

Child and Adolescent Development

Psychological Science I (T301B)

Fall 2010 (5 weeks)

Instructor: Sita G. Patel, Ph.D.
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Course Time & Location: Tuesdays 9-11:50am & Fridays 1-3:50pm in Clinic room 5150A

Office Hours: By appointment (Tuesdays 12-2pm or Fridays 11am-12pm)
C21-1 (September); C24-1 (permanent office location)

Course Description

This course provides an overview of major theories of human development. The five-week section on child and adolescent development covers basic scientific knowledge and theory (e.g., psychological stages, brain development, attachment, social context, emotion and cognition) as well as applying these topics to applied material (e.g., case vignettes and clinical examples). While the course is intended as a basic psychological science class, special attention will be paid to how theory and empirical knowledge is applied to practice, as well as the importance of developmental knowledge while working with clients across the lifespan.

Required Textbooks:

Damon, W., & Lerner, K.M. (Eds.). (2008). *Child and adolescent development: An advanced course*. Hoboken, NJ: John Wiley & Sons. ISBN 0470176571

Davies, D. (2004). *Child development: A practitioner's guide* (2nd ed.). New York, NY: The Guilford Press. ISBN 159385076X

Recommended Textbooks

Crane, W. (2005). *Theories of development: Concepts and applications* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall. ISBN 0131849913

Other Recommended Readings (posted on Docutek)

Branch, C. W. (2001). The many faces of self: Ego and ethnic identities. *The Journal of Genetic Psychology*, 162 (4), 412-429.

Harter, S., & Monsour, A. (1992). Developmental analysis of conflict caused by opposing attributes in the adolescent self portrait. *Developmental Psychology*, 28(2), 251-260.

Harter, S., & Johns-Buddin, B. (1987). Children's understanding of the simultaneity of two emotions: A five-stage developmental acquisition sequence. *Developmental Psychology*, 23 (3), 388-399.

Posada, G., Carbonell, O. A., Alzate, G. & Plata, S. J. (2004). Through Columbian lenses: Ethnographic and conventional analyses of maternal care and their associations with secure base behavior. *Developmental Psychology*, 40 (4), 508-518.

Schore, J.R. & Schore, A.N. (2008). *Modern Attachment Theory: The Central Role of Affect Regulation in Development and Treatment*.

Valkenburg, P. M. & Peter, J. (2007). Preadolescents and adolescents online communication and their closeness to friends. *Developmental Psychology*, 43 (2), 267-277.

Course Requirements

Class Attendance and Participation

Per PGSP policy, students are required to attend 75% of scheduled class meetings in order to receive a passing grade. If you are going to miss a class, please contact the instructor ahead of time.

PAU Student Professional Behavior and Use of Technology

Professional courtesy in the PhD program requires that computers *be used in class solely for classroom relevant activities, such as note taking, instructor advised internet access, for example to NIH websites, or for presentations.* It is not appropriate to use technology (such as, but not limited to, PDAs, laptops, cell phones) in the classroom for non-classroom activities. Such activity is unprofessional behavior, disruptive and distracting to other students and to the instructor and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Students Requesting Disability Accommodations

PAU complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. In order to assist disabled students in fulfilling the responsibilities of the program, every reasonable effort is made to accommodate special needs of such students. *Please inform the instructor at the beginning of the quarter so appropriate accommodations can be made for each student*

Group Activities and Case Conceptualizations

Each week *during class*, students will break into groups of 4-5 and engage in an analysis activity and/or case vignette discussion related to the material covered in lecture. Each week as we discuss various theories, concepts, and issues in Child and Adolescent Development, you (and your group of the day) will apply the topics covered in class to the activity or case vignette. At the end of each class, each group will turn in their combined notes. The purpose of these assignments is to have you actively apply the knowledge you are learning in class. The expectation is that you are thinking through the issues and attempting to understand the material being covered.

Final Paper: Child Developmental Interview & Observation

Each student will be responsible for conducting a developmental interview and observation for a child between the ages of 1 and 17. This assignment will allow the student to explore and experience the types of questions and information that may be relevant in gathering a thorough developmental history for a client. For the first part of this assignment (the developmental interview), you will interview the child's parent or caregiver, using sample interview questions provided by the instructor. For the second part of this assignment (child observation), you will observe the child in a naturalistic situation. Using the data gathered, you will then write a paper regarding your experience and findings. The paper should include a discussion of the child's physical, cognitive, emotional, social, and cultural development. Your discussion should integrate and be supported by your class readings and lectures. The entire paper should be written according to the APA Publication Manual guidelines. Your paper should be 7 - 10 pages long. The paper will be due by **Friday, October 15th, 2010.**

***Note: It will be necessary for the child's parent or caregiver to sign a consent form before participating in this assignment. The consent form has been posted on Docutek and it should be attached to your paper when you turn in the assignment.

