1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course #505
1.3 Developmental Psychology
1.4 Three 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. You will keep a journal for the entire course, applying class discussion topics to your own development, or that of someone familiar to you.

3. Texts, Materials and Resources
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
We will continuously examine various cultural and familial factors affecting the lives of individuals, 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.
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 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 (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 (competency met 3d.)
5. Course Outline (In response to specific needs, minor changes may be made as this course progresses.)

UNIT 1: Tuesday, July 10, 2012  6:15 – 9:30 p.m.
Introductions: yourself, your professional aspirations, and your personal goals for this course
Administration (grades, assignments, attendance, miscellaneous issues)
Review of this course outline
Ethics and methods in developmental research
Discussion from reading: Prenatal and neonatal development

Share with a partner: Five events or circumstances that have contributed most profoundly to your development.

Watch Annie Murphy Paul on TED.com – Author of Origins: How the Nine Months Before Birth Shape the Rest of Our Lives
http://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born.html?utm_source=newsletter_weekly_2012-11-29&utm_campaign=newsletter_weekly&utm_medium=email

Group discussions based on individual and small group activities

Read Chapters 1, 2, and 3 in Armstrong

UNIT 2 and 3: Saturday, July 14, 2012  8:30 a.m.-4:00 p.m. (with ½ hour for lunch)

Chapter 1 – Crain: Locke’s Environmentalism, pp. 4-10
Rousseau’s Romantic Naturalism, pp. 10-19

Chapter 3 – Crain: Ethological (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, pp. 33-64

Chapter 4 – Crain: Montessori, pp. 65-86

Chapter 6 – Crain: Piaget’s Cognitive Developmental Theory, pp. 112- 150

Chapter 11 – Crain: Freud’s Psychoanalytic Theory, pp. 248-276

Chapter 12 – Crain: Erikson’s Theories of Psychosexual Development, pp. 277-302

Group discussions based on individual and small group activities

Read Chapter 4 in Armstrong - Early Childhood

UNIT 4: Tuesday, July 17, 2012  6:15 p.m. – 9:30 p.m.

Chapter 7 – Crain: Kohlberg and Gilligan on Moral Development, pp. 151-173

Chapter 8 – Crain: Learning Theory (Pavlov, Watson and Skinner), pp. 174-196

Chapter 9 – Crain: Bandura’s Social Learning theory: pp. 197-216

Early Childhood Development: Reggio Emilia - Student Panel Discussion 1 (three or four people)
Waldorf Schools - Student Panel Discussion 2 (three or four people)
Developmental Considerations in Adolescence/Teen Years - Student Panel Discussion 3 (three or four people)

Suggested resource: Time magazine’s article “What Makes Teens Tick?”

Group discussions based on individual and small group activities

Read Chapters 5, 6, and 7 in Armstrong - Middle Childhood, Late Childhood, and Adolescence
Read Chapter 8 in Armstrong - Early Adulthood: Building an Independent Life

Chapter 17 – Crain: Chomsky’s Theory of Language Development, pp. 348-368
Chapter 12 – Crain: Erikson’s Theories on Adulthood and Old Age, pp. 290-293

Bi-lingualism across the lifespan
Middle childhood development

UNIT 5: Tuesday, July 24, 2012  6:15-9:30 p.m.

Chapter 18 – Crain: Humanistic Psychology, pp. 369-380
Chapter 16 – Crain: Jung’s Theories on Adulthood and Old Age, pp. 335-347
Chapter 18 – Crain: Maslow’s Theory on Self-Actualization, pp. 372-375

Maslow’s Self-Actualization - Student Panel Discussion 4 (three or four people)

Developmental Considerations in Aging - Student Panel Discussion 5 (three or four people)

Read Chapter 9 in Armstrong – Midlife: Moving Through Muddy Waters
Read Chapter 10 and 11 in Armstrong - Mature Adulthood: Scaling the Peaks and Late Adulthood

Group discussions based on individual and small group activities

UNIT 6: Tuesday, July 31, 2012  6:15 - 9:30 p.m.

