

**Rochester Institute of Technology  
Rochester, NY**

College of Liberal Arts  
Department of School Psychology

**Course #: 0527-701-01**

**1.0 Title:** Advanced Developmental Psychology

**Date:** Winter, 07-2

**Location:** Eastman – Room 2372

**Prerequisites:** Permission of Instructor

**Course Taught By:** Jane A. Munt (Associate Professor)

**Contact Information:** [jamlde@rit.edu](mailto:jamlde@rit.edu)

(585) 475-6947

**Office Number:** Eastman – Room 2363

**Office Hours:** Mondays, 4:30 – 6:00 pm and by appointment

**Course Meeting Times:** Wednesday 5:00 – 6:50 pm

Thursday 5:00 – 6:50 pm

2.0

	Contact Hours	Maximum students/section
Classroom	4/week	20
Lab		
Studio		
Other (Specify _____)		

**Quarter offered (check):**

\_\_\_ Fall     Winter    \_\_\_ Spring    \_\_\_ Summer

**Students required to take this course:**

All school psychology students are required to take an advanced development course to meet requirements for NASP certification.

**Students who might elect to take this course:**

Graduate level students or senior undergraduate students who are interested in learning more about child/adolescent development.

### **3.0 Goals of the Course:**

The three main goals of this course correspond to the following NASP domains:

- 2.4 Socialization and Development of Life Skills  
Students will learn about human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.
- 2.5 Student Diversity in Development and Learning  
Students will learn about the individual differences, abilities, and disabilities and the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors on development and learning.
- 2.6 Prevention, Crisis Intervention, and Mental Health  
Students will gain a knowledge of human development and of associated biological, cultural, and social influences on human behavior.

### **4.0 Course Description:**

- This course is designed to examine child development from a number of perspectives, including a chronological perspective, theoretical perspective, topical perspective, and applied perspective.
- Readings will prepare the students to recognize developmentally appropriate milestones in relationship to each child's biological, social, cultural, ethnic, experiential, and socioeconomic background. In addition, relevant research and articles will place these theories in the context of school and society today, including the needs of children in special education programs.
- Lectures will focus on the major theories and topics related to child development. Lectures will involve processing activities which allow and encourage students to apply their learning to real-life situations.
- A final project will require students to apply their learning to the study of a particular child. The final project will take the student through the complex task of assessing a child's developmental growth and suggesting strategies for ameliorating or accommodating developmental delays.

## 5.0 Course Materials:

A.) Students will be required to purchase the following text:

**Hughes, L. (2002). Paving Pathways. Belmont, CA: Wadworth/Thomson.**

**Muuss, R. & Porton, H. D. (1999). Adolescent Behavior (5<sup>th</sup> edition). Boston: McGraw Hill.**

B.) Students will be required to access MyCourses to access the following required readings\*:

Munk & Popler                    ***Preventing Special Education Placements of Children Subjected to Social Stressors – An Attachment Theory Perspective***

Davies                                ***Chapter III: Risk and Protective Factors: The Child, Family, and Community Contexts.***

Search Institute:                ***40 Developmental Assets for Early Childhood, Middle Childhood, and Adolescence***

Garbarino et al.                    ***Chapter 3: Cognitive Development***

Cheah, Nelson, & Rubin            **From: Children in Play, Story, and School.**  
**(Goncu & Klein, 2001)**

***Chapter 3: Non-social Play as a Risk Factor in Social and Emotional Development***

Trivits & Reppucci                ***Application of Megan’s Law to Juveniles***

\*(Other miscellaneous resources will also be posted.)

## 6.0 Course Topics:

**Week 1**            Day 1:            Introduction to the Course  
                         (12/5)            Syllabus Review – Readings & Question Sets  
                                    Portfolio & Presentation Guidelines  
                                    Developmental Themes and Theories

HW: (Hughes) *Chapters 1 & 2*  
***Begin THINKING ABOUT Portfolio***

Day 2:            “Born at Risk?”  
(12/6)            Social and Developmental History Form  
                         Overview of Developmental Assets/Milestones

- Week 2**
- Day 1:  
(12/12) HW: (Search Institute) *Developmental Assets*  
(Hughes) *Chapters 3 & 4*  
**1 Online Question: Set A – Due 12/11**  
Attachment – Theories of Attachment  
**Article #1 - Presentation**
- HW: (Hughes) *Chapters 5 & 6*
- Day 2:  
(12/13) Overview-Emotional Development of Children  
Attachment – Attachment Models  
Attachment Issues & Problems
- Article #2 – Presentation**
- HW: (Davies) *Chapter III*  
(Munk & Popler) *Therapeutic Strategies*
- Week 3**
- Day 1:  
(12/19) Risk & Protective Factors - Activity  
Interventions – Individual & Group  
**Article #3 – Presentation**
- HW: **Study for QUIZ #1**  
(Hughes) *Chapter 7*
- Day 2:  
(12/20) **QUIZ #1**  
Brain Development  
**Article #4 – Presentation**
- HW: a.) Work on **Portfolio: PART I – DUE 1/23!**
- *Consent Form*
  - *Developmental History Form*
  - *Record Review/Summary*
  - *Teacher Interview/Summary*
  - *TWO Observation Summaries*
- b.) (Garbarino) *Chapter 3*
- c.) **1 On-line Question: Set B – Due 1/8**