In-class group activities and/or Case Conceptualizations 25 points
(5 points each week)

Child Developmental Interview & Observation Paper 75 points

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Class Schedule

Date	Topics	Readings
<p><u>Week 1</u> 9/10/2010 & 9/14/2010</p>	<p>Historical views of childhood Modern views of childhood & development Risk & Resilience Developmental Issues Nature vs. Nurture Continuity vs. Discontinuity Early vs. Later Experience Erikson & Freud: Theories of Development</p>	<p><u>Davies:</u> Introduction (pp. 3 – 6). Chapter 3: Risk & Protective Factors Chapter 4: Analysis of Risk & Protective Factors</p> <p><u>Damon & Lerner:</u> Chapter 1: The Scientific Study of Child & Adolescent Development: Important Issues in the Field Today.</p> <p><u>Article:</u> Posada, Carbonell, Alzate & Plata (2004)</p>
<p><u>Week 2</u> 9/17/2010 & 9/21/2010</p>	<p>Brain Development Newborn Reflexes Mirror Neurons Motor Development Attachment Theory</p>	<p><u>Davies:</u> Chapter 1: Attachment Chapter 2: Brain Development Chapter 5: Infant Development Chapter 6: Practice with Infants</p> <p><u>Damon & Lerner:</u> Chapter 2: Neural Bases of Cognitive Development</p> <p><u>Article:</u> Schore & Schore (2008)</p>

<p><u>Week 3</u> 9/24/2010 & 9/28/2010</p>	<p>Social Contexts of Development Family Parents Siblings Peers Culture Bronfenbrenner: Ecological Systems Theory <i>T.A. Guest Lecture:</i> Hilary Sluis</p>	<p><u><i>Damon & Lerner:</i></u> Chapter 4: Socialization in the Family: Ethnic and Ecological Perspectives Chapter 5: Peer Interactions, Relationships, and Groups. Chapter 19: Phenomenology and Ecological Systems Theory: Development of Diverse Groups. <u><i>Article:</i></u> Valkenburg & Peter (2007)</p>
<p><u>Week 4</u> 10/1/2009 & 10/5/2009</p>	<p>Socio-Emotional Development Exploring Emotion Emotional Development Emotional problems in Children & Adolescents Temperament <i>T.A. Guest Lecture:</i> Tracy Simmons</p>	<p><u><i>Davies:</i></u> Chapter 7: Toddler Development Chapter 8: Practice with Toddlers <u><i>Damon & Lerner:</i></u> Chapter 3: Temperament Chapter 7: The Developing Self Chapter 11: Principles of Emotion and Emotional Competence <u><i>Article:</i></u> Harter & Johns-Buddin (1987)</p>
<p><u>Week 5</u> - 10/8/2009 & 10/12/2009</p>	<p>Cognition Piaget's Theory Vygotsky's Theory Information Processing Theory Theory of Mind Identity Development <i>Alumni Guest Lecture:</i> Gwenneth Smith, Ph.D.</p>	<p><u><i>Davies:</i></u> Chapter 9: Preschool Development Chapter 10: Practice with Preschoolers Chapter 11: Middle Childhood Development Chapter 12: Practice with School-Age Children <u><i>Damon & Lerner:</i></u> Chapter 15: The Second Decade: What Develops <u><i>Articles:</i></u> Harter & Monsour (1992) Branch, (2001)</p>

