

ADLER GRADUATE SCHOOL
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DEVELOPMENTAL PSYCHOLOGY
Course Syllabus # 505

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.

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;(3a,3c)
- 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;(3c)
- Be ready to recognize cultural changes as they occur, influencing our understanding of developmental processes; (2a)
- Understand the impact of child-rearing methods on the culture at large; (3d)
- 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; (3a,3c)
- Be able to apply Adlerian theories to various phenomena of human growth and development;(3a, 10b)
- Be alert to new discoveries pertinent to the relative influence of nature and nurture; (3b)
- 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.)

UNIT 1: Monday, October 5, 2009 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

Implications and Applications

Group discussions based on individual and small group activities

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

UNIT 2: Monday, October 12, 2009 6:15-9:30 p.m.

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

Waldorf Schools – **student panel discussion 1** (two or three people)

Implications and Applications

Group discussions based on individual and small group activities

Read Chapter 4 in Armstrong - Early Childhood

UNIT 3: Monday, October 19, 2009 6:15 – 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

Developmental considerations in adolescence/teen years – **student panel discussion 2** (two or three people) Suggested resource: Time magazine’s article “What Makes Teens Tick?”

Implications and Applications

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

UNITS 4 & 5: Saturday, October 24, 2009 8:30 a.m. - 4 p.m. (Lunch from 12-12:30)

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

Bi-lingualism across the lifespan

Middle childhood development

Implications and Applications

Group discussions based on individual and small group activities

Developmental Considerations in Aging - **Student Panel Discussion 3**

UNIT 6: Monday, October 26, 2009 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** (two or three people)

Early childhood development – **student panel discussion 5** (two people) – Reggio Emilia

Special Project Presentations Today – see guidelines below

Implications and Applications

Group discussions based on individual and small group activities

Read Chapter 9 in Armstrong – Midlife: Moving Through Muddy Waters

UNIT 7: Monday, November 2, 2009 6:15-9:30 p.m.

Special Project Presentations Today – see guidelines below

Implications and Applications

Group discussions based on individual and small group activities

Read Chapter 10 and 11 in Armstrong - Mature Adulthood: Scaling the Peaks and Late Adulthood

UNIT 9: Sunday, November 7, 2009 8:30 a.m.-4 p.m. (Lunch from 12-12:30)

Special Project Presentations Today – see guidelines below

Closing ceremonies

Implications and Applications

Group discussions based on individual and small group activities

Course Evaluations are available at www.alfredadler.edu. Please make a concerted effort to complete them. Thank you!

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, 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.

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 Active participation in class discussions/exercises/demonstrations is part of your grade; please plan on creating your best grade. The instructor doesn't "give grades." You create them.
- 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 a personal journal** to assist in your understanding of Developmental Psychology. E-mail Tina (tfeigal@aol.com) your journal or a summary of your journal points 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 should contain only **up to five bullet points per slide**.

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

An 8-10-page paper (APA required) on the special project topic will summarize your Special Project. Please include a reference list.

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

Assignments	Date Due	Maximum Points
Class participation (includes journals)	Write journals each session and e-mail them every two weeks	35 points all-inclusive
Student Panel	Either 10/24 or 10/26	25 points
Special Project (presentations)	Either 11/2 or 11/7	30 points
Special Project (individual summary)	November 21, 2009	10 points

Kindly e-mail journals, power points, and summaries to tfeigal@aol.com.

Grading

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

– 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, **November 21**.
- 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 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.

15. Instructor Contact Information

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