

ADLER GRADUATE SCHOOL
1550 E. 78th Street, Richfield, MN 55423
612-861-7554

DEVELOPMENTAL PSYCHOLOGY
Course Syllabus # 505 - Online

July 5 – August 22, 2010

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course #505 - Online
- 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.

3. Texts, Materials and Resources

3.1 Required Texts.

Crain, W. (2005). *Theories of Development: Concepts and Applications* (5th Ed.). Upper Saddle River, New Jersey: Pearson/Prentice Hall.

Armstrong, T. (2007). *The Human Odyssey: Navigating the Twelve Stages of Life*. New York, NY: Sterling Publishing.

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 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:

- 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;
- 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;
- Be ready to recognize cultural changes as they occur, influencing our understanding of developmental processes;
- Understand the impact of child-rearing methods on the culture at large;
- 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;
- 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;
- Be able to use research to improve counseling effectiveness;
- Integrate technological strategies within the counseling and consultation process;
- Understand the nature and needs of individuals at all developmental levels, including:
 1. Theories of individual development and transitions across the life-span.
 2. Theories of learning and personality development.
 3. Developmental crises, disability, exceptional behavior, addictive behavior, and situational and environmental factors that affect both normal and abnormal behavior.
 4. Strategies for facilitating optimal development over the life-span.
 5. Ethical and legal considerations.
- Be alert to new discoveries pertinent to the relative influence of nature and nurture;

- 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. AGS Online Course Overview

- 5.1 AGS on-line courses have the same total duration as residential courses – 7 weeks (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. During the class, your instructor will post specific office hours on your class webpage.
- 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 on-line 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. System Requirements for *Adlermoodle* Learning Platform

- 6.1 The system requirements for the Moodle user are modest. All you really need is a solid, reliable internet connection and a modern web browser. It may help to have a 200+Mhz processor on your computer if you are running Windows or MacOS.
- 6.2 Moodle will work in any modern web browser. However, it works best in the following:
 - Internet Explorer (v5.5 or later)
 - Firefox (all versions)
 - Netscape (v7 or later)
- 6.3 Others that MAY be less effective:
 - Opera
 - Safari
 - Camino
- 6.4 Your browser should also have both cookies and javascript enabled. These are typically enabled by default, but if you think these settings might need enabling, check the documentation for your particular browser for how to do these. Some examples are provided in the “Systems Requirements” tab on the login page of adlermoodle.com.
- 6.5 You should also enable pop-ups for your Moodle site. Consult “Help” for your particular browser on how to enable pop-ups.

What else may I need?

- 6.6 Many courses have Office documents that you will need to access. If you do not have Microsoft Office, you can download Open Office which allows you to view and edit MS Office files, and is available free for Windows and for non-Windows computers.
- 6.7 Some courses may have documents in Adobe Acrobat format (.pdf) so you may need a PDF reader. You can download Adobe Reader for free.
- 6.8 Some courses may have multimedia animations created using Adobe Flash that require you to have the Flash Plugin installed on your computer. You probably have it already if you have a modern computer.

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

Week One: Units 1 & 2, July 5 - 11, 2010

First online posting - 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

Implications and Applications

Read Chapters 1, 2, and 3 in Armstrong (This is lighter, enjoyable reading.)

Week Two: Units 3 & 4, July 12-18, 2010

Chapter 1 – Crain: Locke’s Environmentalism, pp. 4-10

Rousseau’s Romantic Naturalism, pp. 10-19

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, pp. 33-64

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

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

Implications and Applications

Read Chapter 4 in Armstrong - Early Childhood

Week Three: Units 5 & 6, July 19-25, 2010

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

Read Time magazine’s article “What Makes Teens Tick?”

Implications and Applications

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

Week Four: Units 7 & 8, July 26-August 1, 2010

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

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

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

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

Bi-lingualism across the lifespan

Middle childhood development

Implications and Applications

Week Five: Unit 9 and Special Project Time, August 2-8, 2010

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

Special Projects Due by Sunday, August 22 – see guidelines below

You may submit them at any time during the week.

11. Assessment/Evaluation Process

- Active participation in online discussions/exercises/demonstrations is part of your grade; please plan on creating your best grade. The instructor doesn’t “give grades.” You create them.
- 54/100 points are used for participation (36 points total for regular postings and 18 for peer feedback postings). The remaining 46 are for the final paper.

(Detailed descriptions of these assignments are available on Moodle)

11.1 Assignment Overview

11.2 Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will not be graded.

You can earn a maximum of 36 points in this required activity.

Pts.	Interp.	Grading Criteria
4	Excellent	Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) are well written, with no significant grammar and punctuation errors and no violation of “netiquette”. Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.
3	Above Average	Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.

2	Average	Comments lack two or three of the required qualities. Comments which are based upon personal opinion but not supported by scholarly research or personal experience and/or comments violating important “netiquette” rules often fall within this category.
1	Minimal	Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.
0	Unacceptable	The comment lacks all four qualities or in violation of AGS academic integrity policy

11.3 Peer Responses

Peer responses can earn 1.0 point per each peer response (with the total of 2 points per unit, and a maximum of 18 points per course). Peer responses are graded on accuracy, relevance, presence of scholarly support, and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after deadline will be not be graded.

Grading

Grades are assigned thus: A, B, C, R

A – 90-100 points; B – 80-89 points; C – 70-79 points; R – Non-performance either related to 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 22**.
- 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. On-Line Discussions or Activities

On-line classes provide 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 on-line discussions:

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

9.2 NEVER post to the courseroom content:

- That is known to be illegal,
- That is potentially harassing, threatening, or embarrassing,
- That might be offensive and might be received as disrespectful in any way.
- That is vulgar or sexually explicit

- 9.3 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 posted it.
- 9.4 Students are encouraged to not overuse exclamation marks!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.
- 9.5 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.
- 9.6 During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. 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) – 46/100 points

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, 2 page integrative writing component or (b) a 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.

SPT specifics for this course are posted on Moodle.

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

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

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).
- 11.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).
- 11.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.
- 11.4 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 At the beginning of each course, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information.
- 12.2 You are expected to attend all the course learning activities. In the AGS asynchronous on-line courses, you attend the class by complying with posting and other submission deadlines.
- 12.3 In most of the courses, you will have two deadlines per week during the five weeks of coursework. For each week, and in conjunction with on-line instruction and other learning activities, your course instructor will announce two discussion questions or topics corresponding with two of the units in the course outline. The questions will appear in Moodle each Monday morning for the five weeks of coursework. You will have until Tuesday night (11:59 PM CST) for the first question and Thursday night (11:59 PM CST) for the second question to submit your original response.
- 12.4 Your original response will be at least 350 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit
- 12.5 You will then have until Wednesday night (11:59 PM CST) and Saturday night (11:59 PM CST) to respond to at least two of your classmates’ postings for each question (four responses per week). These peer responses have to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate’s position, reply to a group of your classmates by comparing or contrasting their stated positions, integrate your classmates’ observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate.
- 12.6 You can post your peer responses at any time between Tuesday and Wednesday (for discussion topic One) and between Thursday and Saturday night (for discussion topic Two), but not before you post your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original pasting, whether individually or in a summary format.
- 12.7 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

Louise Ferry, PhD, LP, LMFT
Office: 320-235-4613, Ext. 137
Cell: 320-766-3554

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 ‘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.