3.f; MFT 1,2&3 Course Stud. Comp)

4.2 Demonstrate ability to apply knowledge of the different theories of learning to client and student conceptualization, including academic and career related choices. (CACREP 2.F.3.b; BOT B2, D5; MFT 4 Course Stud. Comp)

4.3 Demonstrate basic knowledge of the different theories of personality development as well as the challenges, physiologically, biologically, neurologically, to individual development and health. Students will examine psychological birth order (PBO) and Masculine Protest and their implications for unique human development, including normal and abnormal processes and their manifestations. (CACREP 2.F.3.c; 2.F.3.e; MFT Course Stud. Learning Outcome 2)

4.4 Demonstrate the ability to determine client or student system functionality and environmental factors on present functioning, academically, personally/socially or relationally (CACREP 2.F.3.f; MFT Course Stud. Comp. 2; BOT E2)

4.5 Demonstrate the ability to incorporate a body of information about a client’s stage of development into a theoretically sound framework that serves as basis for client’s conceptualization and choice of interventions (CACREP 2.F.3.h; BOT B1)

4.6 Demonstrate communication styles approaches and application of multicultural counseling techniques across the lifespan and how it may impact client and student development (CACREP 2.F.3.i; BOT C1, C3 & F2)

With most of the knowledge-based items above, there will be a specific awareness, and an opportunity to try out some of the skills. In the course outline below, these will be identified as K (knowledge), A (Awareness), and S (Skills).

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

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.
- Application of Adlerian theories to various phenomena of human growth and development, including core concepts of Teleology: all behavior is purpose, all behavior id goal-oriented, self-determination, felt minus to felt plus, fictive/mistaken goals.
5. Course Outline

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

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?
Chapter 1 - Burman: Origins

Unit 2

Ethics and methods in developmental research

Discussion from reading (assigned journal articles):

Chapter 2 - Burman: Researching Infancy
Prenatal and neonatal development
Video on prenatal learning
Wellness
Adler and ideas on development, how to use those in assessments, the use of the lifestyle assessment and early recollections, how does this reflect developmental ideas or concepts?

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.

Unit 4

Chapter 8 – Crain- Learning Theory
Chapter 10 – Crain - Vygotsky
Chapter 17 – Crain- Chomsky
Chapter 9 – Burman – Language Talk
Chapter 12 – Burman – Piaget, Vygotsky and developmental psychology
Infancy
Early childhood
Middle childhood
Adler’s viewpoints on these stages to include his ideas on education
Dreikurs and developmental ideas

Discussion based on readings

Unit 5
Chapter 7 – Crain: Kohlberg and Gilligan on Moral Development
Chapter 14 – Burman – Morality and the goals of development
Moral development discussion from readings

Article:

Experiential assignment one due
Ethics paper due

Unit 6
Chapter 9 – Crain: Bandura’s Social Learning theory
Chapter 3 – Crain: Chapter 3 - Bowlby and Ainsworth on Human Attachment (pages 46-70)
Chapter 7 – Burman – Bonds of Love-Dilemmas of attachment

Articles:


Discussion based on readings
Adolescence

Group project presentation

Unit 7
Erik Erikson – The Life Cycle Completed – Chapters 5,6, and 7
Chapter 12 – Crain: Erikson’s Theory

Article:

Experiential assignment 2 due

Unit 8
Chapter 16- Jung’s Theory of Adulthood
Adlerian ideas related to adulthood, how to assess with selected measures

Watch Stroke of Insight video
Early adulthood
Middle adulthood
Group project presentations

Unit 9
6. Assessment/Evaluation Process

6.1 Assignment Overview

- There will be a short assignment paper that is due after the second week of class. You will address ethical and cultural challenges that may be present when working with clients from different stages of development and/or with different cultures. This paper will be expected to follow APA guidelines and will be expected to include at least 350 words. This will be turned in either by hard copy in class or in email format. It will be worth 15 points (12 for content and 3 for writing style, organization, and APA format). The exact topic possibilities will be presented during the first class and may be based on articles that are presented as well as at least one additional reference from outside of class articles. (K,A)