Special Project Presentations Today – see guidelines below

UNITS 7 and 8: Saturday, August 4, 2012  8:30 a.m. – 4:00 p.m. (with ½ hour for lunch)

Special Project Presentations Today – see guidelines below

UNIT 9: Tuesday, August 7, 2012  6:15 - 9:30 p.m.

Special Project Presentations Today – see guidelines below

Closing ceremonies

Group discussions based on individual and small group activities

Course Evaluations are completed in class today.

6. Special Project Time

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 research exercise and a short 2-page 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.

7. Writing Guidelines including APA format

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) American Psychological Association. ISBN 1-55798-791-2). For this course, your SPT summary will be in APA format. Be sure to use spell and grammar check, as your grade will reflect the quality of your writing. Ask Tina for help if you need guidance, and please refer to the writing requirements at the end of this syllabus. They are written to help you avoid common errors, and your grade will include assessment of your writing.

8. Assessment/Evaluation Procedures

8.1 Class Participation

8.2 Student Panels: You will be on a panel with two or three classmates, presenting topics of interest, as already determined by the instructor. Thirty minutes is allowed for each panel. Whole class activities and Power Point presentations are encouraged.

8.3 You will keep an educational journal to assist in your understanding of Developmental Psychology. Please write 400 words per entry (one per segment of the class, nine total) about what you are learning from reading in Armstrong and Crain, class lecture and discussions, and your own and classmate’s presentations. E-mail Tina (tfeigal@gmail.com) your journal every two weeks, as attachments. Please save them in Word documents, and name them Journal space Your Last Name space 505 (i.e., Journal Feigal 505). As part of your journal entries, you will communicate your weekly SPT progress to address any concerns early, and to ensure the projects are completed successfully. Points for this journal are included in the class participation aspect of your grade.

8.4 Special Project Time

Power Point presentations are required and should contain only up to five bullet points per slide. Do not create dense slides, as they are not useful to the viewer. Check spelling, grammar, and punctuation on your slides and handouts. Handouts can be made by clicking “Outline” on Power Point, just above the Slide Sorter, and editing for readable format.

Ideally, the topic you choose will be consistent with your chosen discipline or special interest, and new to you. Be

A handout on your special project topic will summarize your Special Project. Please include at least
farms five references, preferably peer-reviewed journal articles. Presentations should be 45 min to one hour in length, with time for questions and class discussion. Use of alternative teaching tools, such as short video segments, is encouraged.

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. Also note that copying and pasting for your paper or presentation is plagiarism. To pass this class, you must paraphrase the research.

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

How brain development is related to the formation of affect in infants

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

Assignments

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<tr>
<th>Assignments</th>
<th>Date Due</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>Class participation (includes journals)</td>
<td>Write 200-word journals after each class and e-mail them</td>
<td>30 points all-inclusive</td>
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<tr>
<td>Student Panel</td>
<td>7/17 and 4/24</td>
<td>20 points</td>
</tr>
<tr>
<td>Special Project (presentations)</td>
<td>4/30, 5/5 or 5/7</td>
<td>40 points</td>
</tr>
<tr>
<td>Special Project (handout)</td>
<td>5/7</td>
<td>10 points</td>
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Please e-mail journals, power points, and SPT summaries to edgoodchild@aol.com.

Grading

Grades are assigned thus: A, B, C, and R
A – 90-100 points; B – 80-89 points; C – 70-79 points; R – Non-performance related to either attendance or failure to complete assignments within 45 days after last class session.

Timeline

- Assignments are due two weeks after the last class session, August 7, 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. Attendance Policy
Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone. You may only miss a total of three segments (weekend days are two segments) and still pass the class.

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.

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. “Turnitin.com” will be used to check writing to assure paraphrasing. You can check your own paper to self-monitor your use of resources and wording. 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. Internet/On-Line Activity
On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
Faculty members monitor discussion and intervene when requested or as deemed necessary.

On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. 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.

14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should 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 the student. The Adler Graduate School is committed to helping all students succeed, 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.

15. Instructor Contact Information
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