- Week 4** Day 1: Cognitive Development  
(1/9) **Article #5 – Presentation**  
HW: (Hughes) *Chapter 8*
- Week 4 (cont.)** Day 2: Language Development  
(1/10) **Article #6 – Presentation**  
HW: (Hughes) *Chapter 9*
- Week 5** Day 1: Play  
(1/16) Video or Activity  
**Article #7 – Presentation**  
HW: (Hughes) *Chapter 10*  
(Cheah, Nelson, & Rubin) *Chapter 3*
- Day 2: Assessment/Intervention & School-Aged  
(1/17) Children  
**Article #8 – Presentation**  
HW: **1 On-line Question: Set C – Due 1/22**
- Week 6** Day 1: **Portfolio “Check-in” – Peer Review**  
(1/23) Neurodevelopmental Constructs  
**Article #9 – Presentation**  
HW: *Study for QUIZ #2*
- Day 2: **QUIZ #2**  
(1/24) Observing & Interviewing Children  
**Article #10 – Presentation**  
HW: (Hughes) *Chapter 11*  
*Continue work on Portfolio*  
(Hamburg; Muuss & Porton) *Reading 1*
- Week 7** Day 1: Moral Development  
(1/30) **Article #11 – Presentation**

HW: (Hughes) *Chapter 12*  
(Trivits & Reppucci) *Application of Megan's Law to Juveniles (FOR DISCUSSION)*

**Week 7 (cont.)** Day 2: Identity Formation  
(1/31) Video Discussion (Adolescent Identity)  
**Article #12 – Presentation**

HW: (Erikson; Muuss & Porton) *Reading 23*  
(Muus; Muuss & Porton) *Reading 24*  
(Hughes) *Chapter 13*  
**On-line Question: Set D – Due 2/5**

**Week 8** Day 1: Adolescence – Biology, Dating, and Sexuality  
(2/6) **Discussion – Trivits & Reppucci Article #13 - Presentation**

HW: (Tanner; Muuss & Porton) *Reading 4*  
(Hughes) *Chapter 14*

Day 2: Adolescence – Peer Relationships  
(2/7) **Youth Risk Behavior Survey Article #14 – Presentation**

HW:  
(Hartup; Muuss & Porton) *Reading 14*  
(Blyth; Muuss & Porton) *Reading 17*  
(Hughes) *Chapter 15*

**Week 9** Day 1: Adolescence and School – Middle, High  
(2/13) School, and College Transitions  
**Article #15 - Presentation**

HW: (Sternberg, Dornbusch, & Brown; Muus & Porton) *Reading 19*  
(Phinney; Muuss & Porton) *Reading 25*  
(Hughes) *Chapter 16*

Day 2: Social Influences on Identity, Morality, and  
(2/14) Achievement  
(Guest Speaker)

HW: **Study for Quiz #3**  
**1 On-line Question: Set E – Due 2/19**

**Week 10** Day 1: **Quiz #3**  
(2/20) Review Question Set Responses for Final  
HW: **Finish Portfolio – Due 2/21**

Day 2: **Portfolio Due**  
(2/21) Course Evaluation  
HW: **Study for Final Exam**

**Week 11** Day 1: **FINAL EXAM?**  
(2/27)

Day 2: **FINAL EXAM?**  
(2/28)

## 7.0 Course Requirements:

### Readings:

- a.) Students are required to read all of the **Readings Posted On-line** in MyCourses each week.
- b.) Students are responsible for reading *Paving Pathways* (Hughes) and responding to the On-line Study Questions as outlined below and indicated in the course topics.

### On-Line Study Question Sets: (10%)

Each student is required to create an APPLIED exam question based on the answer to one of the questions posted as an “On-line Study Question” by midnight of the due date – for EACH of the five Question Sets (A, B, C, D, E). These questions are based on the assigned readings from *Paving Pathways* (Hughes).

