SYLLABUS
COU 620 Spring 2015
Human Development: Theory, Research, and Practice
University of Massachusetts at Boston
College of Education and Human Development
Department of Counseling and School Psychology

Instructor: Sharon Lamb, Ed.D., Ph.D., Licensed Psychologist

Meetings Tuesdays 4-6:45 pm, EST

Course Description: This course provides students with a comprehensive view of life span development from childhood through adulthood from several perspectives: (1) the interaction of age with such factors as gender, cultural background, disabilities, and other significant issues encountered at particular stages of life, (2) how individuals at specific lifespan stages process information and experiences, (3) how the behavioral, emotional, cognitive and relational challenges throughout life contribute to clinical/mental health problems and (4) how psychopathology and its treatment can be understood from a developmental perspective.

Objectives of course:

(1) Students will demonstrate a thorough understanding of the current knowledge base in human physical, cognitive, emotional, and social development across the entire life span.

(2) Students will demonstrate an understanding of the interaction of human development with various forms of diversity and its significance to the application to clinical practice through the analysis of case studies.

(3) Students will demonstrate expertise in critically evaluating and synthesizing developmental scholarly research presented in traditional journals, popular psychology publications, and the Web.

(4) Students will be able to apply their understanding of lifespan issues and challenges to the assessment and treatment of psychological adjustment difficulties and disorders.

(5) Students will understand the cultural specificity of developmental theories.

(6) Students will critique developmental theory as a whole from a social justice perspective.

(7) Students will self-reflect on own developmental paths and challenge notions of developmental continuity.
(8) Students will use developmental theory to challenge medical model assumptions about mental illness.

This course partially meets the following DESE Subject Matter Knowledge Requirement(s) for School Guidance Counselor (K-8; 5-12) initial licensure in Massachusetts:
  c. Psychology of learning.
  e. Theories of normal and abnormal intellectual, social, and emotional development.

**Required readings:**


Burman, E. (2008). *Deconstructing developmental psychology*. New York: Routledge (Readings from this book appear in the syllabus as Burman, followed by the chapter. Also, some chapters have been pdf’d for you although I’m not sure if this is illegal.)

Journal articles and chapters available in Blackboard Learn 9.1 frame for the course.

The documentary film: “56 Up” by Michael Apted

**Managing the Readings**

The textbook is required because some students have never had a Developmental Psychology course before and need basic theory and research. These students should read the textbook chapters regularly. Those students looking for more of an advanced course can skim the textbook and move right to the sophisticated critiques offered by Burman. The individual research articles are meant to foster discussion, provide in depth reading on certain topics briefly treated in the textbook, and to provide variation in point of view. It is expected that you will read all of these. I’ve tried to keep these to no more than 3 per week but I get over-excited for topics that are related to my own research. When there is a research article, however, you do not have to read the article word for word. My suggestion is to read the abstract, literature review, and discussion, in that order, and then go back to skim methods and findings.

**Is the Course Designed to Be Chronological?**

Only vaguely so. I have kept the weeks to “topics” that span childhood and adolescence until we reach adolescence and then the rest of the course is mostly chronological.

**Inside the Professor’s Head**

I love this course and it represents what I think is important to know to be a good counselor. I emphasize theory and research, and also storytelling. That is, several times during the course we will look at identity, self, and life narratives with an eye towards context and culture. The first assignment is for fun. The second is research. The third permits you to go deeply into someone else’s life story to look for continuities and discontinuities and to relate your learning from
throughout the course to one life. I don’t test because I want your motivation and love of the material to draw you into the reading. I’ve chosen the reading carefully so do make time for it! They reflect my perspective which is multicultural, psychodynamic, and developmental, and there is a special focus on gender and postmodernism throughout the reading. The postmodern approach asks us to question the goals of research, to understand that developmental psychology is composed of stories about development, and to unpack all ideas, even the idea of “childhood.”
**Schedule of Readings:**