FINAL PAPER DUE: FRIDAY, Oct. 15th

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Course Competencies

Course Competencies (Learning Outcomes)	How Taught	Assessment Methods/ Measures	Standards of Comparison / Criteria
<i>What will students know and be able to do when they pass this course? Should be specific & measurable.</i>	<i>How will the competency be taught?</i>	<i>How will the competency be measured? Who will be assessed, when, and how often?</i>	<i>How well should what percentage of students be able to do on the assessment?</i>
Knowledge: Students will			
Demonstrate knowledge & understanding of normal child development. This includes knowledge & understanding of children’s <i>physical development, brain development, cognitive development, emotional development, social development, moral development, ethnic identity development, and gender identity development</i>	<ul style="list-style-type: none"> ➤ Readings ➤ Lectures ➤ In-class discussions ➤ Watching video recordings of children/adolescents ➤ Small-group activities & discussions ➤ Student will interview a parent regarding their child’s development, observe the child, & write a paper describing their findings. 	<p>Each week students will participate in small group activities & discussions regarding various developmental issues & clinical case examples</p> <p>Each week students will take notes regarding their thoughts & reactions to the small-group activities & discussions. Students turn in their notes each week.</p> <p>Student will interview a parent regarding their child’s development, observe the child, & write a report that describes their findings and links those findings to developmental theories and concepts.</p>	<p>90% of students will demonstrate the knowledge or skill adequately (75% accuracy) during the small-group activities & discussions. This will be determined by professor observation and the “notes” turned in.</p> <p>95% of students will meet the criterion of 80% on the Child/Parent Dev. Assessment paper</p>

<p>Demonstrate knowledge of the major theories of child development. These theories include: <i>Piaget Cog Dev Theory; Vygotsky's Socio-Cultural Cog Dev Theory; Information Processing Theory; Freud's Psychosexual Theory, Erikson's Eight Stages of Man; Kohlberg's Theory of Moral Dev; Bowlby's Attachment Theory; Theory of Mind; Bronfenbrenner's Ecological Systems Theory; & Bandura's Social Learning Theory</i></p>	<ul style="list-style-type: none"> ➤ Readings ➤ Lectures ➤ In-class discussions ➤ Watching video recordings of children/adolescent ➤ Small-group activities & discussions ➤ Student will interview a parent regarding their child's development, observe the child, & write a paper describing their findings. 	<p>Each week students will participate in small group activities & discussions regarding various developmental issues & clinical case examples</p> <p>Each week students will take notes regarding their thoughts & reactions to the small-group activities & discussions. Students turn in their notes each week.</p> <p>Student will interview a parent regarding their child's development, observe the child, & write a report that describes their findings and links those findings to developmental theories and concepts.</p>	<p>90% of students will demonstrate the knowledge or skill adequately (75% accuracy) during the small-group activities & discussions. This will be determined by professor observation and the "notes" turned in.</p> <p>95% of students will meet the criterion of 80% on the Child/Parent Dev. Assessment paper</p>
<p>Demonstrate knowledge regarding the concept of developmental pathways/trajectories</p>	<ul style="list-style-type: none"> ➤ Readings ➤ Lectures ➤ In-class discussions ➤ Small-group activities & discussions ➤ Student will interview a parent regarding their child's development, observe the child, & write a paper describing their findings. 	<p>Each week students will participate in small group activities & discussions regarding various developmental issues & clinical case examples</p> <p>Each week students will take notes regarding their thoughts & reactions to the small-group activities & discussions. Students turn in their notes each week.</p> <p>Student will interview a parent regarding their child's development, observe the child, & write a report that describes their findings and links those findings to developmental theories and concepts.</p>	<p>90% of students will demonstrate the knowledge or skill adequately (75% accuracy) during the small-group activities & discussions. This will be determined by professor observation and the "notes" turned in.</p> <p>95% of students will meet the criterion of 80% on the Child/Parent Dev. Assessment paper</p>
<p>Demonstrate knowledge of how a child's development is related to later adult functioning</p>	<ul style="list-style-type: none"> ➤ Readings ➤ Lectures ➤ In-class discussions ➤ Watching video recordings ➤ Small-group activities & discussions 	<p>Each week students will participate in small group activities & discussions regarding various developmental issues & clinical case examples</p> <p>Each week students will take notes regarding their thoughts & reactions to the small-group activities & discussions. Students turn in their notes each week.</p>	<p>90% of students will demonstrate the knowledge or skill adequately (75% accuracy) during the small-group activities & discussions. This will be determined by professor observation and the "notes" turned in.</p>

