

**NOVA SOUTHEASTERN UNIVERSITY
CENTER FOR PSYCHOLOGICAL STUDIES
COURSE OUTLINE**

Course # & Title: CGPY 512 Learning & Human Development

Location/Section: Palm Beach/PG1

Credit Hours: 3

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

Instructor: Diann Dee Michael, Ph.D
michaeld@nova.edu

Required Text: Berger, K. (2008). *The Developing Person: Through the lifespan.* (7th Edition). New York: Worth Publishers.

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 settings are examined.

This course develops an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- a. theories of individual and family development and transitions across the life-span;
- b. theories of learning and personality development;
- c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- d. strategies for facilitating optimum development over the life-span; and
- e. ethical and legal considerations.

Course Learning Outcomes:

1. To understand the major theories of human development from a life-span perspective.

2. To integrate those theories into current understandings of human behavior.
3. To understand that events at early stages of life impact later behaviors and attitudes.
4. To be able to apply these theories to real situations in counseling individuals.

Calendar of Assignments:

TOPICS	READINGS	WRITTEN
Friday PM HISTORY & THEORIES	CHAPTERS 1 & 2	
Sat AM HEREDITY & ENVIRONMENT	CHAPTERS 3 & 4	
Sat PM INFANCY PROPOSAL DUE	CHAPTERS 5, 6 & 7	PROJECT
Sun AM EARLY CHILDHOOD	CHAPTERS 8, 9 & 10	
Sun PM MIDDLE CHILDHOOD	CHAPTERS 11, 12 & 13	QUIZ
Friday PM ADOLESCENCE	CHAPTERS 14 , 15, & 16	
Sat AM EARLY ADULTHOOD	CHAPTERS 17 , 18, & 19	
Sat PM MIDDLE ADULTHOOD	CHAPTERS 20 & 21 & 22	
Sun AM LATE ADULTHOOD	CHAPTERS 23 & 24	
Sun PM DEATH AND DYING	CHAPTER 25	QUIZ

Description of Written Assignments:

CHOOSE A TOPIC FOR THE FOLLOWING PROJECT:

Project: A written report of research, both library and internet, **which includes an interview with an adolescent, young, middle or older adult regarding a developmental issue of interest.** All topics will be well explained and approved in advance.

Library and Internet research is included in all projects and supports and explains the observations made by the student in the interviews. The written report is to be in [APA style](#), without running heads, with particular attention to in text references and the bibliography being in APA style.

A one page [Project Proposal](#) is due the third session of class identifying and briefly outlining your topic, indicating your [ideas](#) for sources of information, and identifying initial library sources are available at NSU. Your professor will respond to your proposal indicating if

expanding or narrowing the topic will aid you in completing it successfully. Your professor will also aid you in structuring interview questions, clarifying the intent of the investigation, and creating a dialogue regarding the project as a whole.

The written report is to be between 12 and 15 pages, supported by an interactive [interview](#) (see Interview Guide after the Suggested Readings), **the contents or summary of which is to be in the Appendix of the paper, not the body of the report.** Within the report is fine to quote statements from the interviews as supporting data for your conclusions, which are to be based upon all of your reading, your library research, and your interviews. Successful papers usually have a strong introduction and a very comprehensive conclusion section where gaps in the current knowledge base and directions for future investigation are usually discussed along with your conclusions from your research. Research quoted needs to be from journals, books, and professional articles first, with Internet sources, and magazine sources as supportive. It is important to note that Internet sources are not subject to any professional scrutiny for veracity and thus cannot be independently verified. Published professional journals are subjected to professional peer review and certain accepted standards are required before conclusions are made, and these sources, thus, make up the bulk of our reference materials. There are not a certain number of references that is required, but a thorough and current review of the scientific literature is to be completed on your topic and needs to be cited in text and in the Bibliography.

QUIZZES: Objective format questions will cover material in readings in the book and class lecture. The objective test will be multiple choice and true-false.