**You may NOT respond to a question that has already been answered. If you respond to a previously answered question, the first respondent will receive the credit and you will receive a “o”. There will be a total of 5 “Questions & Answers” required from each student – every other week.) These “Questions & Answers” will be the source of the questions for the FINAL EXAM. (See example on the next page.)**

**Bold the correct answer and explain it. Use T/F, multiple choice, or fill-in formats. Do NOT copy questions from the textbook or the study guide.**

**Example:** *Is child development a continually flowing process, or does it jump from level to level?*

Q: *The development of more mature motor skills (e.g., mastering the ability to pedal a tricycle) would mostly likely be seen as:*

- a. a continuous developmental process*
- b. a continuous perceptual process*
- c. a discontinuous developmental process***
- d. an inevitable developmental process*

A: ***The correct answer is c.***

*Physical development is often viewed as a discontinuous process because it may have more clear beginning and end points (the child can complete vs. cannot complete the motor task). Continuous developmental processes most often are characterized as processes upon which further complexity is built or refinements are made (e.g., cognitive processes). Piaget, however, believed that there were distinct stages of cognitive processing which suggest a discontinuous orientation. The stance a psychologist takes on whether or not a developmental task is continuous or discontinuous will most likely impact how they view and explain development.*

### **Lectures:**

Students are required to attend all classes and take notes. The professor will provide an outline of topics for each class session in MyCourses at least a day ahead of each class session. *Students are encouraged to print it out and bring it with them to class.*

### **Research & Journal Articles: (10%)**

Each student will be required to present a research or journal article from a **peer reviewed** journal to the class\*. The article **MUST** relate to an aspect of development that is delayed or disrupted.

**\*The topic should coincide with the topic listed in the syllabus for that class session!  
NO POWER POINT PRESENTATIONS, PLEASE!**

*At this 10-minute presentation, you should provide a bulleted handout of the following for the other students and for the professor(15 copies):*

- Journal Article Name, Author, Date of Publication, Journal*

- *Theoretical Relationship to Child/Adolescent Development*
- *Summary of the Research Findings*
- *Implications for School Psychologists*

## **Final Portfolio Project: (30% Total)**

Each student will submit a portfolio of a ***Developmental Profile and Analysis*** for one school-aged child from their Practicum site\*.

**\*Be sure to choose a child who you believe is at-risk developmentally due to one or more of the following:**  
 -prenatal exposure to teratogens  
 -socio-cultural factors  
 - a diagnosed physical or learning disability,  
 -cognitive, social, and/or emotional characteristics

### **PART I – PORTFOLIO: (10%)**

1. Parental Consent Form (posted on MyCourses)
2. Social & Developmental History Form (posted on MyCourses)  
 -Highlight any “red flags” that would indicate the child may be at risk developmentally
3. Record Review Summary (1 page)  
 -Summary should be general impressions of child’s physical, cognitive, social and emotional development based on teacher comments, report cards, and other documentation in the child’s record
4. Teacher Interview Questions & Summary (1 page)  
 -Q & A format may be used for recording teacher responses  
 -Summary should be general impressions of child’s physical, cognitive, social and emotional development

**“CHECK IN” REQUIRED AFTER THIS PORTION: (DUE – 1/23)!**

### **PART II – PORTFOLIO: (20%)**

5. TWO Observation Summaries:
  - a.) 1 Classroom Observation Summary – *Based on Neurodevelopmental Constructs* (posted on MyCourses)
  - b.) 1 Social/Play Observation Summary – *Based on Paving Pathways Readings and in-class lectures on Play*
6. Clinical Interview of Child – Summarize the interview by completing the ***40 Developmental Assets Grid*** (posted on MyCourses).
7. Analysis of Developmental Milestones & Assets\* (6-8 pages)

**\*This should reflect what you have gleaned from all the information compiled in Part I, including the chronological and theoretical frameworks of development presented in class.**

Use the *40 Developmental Assets* most appropriate for your child’s age and address all 8 areas used in that construct. In addition, tie

in major theories of development as appropriate. Address any milestones that were not reached.

## 8. Summary Statement Of Child's Developmental Profile\* (2 - 3 pages)

- Overall Risk Factors
- Overall Resiliency Factors
- Recommended Interventions

**\*You may cite references in this section to support your impressions and recommendations. Please use APA format and include a Works Cited at the end of your paper.**

### **Quizzes: (30%)**

There will be three quizzes throughout the quarter on the weekly **Readings Posted On-line** and the **Lecture** material. Quizzes most likely will be short answer format.

### **Final Exam: (15%)**

The final exam will cover the required text readings from *Paving Pathways*. The Final Exam will consist of 45 objective questions which will be *similar* to the questions students created.

## 8.0 **Grading:**

Final grades will be computed based on the following percentages:

Five (5) On-line Question Set Submissions	10%
Three (3) Quizzes (10% each)	30%
Research Article Presentation	10%
Final Portfolio Project (Part I & Part II)	30%
Final Exam	15%
Positive Participation/Attendance	5%

## 9.0 **Supplemental Information:**

### **Students with Disabilities:**

*Rochester Institute of Technology is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in the Eastman Building, Room 2342, or call (585) 475-7804. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.*

## Academic Integrity:

*Rochester Institute of Technology does not condone any form of academic dishonesty. Any act of improperly representing another's work as one's own is construed as an act of academic dishonesty. These acts include, but are not limited to, plagiarism in any form, or use of information and materials not authorized by the instructor during an examination. If a faculty member judges a student to be guilty of some form of academic dishonesty, the student may be given a failing grade for the piece of work or for the course, depending on the severity of the misconduct.*