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<p>Demonstrate knowledge regarding how a child's ecological systems impact upon development</p>	<ul style="list-style-type: none"> ➤ Readings ➤ Lectures ➤ In-class discussions ➤ Watching video recordings ➤ Small-group activities & discussions ➤ Student will interview a parent regarding their child's development, observe the child, & write a paper describing their findings. 	<p>Each week students will participate in small group activities & discussions regarding various developmental issues & clinical case examples</p> <p>Each week students will take notes regarding their thoughts & reactions to the small-group activities & discussions. Students turn in their notes each week.</p> <p>Student will interview a parent regarding their child's development, observe the child, & write a report that describes their findings and links those findings to developmental theories and concepts.</p>	<p>90% of students will demonstrate the knowledge or skill adequately (75% accuracy) during the small-group activities & discussions. This will be determined by professor observation and the "notes" turned in.</p> <p>95% of students will meet the criterion of 80% on the Child/Parent Dev. Assessment paper</p>
<p>Demonstrate knowledge regarding how cultural values of the child, family, and the greater societal context, intersect and impact upon development</p>	<ul style="list-style-type: none"> ➤ Readings ➤ Lectures ➤ In-class discussions ➤ Watching video recordings ➤ Small-group activities & discussions ➤ Student will interview a parent regarding their child's development, observe the child, & write a paper describing their findings. 	<p>Each week students will participate in small group activities & discussions regarding various developmental issues & clinical case examples</p> <p>Each week students will take notes regarding their thoughts & reactions to the small-group activities & discussions. Students turn in their notes each week.</p> <p>Student will interview a parent regarding their child's development, observe the child, & write a report that describes their findings and links those findings to developmental theories and concepts.</p>	<p>90% of students will demonstrate the knowledge or skill adequately (75% accuracy) during the small-group activities & discussions. This will be determined by professor observation and the "notes" turned in.</p> <p>95% of students will meet the criterion of 80% on the Child/Parent Dev. Assessment paper</p>
<p>Skills: Students will</p>			

<p>Be able to conduct a parent interview that focuses on gathering developmental information about their child.</p>	<ul style="list-style-type: none"> ➤ Readings ➤ Lectures ➤ In-class discussions ➤ Watching video recordings ➤ Small-group activities & discussions ➤ Student will interview a parent regarding their child's development & write a paper describing their findings. 	<p>Student will interview a parent regarding their child's development, observe the child, & write a report that describes their findings and links those findings to developmental theories and concepts.</p>	<p>95% of students will meet the criterion of 80% on the Child/Parent Dev. Assessment paper</p>
<p>Be able to observe a child in a naturalistic setting, and from those observations make some determinations regarding the child's developmental level.</p>	<ul style="list-style-type: none"> ➤ Readings ➤ Lectures ➤ In-class discussions ➤ Watching video recordings ➤ Small-group activities & discussions ➤ Student will interview a parent regarding their child's development, observe the child, & write a paper describing their findings. 	<p>Student will interview a parent regarding their child's development, observe the child, & write a report that describes their findings and links those findings to developmental theories and concepts.</p>	<p>95% of students will meet the criterion of 80% on the Child/Parent Dev. Assessment paper</p>

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<p>Be able to compile information gathered from a parent interview and a child observation, and write up a comprehensive developmental conceptualization of the child that links their interview information & child observations to developmental theories and concepts</p>	<ul style="list-style-type: none"> ➤ Readings ➤ Lectures ➤ In-class discussions ➤ Watching video recordings ➤ Small-group activities & discussions ➤ Student will interview a parent regarding their child's development, observe the child, & write a paper describing findings. 	<p>Student will interview a parent regarding their child's development, observe the child, & write a report that describes their findings and links those findings to developmental theories and concepts.</p>	<p>95% of students will meet the criterion of 80% on the Child/Parent Dev. Assessment paper</p>
<p>Professional and Ethical Attitudes: Students will</p>			
<p>Attend class regularly (consistent with PGSP policy) and participate in class activities & discussions</p>	<ul style="list-style-type: none"> ➤ Reading syllabus ➤ Lecture 	<p>Attendance sheets In-class role-plays & experiential activities</p>	<p>95% of students will arrive on time and participate in classroom activities & discussions</p>
<p>Demonstrate that they understand the importance and purpose of obtaining informed consent/assent from a parent and child before conducting the developmental interview and observation</p>	<ul style="list-style-type: none"> ➤ Reading syllabus ➤ Lecture 	<p>Student will have the parent & child sign informed consent/assent and will turn in with paper</p>	<p>100% of students will turn in the informed consent/assent signed by the parent & child assessed.</p>
<p>Demonstrate the ability to follow APA Publication Manual Guidelines in writing their developmental paper (style & citations)</p>	<ul style="list-style-type: none"> ➤ Reading the APA Publishing Manual ➤ Professor and TAs will review & edit "drafts" of student papers indicating proper use of APA writing style 	<p>The student's developmental paper will follow APA Publishing Manual guidelines</p>	<p>95% of students will meet the criterion of 80% correct use of APA writing style on their Child Dev. paper</p>