- There will be three experiential observation exercises that will be completed during the weeks of the class with each due date provided to you. There will be the requirement to observe three different age groups and write about your observation as well as how your experience meets some of the theories of development that we will discuss in the class. Each of these is worth 5 points and can be provided either as hard copy or as an email attachment with a total of 15 points for the class. These do not need to be lengthy, just a quick observation and relation to concepts that were discussed in the class. (K,A)

- There will be group presentations during class for a total of 15 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. Groups and topics will be assigned during the first class. (K,A)

- There will be a quiz (40 questions) that will be taken during the last week of class that is worth 20 points. This is a combination of multiple choice and true/false. The questions will be based on reading from the required text. (K,A,S)

- The final project will be a movie analysis related to the concepts of the class. You will be provided with a list of possible movies and will then be expected to complete a case study of one of the main characters of that movie and relate this to the concepts of developmental psychology that we discuss in class. This will be worth 35 points and will be due two weeks after the last class session. A separate rubric will be provided the first night of class for this project as well as the movie options. (K,A,S)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points (K,A,S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics paper</td>
<td>April 21</td>
<td>20</td>
</tr>
<tr>
<td>Experiential assignment 1</td>
<td>April 21</td>
<td>5</td>
</tr>
</tbody>
</table>

Special Project Time

Special Projects Due – see guidelines below
Project to be submitted in a two week frame after final class.
Experiential assignment 2 | Due on April 30 | 5 points (K,A,S)
---|---|---
Experiential assignment 3 | Due on May 5 | 5 points (K,A,S)
Group presentations | Presentations to take place on April 28 and 30 | 15 points (K,A)
Quiz (multiple choice, true/false) | Last class (May 5) | 15 points (K,A,S)
SPT (movie analysis) | Due on May 19 | 35 points (K,A,S)

Total possible points of 100 for the class.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>R</td>
<td>Retake - Needs more time or instruction to master the requirements of the class</td>
</tr>
<tr>
<td>NC</td>
<td>Quality of work or participation falls below minimum expectations, including:</td>
</tr>
<tr>
<td></td>
<td>* Grade point is below 73</td>
</tr>
<tr>
<td></td>
<td>* Not attending class.</td>
</tr>
<tr>
<td></td>
<td>* Not properly notifying registrar of a withdrawal</td>
</tr>
<tr>
<td></td>
<td>* Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)</td>
</tr>
<tr>
<td></td>
<td>* Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.</td>
</tr>
</tbody>
</table>

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

7. **Special Project Time (SPT) — Case Study of Movie Characters**

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.

The assignment for the class is to provide an analysis of a movie character, options to be provided to students during the first class. You are to write a paper of no more than 8 pages that analyzes a specific character from the movie with a specific connection to any of the developmental concepts that were discussed in the class as well as how you would provide assistance to this individual if they came to your for professional help. You need to follow APA format and include references. This can be turned in either by hard copy to my mailbox at the school or by email attachment. A rubric will be provided on the first night of class.

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.

8. **Writing Guidelines including APA Format**

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: 320-843-3454  
Home: 320-843-2477  
Email: louise.ferry@alfredadler.edu

**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 ‘c’.

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.
GROUP PRESENTATIONS

The group presentations will be presented in class sessions for a 45 minute time period. There will be groups of 3-4 students that will research and present their viewpoint on an assigned topic. You have 15 minutes for your group to present your side or viewpoint on the topic. Each group will present their ideas in a verbal format. You will receive a possible 15 points for each presentation and there will only be one presentation per student. You are free to use any type of media to present your “side” or viewpoint and you might also provide written materials for the class if you so desire. This is not mandatory however. You will need to tie in developmental concepts with your presentation as well as integration into Adlerian concepts. Breakdown of grading is 12 points for the content and 3 points for the presentation. There may be different points for each member of the group depending on how they present their section or on how much they contribute to the group format. These topics will be related to the life stages and will be pertinent topics to current life situations.
Topics for Group Presentations

1) Many families today have dual earners or single parent households and so the children are placed in day care settings at a very early age. What is the evidence as to whether placing preschool children in day care facilities is harmful in any way? Please address developmental issues in the areas of emotional functioning, behaviors, and cognitive functioning.