The names following the readings in S& R are additional journal articles that can be found on the appropriate web pages in Blackboard. For brevity’s sake, only the first author’s last name is used. The full references begin on p. 10.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Writing Due before Class Discussion</th>
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<tbody>
<tr>
<td>2/3</td>
<td>Introduction: What is Normative?</td>
<td>(S &amp; R 1, 2; Bussolari) <em>optional</em></td>
<td>Nothing! This is the first week!</td>
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<tr>
<td>2/10</td>
<td>Biology, Genes, Models, &amp; Muddles</td>
<td>S &amp; R 3, 4; Erikson; Gergen “The Neurobiological Turn”; Sameroff (nature/nurture) Burman Chapter 5</td>
<td>1/Please write two pages on a time when you switched your thinking with regard to nature vs nurture or vice versa</td>
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<td>2/17</td>
<td>Attachment</td>
<td>S &amp; R 14; Howe 2 &amp; 3; Burman Chapter 7; Papousek (attunement/mirroring); Bretherton (optional)</td>
<td>2/Case Discussion: LIAM</td>
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<td>2/24</td>
<td>Cognition &amp; Perception</td>
<td>S &amp; R 6, 7 (5 if you want to); View Vygotsky on youtube; Read: Fischer &amp; Heincke; West (play therapy from a Vygotskyan perspective); Fox (early events on brain architecture) Burman 12; <a href="http://spdfoundation.net/about-sensory-processing-disorder.html">http://spdfoundation.net/about-sensory-processing-disorder.html</a>; <em>Optional Reading:</em> (Tomasello (human adaptation &amp; culture); Iarocci (sensory integration and autism); Wilens (ADHD x the lifetime)</td>
<td>3/Case Discussion: SARA (note this is a long reading):</td>
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<td>3/3</td>
<td>Self, Emotions, &amp; Temperament</td>
<td>S &amp; R 11; Rochat; Rothbart OR Caspi; Steinberg (skim on impulsivity); Time-Outs Listserv exchange</td>
<td>4/What is a “self”?</td>
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<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>Notes</td>
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<td>3/10</td>
<td>Memory/Information Processing</td>
<td>S &amp; R 8; Ghetti; Cheit; Strange &amp; Hayne (devil in the details); Pasupathi (disclosure); Barber, Rajaram &amp; Fox (Collective Memory) Listen to “This American Life” story</td>
<td>5/Case Discussion: PROFESSOR ROSS CHEIT</td>
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<td>SPRING BREAK</td>
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<td><strong>Mid-Term Paper (in lieu of exam)</strong></td>
<td><strong>Developmental Trajectory of an Adult Disorder/Issue</strong></td>
<td><strong>Due 3/15</strong></td>
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<td>3/31</td>
<td>Adolescence</td>
<td>S&amp;R 11; Garrod on identity, Fordham AA girls, Tolman, girls and femininity Kao, possible selves Sullivan, pre adolescence</td>
<td>7/Case Discussion: MELANIE &amp; PA JAM DECOURAJER</td>
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<td>4/7</td>
<td>Gender Roles/Sexuality</td>
<td>S &amp; R 12; Lamb; Diamond, Giordano; Wilson et al</td>
<td>8/Case Discussion: BEN</td>
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<td>4/14</td>
<td>Morality &amp; Social Cognition</td>
<td>S &amp; R 13; Kohlberg; Turiel; Gilligan: Bloom; Burman 14</td>
<td>9/Bring text of Kohlberg, Gilligan, or Fables interview to discussion group</td>
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<td>4/21</td>
<td>Adult Attachment/Relationships</td>
<td>S &amp; R 14, 15; Sherry; (adult attachment) Diamond Savin Williams (gay relationships) King &amp; Noelle (Happy, Mature &amp; Gay)</td>
<td>10/Adult Attachment Interview questions reflected upon (just one page showing you’ve looked them over)</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Case Discussion</td>
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<td>5/5</td>
<td>Middle Adulthood: Established, Letting Go, Giving Back</td>
<td>Waite (sexuality); Mitchell &amp; Lovegreen (empty nest) McAdams (redemptive self); Bauer et al (interpreting the good life) Bruner (life as narrative); Bauer (life changing decisions); Watch Michael Apted Film</td>
<td>12/Case Discussion: Apted film</td>
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<td>5/12</td>
<td>Later Life</td>
<td>S &amp; R 17; Boss (Ambiguous Loss) King &amp; Hicks (regret); Ebner et al (Change 2 goals over lifespan) Lachman (Perceived control aging) Duffey (lifespan musical review); Gerstoff (terminal decline)</td>
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<td>Final paper in lieu of exam</td>
<td>Life Span Analysis</td>
<td>Due 5/15</td>
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**SHORT PAPERS: (12 1-2 page papers preparing you for “small section” discussions) 36 pts**