Grading Criteria:

QUIZZES	30 each for a total of 60 %
PROJECT	40 %
TOTAL GRADE.....	100 %

Suggested Readings Learning & Human Development

Ainsworth, M.D. (1989). Attachments beyond infancy. *American Psychologist*, 44, 709-716.

Allgood-Merten, B., & Stokard, J. (1991). Sex role identity and self-esteem: A comparison of children and adolescents. *Sex Roles*, 25, 129-139.

Amato, P.R. (1993). Children's adjustment to divorce: Theories, hypotheses, and empirical support. *Journal of Marriage and the Family*, 55, 23-38.

Baumrind, D. (1991). Effective parenting during the early adolescent transition. In P. A. Cowan and M. Hetherington (Eds.), *Family transitions*. Hillsdale, NJ: Erlbaum.

Beilin, H. (1992). Piaget's enduring contribution to developmental psychology. *Developmental Psychology*, 28, 191-204.

Belsky, J. K. (1990). *The psychology of aging* (2nd edition). Pacific Grove, CA: Brooks/Cole.

Belsky, J., & Rovine, M. (1988). Nonmaternal care in the first year of life and the security of the infant-parent attachment. *Child Development*, 59, 157-167.

Cassidy, J., & Berlin, L. J. (1994). The insecure/ambivalent pattern of attachment: Theory and research. *Child Development*, 65, 971-991.

Csikszentmihalyi, M. Rathunde, K., & Whalen, S. (1996). *Talented teenagers: The roots of success and failure*. New York: Cambridge University Press.

Fine, M. A., & Kurdek, L. A. (1994). Parenting cognitions in stepfamilies: Differences between parents and step-parents and relations to parenting satisfaction. *Journal of Social and Personal Relationships*, 11, 95-112.

Gibson, H.B. (1992). *The emotional and sexual lives of older people: A manual for professionals*. New York: Chapman and Hall.

Gould, R. L. (1978). *Transformations: Growth and change in adult life*. New York: Simon & Shuster.

Levinson, D. J. (1978). *The season's of a man's life*. New York: Knopf.

Michael, R.T., Gagnon, J.H., Laumann, F. O., & Kolata, G. (1994). *Sex in America: A definitive survey*. New York: Little, Brown.

Nemeroff, R.A. & Colarusso, C.A. (Eds.) (1990). *New dimensions in adult development*. New York: Basic Books.

Rice, F. P. (1968). *Intimate relationships, marriage, and families*, (Ed.) Mountain View, CA: Mayfield Publishing Co,

Riley, G. (1992). *Divorce: An American tradition*. University of Nebraska Press.

Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N.S., & Dornbusch, S.M. (1994) Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 65, 754-770.

The Interview Guide

This interview guide will aid you in addressing various topics in your interviews for your paper. It is simply a guide, and you may use other formats. Being rather comprehensive, it gathers a good deal of information.

Life Span Developmental Interview

Focus on a particular life stage or point in time and its attendant pressures and crises. Interview questions should be guided by certain clear hypotheses which you construct from your readings and class discussions. The person's present level of development and concerns should be evaluated with regard to the below and their present situation, as well as future aspirations.

Life Span Analysis Guidelines

1. Hereditary Influences
 - a. Genetics, Parental social class, occupations, education, accomplishments, illnesses, life span. Significant patterns in siblings, aunts, uncles, cousins.
2. Family Influences
 - a. Basic family structure, intimate environment, sibling relationships
 - b. Personality development: Freudian or Eriksonian analysis (or specify others).
 - c. Friendships, social relations during childhood, adolescence, early adulthood, ethnic influences, sub-cultural factors.
3. Educational Influences
 - a. Type of educational pattern, scholastic achievements, remarkable events.
4. Vocational Development
 - a. Process of Vocational choosing: age, influences, opportunities
 - b. Chance encounters and history graded events
5. Personal Relationship Development
 - a. Intimate relationships
 - b. Personal commitments to significant others
6. Moral Development: Kohlbergian Analysis (or specify)
7. Motivational Context : Maslow
8. Life Stage Context
9. Life Satisfaction
10. Death process

- a. Cause, historical development, influences (heredity, environment, life style) approach to aging, approach to health and illness, approach to death.