Many families today have dual earners or single parent households and so the children are placed in day care settings at a very early age. What is the evidence as to the positive effects of daycare for preschool children? Please address developmental issues in the areas of emotional functioning, behaviors, and cognitive functioning.

2) There are many different reasons that children might be placed in foster care. Tell us more about the effects of children placed in foster care. Are there positive results of placing children in long term foster care? How is foster care related to the concepts of attachment? Are the statutes and guidelines based on concepts related to child development?

There are many different reasons that children might be placed in foster care. Discuss the effects of children placed in foster care. What are the negative consequences of placing children in long term foster care? Please relate your discussion to the concepts of attachment. How do state laws relate to these ideas?

3) Tell us about the positive results of the “No Child Left Behind” policy and how this relates to concepts of development for this age group.

Tell us about the negative results of the “No Child Left Behind” policy. Does this policy continue to address development of children or are there other areas in this policy which are lacking with the education of our children?

4) There are a growing number of elderly individuals in our society. There has been a shift from families taking care of the elderly to placement in nursing home facilities. Present the benefits of placement of the elderly in nursing homes or the variety of opportunities there are in our society to continue to address elderly developmental issues.

There are a growing number of elderly individuals in our society. There has been a shift from families taking care of the elderly to placement in nursing home facilities. What are the possible negative consequences of this shift? What are the continuing issues that we should address in living arrangements for individuals in this life stage?
Experiential assignments

Experiential one assignment (Due on April 21)

You are to observe a child in the early developmental stages such as from birth to adolescence. Please provide a description of your observation and integrate it with some of the developmental concepts that are presented this week with this life stage such as Piaget for one possible example. Also please include one paragraph in how your observation would help you to work with this age group if apparent in your chosen field of a professional helper.

Experiential assignment two (Due on April 30)

You are to observe an adolescent. Please provide a description of your observation and integrate it with some of the developmental concepts that are presented this week with this life stage such as Kohlberg or the articles for possible examples. Also please include one paragraph in how your observation would help you to work with this age group if apparent in your chosen field of a professional helper.

Experiential assignment three (Due on May 5)

You are to observe an individual who might be included in the elderly stage, for our purposes we will say over the age of 70. Please provide a description of your observation and integrate it with the concepts that have been presented with this life stage. Also include one paragraph in how your observation would help you to work with this age group.

These are worth 5 points each. They should be no more than 2 pages in length. You should use APA citations when talking about concepts from the class whether in articles or in the text. They may be handed in by hard copy in class or by email.
FINAL PROJECT

You are to provide an analysis of a character from a movie in which you tie into your analysis the concepts of developmental psychology that we have discussed or read about in this class. A list of possible movies will be presented to you the first night of class. If you have another movie in mind, please see me before moving forward with that title. The paper should be no more than 8 pages in which you not only tie in developmental concepts from the class, but also tell me how Adler would view the developmental challenges of this person. You might be able to provide a lifestyle assessment of this individual from the viewing of the movie. If this person were to come to you for help, what would be the issues that would possibly be addressed depending on what their stage is in the life cycle, what challenges are present, and how do developmental concepts of our major theorists play a role in this person’s life? This project is worth 35 points, with 28 points based on content and 7 on your writing style, organization and APA format. These projects are due two weeks after the last class period and should be handed in by an email attachment or by hard copy through the postal service.