1/ Please write two pages on a time when you switched your thinking with regard to whether something in someone, some characteristic or behavior, or some relational quality, was most likely a product of genes/biology vs. environmental influences.

   In small group you will share these stories and discuss how you might respond differently as a therapist when you believe one or the other.

2/ Case Discussion: LIAM

   What are Liam’s attachment issues and how did they develop? What would be an appropriate
therapeutic response? How might you work with foster mother and teacher?

3/Case Discussion: SARAH
What are the complexities and interactions regarding mental health diagnoses and physical, cognitive, and emotional development?

4/What is a “self”? Please write two pages on what makes a self a self. How does attachment play into the development of the self? Is the self continuous? Are you basically the same as you were when you were 5 years old? What changed and what remained the same?

5/Case Discussion: PROFESSOR ROSS CHEIT

6/Case Discussion: HAROLD
Try to integrate your textbook reading with the case of Harold which is a wonderful analysis of how language is connected to social environments. What can’t a biological perspective on language bring? What about Harold’s environment determines his language successes? Are these successes different than successes you would imagine before reading this chapter? What problems were discussed?

7/Case Discussion: MELANIE & PA JAM DECOURAJER
These two Dartmouth students had very different experiences. Please discuss the normative and non-normative experiences and what makes each of their stories quintessentially adolescent.

8/Case Discussion: BEN
In your case discussion, address to what

In class, your TA will also discuss next week’s assignment.

9/ For this assignment you don’t have to write anything, but instead you need to have administered either a Kohlberg, Gilligan, or Fables interview to two individuals to compare their answers.

Bring text of Kohlberg, Gilligan, or Fables interview to discussion group

10/Adult Attachment Interview questions. Reflect on these questions and what they might yield in terms of important information about adult clients you may see. How would you expect certain formulations to affect couples in relationship whom you also might see? How would you expect parenting to be affected?

11/Case Discussion: VALERIA

12/Case Discussion: One of the real people filmed over a lifetime in the Apted film.

**PAPER # 1: Developmental Trajectory of a Disorder or Syndrome**

20 pts
This assignment entails an investigation of a particular form of psychopathology and its impact on the relevant developmental trajectory(ies). Please remember that this is a DEVELOPMENTAL psychology course, and not a DEVELOPMENTAL PSYCHOPATHOLOGY course, so when you work on this assignment, keep in mind everything you are learning from the class about normative development thus far. Yes you will be reading information about a particular syndrome or disorder, but you are to look at that disorder through the lens of development gone awry at a certain point. Each paper is a chance to show the professor you are doing the reading for the course. Thus, although you are to include 3-5 additional references, you ought to be citing the readings for the course as well.

You are to identify a particular syndrome, i.e., reactive attachment disorder; generalized anxiety in childhood; childhood depression; autism, selective mutism, childhood schizophrenia, bipolar disorder, post traumatic stress disorder, etc, and in a 7-8 page paper (which includes at least 3-5 current journal/book (not including the course readings) references

