

**NOVA SOUTHEASTERN UNIVERSITY
CENTER FOR PSYCHOLOGICAL STUDIES**

Course # & Title: CGPY 512 – Learning & Human Development

Credit Hours: 3

Location/Section: Tampa/TG2

Dates: June 6, 7, 8, 2008
June 27, 28, 29, 2008

Class Meeting Times:

Fridays	6:00 PM – 10:00 PM
Saturdays	8:30 AM – 6:00 PM
Sundays	8:30 AM – 5:30 PM

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Required Texts:

Newman, B. and Newman, P. (2009), Development Through Life: A Psychosocial Approach (10th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Newman, B. and Newman, P. (2009), Study Guide to Development Through Life (10th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Course Description:

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept. Applications to the school setting are examined.

Standards:

Material covered in this course will provide foundation knowledge so that students understand how development influences their students and how to develop activities that promote optimal development. In accordance with National Standards for School Counseling Programs of the American School Counselor Association (ASCA) guidance counselors work to insure that their students demonstrate knowledge, attitudes, and skills that contribute to their effective learning through the life span (1.1), understand the relationship of education to work and life (1.3), develop skills and attitudes to make a transition from school to work (1.1), develop strategies to achieve goals (2.1), understand the relationship between personal characteristics, education, work, and training (2.2), acquire attitudes, knowledge, and interpersonal skills to understand and

respect self and others (3.1), make decisions, set goals, and take appropriate actions to achieve goals (3.2), and apply life skills that contribute to a safe and healthy environment (3.3).

The course also promotes the INTASC principles for helping children learn and develop (2), how they differ in their approaches to learning (3), how to develop critical thinking and problem solving and performance skills (4), how to encourage positive social interaction, active engagement in learning and self motivation (5). It develops the counselors' ability to better utilize strategies to evaluate the continuous intellectual, social, and physical development of the learner (8), and their ability to be self aware and a reflective practitioner (9).

Course Objectives and Anticipated Learning Outcomes:

Completion of this course should enable the student:

1. To understand the major theories of human development from a life-span perspective. (INTASC 2)
2. To integrate those theories into current understandings of human behavior. (INTASC 1, 3, 4, 5)
3. To know that developmental psychology is the study of the ways in which growing children acquire adult patterns of behavior, thinking, and personality, and how the developmental process continues throughout life. (INTASC 6, 7, 9).
4. To understand that events at early stages of life impact later behaviors and attitudes. (INTASC 2, 5)
5. To understand development from a psychosocial life-span perspective (Erikson), a cognition perspective (Piaget), a moral reasoning perspective (Kohlberg) and a hierarchy of needs perspective (Maslow). (INTASC 2)
6. To be able to apply these theories to real situations in counseling individuals. (INTASC 4, 7, 8, 9, 10)

Assessment of Course Objectives:

All objectives, 1-6, are assessed by the final examination, examination of the comments students make in class discussions, evaluation of the project completed and presented to the class, and evaluation of the paper written.

Description of Assignments

1. Each student is expected to read the chapters which will be discussed that week prior to the class meeting. In addition, the study guide for those chapters should be completed.

For the first weekend, students need to read Chapters 1-8 in the text and complete those chapters in the Study Guide. For the second weekend, students will need to read and complete the Study Guide for Chapters 9-15.

The completed Study Guide chapters will be turned in on Friday of each weekend.

2. Each class member will complete an individual or group project. The nature of the project will be determined by the students and instructor. This will be discussed in class on Friday of the first weekend, and final plans for the project will be completed and agreed upon in writing with the instructor on the following Sunday. The projects will be presented on Saturday of the last weekend.

3. Write a biographical paper describing your own lifespan development. The paper should deal with all the influences that you felt had an impact, both positive and negative, on your life. The paper should (1) demonstrate your knowledge of human development by synthesizing and integrating theories of development with events and influences in your life, (2) specify the developmental task for each life stage as defined by Erikson and explain how/why mastery was/was not completed or how you are going about completing it, (3) focus specifically on events prior to age 6, events at age 10, and events at age 15, (4) current projection, based on past experience and plans for the future, of how you might expect to complete the life stages to follow. The paper is due on Sunday of the last weekend.

4. A final exam will be given on Sunday of the last weekend. The exam will consist of multiple choice and short essay questions covering the content of Newman and Newman and topics discussed and/or presented in class. Students will be able to use the Study Guide to prepare.

Topics to be covered:

Part 1:

The interaction of biological, psychological, and societal systems

Technology and Human Development

Psychosocial Theory

Major Theories in Human Development:

Cognitive developmental theory

Theories of Learning

Psychosexual Theory

Cultural Theory

Social Role Theory

Infancy (first 24 months)

Toddlers (Ages 2 and 3)

Early school age (4 to 6 years)

Middle childhood (6-12 years)

Part 2:

Early Adolescence (12-16 years)

Later Adolescence (17-19 years)

Adulthood

Old Age

Grief

Applications of developmental theory to school guidance and counseling

Grading Criteria:

Project-----	25%
Biographical Paper-----	25%
Final Exam-----	25%
Class Participation-----	15%
Completion of Study Guides-----	10%

Bibliography:

Ainsworth, M.D.S. (1979). Infant-mother attachment. American Psychologist, 34(10), 932-937.

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall.

Berger, R.M. (1982). Gay and gray: The older homosexual male. Rubana: University of Illinois Press.

Berman, C. (1981). Making it as a step-parent: New roles/new rules. New York: Bantam.

Genevay, B. (1986). Intimacy as we age. Wu, 10(4), 12-15.

Gilbert, S.F. (1988). The emotional problems of elderly people. In W.C. Sze (Ed.), Human Life Cycle. New York: Jason Aronson.

Kohlberg, L. (1981). Essays on moral development. San Francisco: Harper & Row.

Lundin, T. (1984). Morbidity following sudden and unexpected bereavement. British Journal of Psychiatry 88.144, 84-

Sternberg, R., & Bernes, N. (Eds.) (1988). The psychology of love. New Haven, CT: Yale University Press.

Taylor, L. (1992). Relationship between affect and memory: Motivation-based selective generation. Journal of Personality and Social Psychology, 62, 876-882.

Weiner, B. (1980). Human motivation. New York: Holt, Rinehart, & Winston.