Project Proposal Guide

The Project Proposal should be between one and two pages in length.

It is to be submitted in the **Assignment Drop Box by the date indicated on the Calendar.**

Below are some aids in developing your Project Proposal.

Present your topic, example:

"The Meaning of Cosmetic Surgery to Breast Cancer Survivors"

Explain your topic:

Many women who survive breast cancer opt for cosmetic surgery, or "reconstructive surgery" to build up breast tissue. What is the meaning of this choice in their lives?

List your hypotheses:

My investigation will explore the following hypotheses:

Reconstructive surgery aides the breast cancer survivor is maintaining self esteem and feeling sexually attractive.

Most cancer survivors choose reconstructive surgery because of fear of their partner's rejection or disgust.

Reconstructive surgery allows a woman to reduce the secondary trauma of the cancer by reducing social cues to others about the cancer.

Explain how you will investigate your topic.

I plan to interview three women who have had reconstructive surgery. My interview will focus on:

1. How they came to the decision.
2. What were the factors that influenced their decision?
3. Who participated in the decision making process.
4. How they feel now that the surgery has been completed: Pro and Con.

I will also conduct library research on reconstructive surgery, the reasons people elect to do it, satisfaction with the surgery post-operation and general data regarding cosmetic breast surgery

Identify your resources:

I have conducted an initial library search and have identified 5 medical journal articles, 2 psychology articles, and three books on this subject that are available to me now.

List a few of the initial search results, in APA style.

Suggested Project Ideas Human Development & Learning

Excellent papers have been written about almost every topic you can think of that relates to Developmental Psychology.

How to go about finding a topic:

- a) It should be something you have always been interested in.
- b) The topic should be relevant to your new learning and discovery.
- c) Ideally, it is a topic that may provide knowledge, which could be useful in your future career.
- d) Brainstorm – think of all the topics you are interested in without censorship.
- e) Do a preliminary inquiry by reading a section of your book or reading list, or Web Quest that relates to the topics.
- f) Identify if local sources readily exist that can aid you in your research on this topic.
- g) Narrow down your topic into several hypotheses and list them, asking, “How can I discover if these hypotheses are more likely true or false?”
- h) Plan interviews to increase your information from real people on this topic.
- i) Write out the topic, hypotheses, interview plan, and initially identified resources in a one page Project Proposal to submit to your instructor on the date indicated on the calendar.
- j) Consult with your Instructor as to the feasibility, research evidence available and interview questions for our project by the date indicated on the calendar.
- k) Conduct your interviews, complete your library research and start to rough draft your paper.

Some interesting topics might be:

- Attachment and how it affects personality development.
- Step Family issues and how families meld after divorce and remarriage.
- The effects of drug and alcohol use on the fetus and correlations with ADHD and learning disabilities.
- How can parents help children develop creativity and maintain it in a conformist society?
- What aspects of the educational system contribute to school violence in youth?
- Growing up bi-lingual : How does it affect school performance?
- How do gender issues affect self esteem in adolescents?
- Maternal post partum Depression: What are some predisposing factors and effective treatments?
- How do parenting styles differ cross culturally? What is the role of punishment in various cultures and how does it affect child and adolescent behavior?
- How do teens go about choosing peer groups with whom to affiliate?
- Adolescent cutting: An epidemic or a fad?
- The role of sex in mature dating.
- Gay Marriage: Positive and Negative Issues for the Couple and the Community
- Lifestyle and illness: How do we kill ourselves with our habits?
- Overcoming ageism: The Youthful Movement in Graying America

- Looking for Meaning in latter Life: Transitions to Wisdom Protective and Resilient Factors in cancer Survivors
- The Premature Loss of a Parent and Its Effect on Children and Adolescents
- The Role of Religion and Spirituality in the latter Years
- And then.... There's YOUR IDEA! Be creative and have a blast!