- Identify the syndrome, including primary symptomatology and epidemiology (please don't cut and paste the DSM version. Just summarize)
- Address how this particular syndrome manifests in childhood and then changes across the lifespan and its impact on various otherwise normative developmental experiences (e.g. how it might affect friendships in high school; or romantic relationships later).
- Make sure you cite in the text in APA style.
- References need to be in APA style as well. I don't require perfection but it's easy to see if someone cut and pasted a reference and didn't attempt to put it into APA style.
- Don't use popular books; instead find articles through PsychInfo at the library online. Make sure these are from OUR profession and not, say, from an engineering, psychiatry, or nursing journal. OUR profession includes counseling, psychotherapy, family therapy, psychology, social work and sometimes education (school counseling; school psychology)
- If English is not your native language, you are permitted to have a friend or family member look over your English and correct it.
- Don't take too long describing the syndrome and its symptoms at the beginning. That should only take a page.
- Show what you know!
- When I say "e.g.", that means I'm giving an example instead of creating a list to follow! You have considerable flexibility looking at various developmental phases and stages throughout the lifespan.
- Use Erikson sparingly. Everyone turns to Erikson because it's a "theory"! I like Erikson, but your textbook shows lots of ways of looking at stages and phases throughout the lifespan and Erikson always seems to me an easy alternative!

**PAPER # 2: Spiderman, Girl Interrupted, Olive Kitteridge, Carrie Matheson, George Costanza, or ????: A 4-5 page narrative of “character” and developmental life issues** 15 pts
This paper is a short developmental analysis of the main character of a popular movie/book that you can choose to read or view for this course. It should powerfully depict significant developmental issues that we will be exploring throughout the course but it should not depict a disorder or psychopathology. Remember that the course is on normative HUMAN DEVELOPMENT across the lifespan. Everyone has “issues” so if there is a primary issue that sticks out, say the depression of a teenage girl, then it will be important to not focus in on that single issue but look at her as a teenager, with all the information you have gotten so far about what it means to be a teenager.

APA format is required.

Do NOT spend an inordinate amount of space describing what happens in the movie or book. That is not a good way to introduce the subject. I expect you to jump right into the analysis. You can expect that for 90% of what you choose, I’ve seen the movie or read the book! (I’m not saying that I’m well read or go to movies a lot. Let’s just say I’m old!)

The references should come from the readings for class as well as a couple outside of class. This is a chance to show that you’ve been doing the readings and can apply them! And they should also come from outside sources that are not popular books but journal articles you can find through going to the Healey Library web site and looking up databases and choosing PsychInfo. Choose articles from journals related to our profession: psychology, social work, counseling, family therapy.

Please note that you are to be writing on a fictional CHARACTER and not the author. I’d also rather you didn’t choose a biography of someone real.

If you would like more structure to the assignment, here goes, but understand that I am not a “rubric” kind of person/professor.

- About 5 pages
- About 5 citations (2 from outside reading)
- Address what significant developmental issues (e.g. cognitive, moral, emotional, relational, identity – this is not a list you should follow necessarily) does the main character struggle with?
- Address what is the significance of this struggle for those around him (her)?
- Finish by guessing at what treatment needs (if any at all) does this character have based on your understanding of the person?

PAPER # 3: Life Span Analysis  30 pts

You will need to develop and conduct an interview to be administered to someone at least 70 years of age. In it, you are to ask at least 18 open-ended questions, corresponding to various readings or chapters of the textbook. You may couch the questions in the present, or in the past, as you may be asking your interviewee to, in certain instances, reflect back on childrearing practices during their formative years, or adolescent rituals when they were a teen. This is not psychotherapy, and as such, please tread lightly, always taking cues from your interviewee as to
what they are comfortable and uncomfortable with. Find an issue or experience that’s relevant to developmental psychology and expand on that particular aspect of this person’s life. Describe how this experience or aspect of his or her life influences many other aspects at different developmental stages. Use 5-7 citations to expand on this particular experience as it relates to human development. This might have something to do with attachment, e.g. the person being adopted, or with an injury or chronic illness, or a traumatic experience. Or, it might have something to do with a more normative occurrence, e.g. having younger siblings, childhood friendships, or single parenting! If the event happened later in life, please also discuss how earlier experiences and development played a role in how the event was experienced. If the event happened earlier, it is easy to look through the future as to how this event plays out through the rest of development. (Please do not use real names or information that would otherwise clearly identify your interviewee). The format of your paper might be as follows:

