Course Objectives

This course is designed to provide students with an overview of human development throughout the lifespan, as relevant to school and clinical psychologists. Students will acquire a working knowledge of developmental psychology, which can be applied to professional work in psychology.

Course Requirements

1. Class attendance and participation in reading discussions - (20 points)
2. Developmental history assignment - (20 points)
4. Case Study Midterm Paper - (20 points)
5. Case Study Presentation – (5 points)
5. Final projects:
   Case study responses (15 points)
   Brief presentation & visual aid (20 points)

Class Attendance

Students will be expected to attend and actively participate in all classes. If a student should need to miss a class for any reason (illness, emergency, etc.) please call, text, or email the instructor before class.

Technology may be used during class for accessing course materials and taking notes. Use of technology during class time for purposes other than these is obvious to an instructor and will be reflected in a reduction of participation points as necessary.

Text & Readings

Additional required readings listed below and TBA – Readings will be posted on Sakai, or provided by the instructor. Recommended readings attached.

Course Overview

Week 1 - September 10
Introductions & Course Overview

Introduction to Developmental Psychology

Readings: (to be discussed on September 17th)


Week 2 - September 17
Reading: Ch. 2 - Heredity, Environment, and the Beginnings of Human Life

Ch. 3 – Neural and Cognitive Development in the Early Years


Week 3 - September 24
Reading: Ch. 4 – Emotional Development in the Early Years


**Week 4 – October 1**  
*Guest Lecturer: Mathew Stroebel, Psy.D.*

Reading: Ch. 5 – The Emerging Self and Socialization in the Early Years


**Week 5 - October 8**

Reading: Ch. 6 – Realms of Cognition in Middle Childhood


**Week 6 - October 15**  
*Guest Lecturer: Johanna Stroebel, Psy.D.*

Reading: Ch. 7 – Self and Moral Development: Middle Childhood Through Early Adolescence


***Developmental History Assignment DUE*** – Briefly share reactions in class

**Week 7 - October 22**

Reading: Ch. 8 – Gender and Peer Relationships: Middle Childhood Through Early Adolescence


**Week 8 – October 29**

Reading: Ch. 9 - Physical, Cognitive, and Identity Development in Adolescence


**Week 9 - November 5**

Reading: Ch. 10 - The Social World of Adolescence

   (Spend some time checking out [www.socialthinking.com](http://www.socialthinking.com))

**Final Presentation Proposal DUE**

**Week 10 - November 12**

**Midterm Due**

**Case Study Presentations**

*Final presentation proposals returned*
**Week 11 - November 19**  
*Guest Lecturer: Andrew Howard*

Reading:  
Ch. 11 – Physical and Cognitive Development in Young Adulthood  
Ch. 12 – Socioemotional and Vocational Development in Young Adulthood


**Week 12 - November 26**  
Reading:  
Ch. 13 – Middle Adulthood: Cognitive, Personality, and Social Development


**Week 13 - December 3**  
Reading:  
Ch. 14 – Living Well: Stress, Coping, and Life Satisfaction in Adulthood

*Case Study Take-Home distributed to Group B*

**Week 14 - December 10**  
Reading:  
Ch. 15 – Gains and Losses in Late Adulthood

*Case Study Take-Home distributed to Group A*

**Final Presentations – Group A**  
**Case Study Responses Due – Group B**

**Week 15 - December 17**  
Course Wrap-up

**Final Presentations – Group B**  
**Case Study Responses Due – Group A**
Recommended Reading

Week 1


Week 2


Week 3


**Week 4**


Week 5


Week 6


Week 7


Book chapter(s) from *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them* by Ross Greene, Ph.D.


Week 8

http://www.nytimes.com/2010/10/10/fashion/10Cultural.html?pagewanted=all&_r=0

Week 9


Week 11


**Week 12**


**Week 14**


**Developmental History Assignment**

**Due:** October 15th

Each student will complete a brief developmental history of a child using the *Behavior Assessment System for Children – 3rd Edition (BASC-3), Structured Developmental History (SDH)* as a guide.

1. Select a parent to interview who has a child of at least 5-years old.

2. Conduct an interview with the parent using the BASC-3 SDH as a guide.

3. Complete a **3-page paper** explaining your reaction to the process of this interview. Consider responding to the following questions or come up with your own:

   - What was the parent’s reaction to answering these questions?
   - How did you build rapport to make the parent feel comfortable answering these questions?
   - What questions were difficult for you to ask as an interviewer?
   - Did any questions make you uncomfortable?
   - What areas of development do you need more knowledge about to be able to gather the information you need from parents?

4. Turn in reaction paper along with BASC-3 SDH form.

**Reading Discussions**

Most weeks, 2-3 students will be assigned to lead a brief discussion (~10-15 min) about readings on the syllabus, which are related to the content of that week’s class. If
needed/wanted the instructor will provide guidance about questions to pose for discussion/how to lead the discussion. **All students are expected to read and be prepared to participate in the discussion.**

**Midterm Case Study Paper**

**Due Date:** November 12th

Using a developmental perspective and incorporating concepts from class, write a 5 to 7 page paper comparing and contrasting the *Case of Cindy* and the *Case of Lucy*. Details to follow.

**Case Study Presentation**

**Due Date:** November 12th

Referencing one to two concepts from class, present for 3 to 5 minutes (1 to 2 slides) about a character from a movie, tv show, or book. Details to follow.

**Final Projects**

**Brief Presentation & Supporting Visual Aid**

**Proposal Due:** November 5th

**Brief Presentation:** December 10th or 17th

*Proposal*

Select a current article from a leading developmental or school psychology peer-reviewed journal. Ideally, the article should be about a topic that interests you. Consider expanding on a topic we have discussed in class or read about in our texts. Submit a copy of the article and a brief summary of the findings in your own words. Include the APA citation for the article. Also, if you have an idea for the visual aid you are going to use, jot it down on your proposal.

*Presentation*

Prepare a brief (10-15 minute) presentation to explain your article and how it links to the developmental topics we have discussed. Gather 3-5 supporting articles to explain or support the topic of your primary article. Consider the following when preparing your presentation:

- What is the relevance of the research?
- What is the connection to school psychology and how could the findings potentially relate to your work in the future?
- How does this research link with prior studies/topics from class?
- What are the weaknesses and strengths of the research?
• What are the future directions for this area of study?

Visual Aid
Supplement your presentation with a visual aid of some sort. This could be a one-page flyer with implications for parents, educators, or professionals about your topic. It could be a brief power point presentation that could be presented to another audience (think professional development in schools). There are many options for the format. Be creative, yet informative. Include the citations for all the articles you used in APA format somewhere on the visual aid.

*Focus on being meaningful and clear in both your presentation and the format of your visual aid.

Case Study Responses

Due: December 10th or 17th

On December 3rd or December 10th TWO case studies will be provided to you as a one-week, take-home “exam.” You will be expected to read the cases and answer any questions provided by the instructor. The response for each case should be no more than 5 pages (this means you will write no more than 10 pages total) and should fully consider the questions posed by the instructor. The questions will assist you in considering the cases from a developmental perspective.