- Introduction to interviewee (demographics)
- Summary of life events corresponding to developmental knowledge learned in class
  - This section should weave in readings from class and analyze the life events as they occurred in this person’s life
- Specific issue/ experience/phenomenon researched that relates to a specific issue/experience in this person’s life (APA citations)
- Summary and reflections
- Reference section (also in APA format)
- Appendix: List of questions you wrote for the interview

**Assignments/Grading:**
To summarize, your learning will be evaluated using the following assignments:

- Attendance and participation in weekly class is not graded but your weekly short papers will permit your small section TA to assess your engagement with the class. Only one absence is permitted. Two absences means your grade is lowered by one (e.g. A- = B-). Three absences and you fail the course. Your T.A. will give me feedback with regard to how prepared you are for class each week.
- Weekly short papers (mostly case analyses). 36%
- Character Analysis- 15%
- Developmental Trajectory – 20%
- Clinical Lifespan Interview- points- 30%

**Grading:** Grades in the graduate programs at UMass Boston can be A, A-, B+, B, B-, C+, C, or F. There are no A+ grades, nor passing grades below C. Grades of A, as the highest available grade, are indications of significant excellence. They are taken seriously by faculty and are not routinely assigned. Grades of B- or below are an indication of significant weakness and students who receive a grade below B- will need to take the course again. All final grades will be determined by me.

**T.A. Role in Grading**
Your T.A. will grade all of your weekly short papers. If you receive a grade that you think is unfair, your first step will be to discuss this with your T.A. If you still do not understand the grade or think it is unfair, you may submit the short paper to me. At the end of the semester, I will review the body of “short paper” work and affirm the grade the T.A. gave or check back with the T.A. if I would give a different grade.

Both your T.A. and I will grade your three larger papers. Your T.A. will read through the paper first and pass on the paper to me with comments that indicate its strengths and weaknesses and recommend a grade.

Course Readings: The required readings have a * by them


*King, L. & Hicks, J. (2007). Whatever happened to ‘what might have been?’: Regrets, happiness, and maturity. American Psychologist, 62, 625-636


### Optional Enrichment Reading:


Singer, J. (2004). Narrative identity and meaning making across the adult lifespan: An


**Accommodations:** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from UMass Boston's Ross Center for Disability Services http://www.rosscenter.umb.edu (617-287-7430). The student must present and discuss these recommendations with the professor within a reasonable period, preferably by the end of the Drop/Add period.

**Academic Integrity:** Our interactions with one another must be based on mutual respect, and our inquiries guided by a firm commitment both to pursue the truth and to acknowledge the possibility that we might be wrong. Given the ease with which information currently flows...
across the Internet, it is particularly important that every student understands and respects the rules governing academic honesty. I will operate on the assumption that every class member is thoroughly familiar with UMass, Boston Code of Student Conduct, with the ethical guidelines included in the program handbook, and with the relevant codes of ethical conduct (ASCA, ACA, etc.). If you’re not, please consider these documents to be your first reading assignment! The bottom line is this: words copied from another source must be indicated with quotation marks and attributed to the source. Any sources which you have paraphrased, or from which you have drawn significant evidence, must be attributed to the source. You are expected to complete assignments and exams independently, unless specified otherwise, although you may reference readings and class notes without citation. Please consult with me should you feel in need of any clarification.

**Library access:** The UMass Boston library has a rich and valuable academic online resource, which will allow you to do most of your research work off-campus. The articles for this class are available through the UMass Boston library electronic database and you will also use both the Expanded Academic and PsychInfo databases for your projects. A library tutorial that informs you how to access various attributes of the library is available at http://www.lib.umb.edu/webtutorial/index.html.

To access the library resources, you will need your barcode number found on the reverse of your student ID card. If you don't have a student ID card or are unable to read the bar code number you can send an e-mail request to: Library.circulation@umb.edu. Your request should include your first and last name, student ID number, course name and number and semester. You will receive the address of the library website. Barcode access terminates at the end of the semester. (*Note:* This service is available Monday - Friday 9 - 5 PM)

**Technical support and requirements:** Please read the Student User Guide available at http://www.lms.umb.edu. Technical help is available via e-mail or phone. Send e-mail to: bostonsupport@umassonline.net or call 1-800-569-6505.

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