PURPOSE:
Advanced Developmental Psychology is an issues-oriented, non-survey course in human development, with primary focus on the clinical implications of developmental phenomena. The content is biased toward the needs and interests of students training for careers in counseling. Biological, cognitive, social, spiritual, and moral development are considered from theoretical and lifespan perspectives as well as practical implications for the counseling setting. This is an advanced course. As such, students are expected to be familiar already with basic ideas in developmental and general psychology.

COURSE OBJECTIVES:
$ Demonstrate knowledge about lifespan psychological development and the relationship of developmental psychology to the counseling context
$ Examine personal developmental issues that may influence presentation and treatment of clinical issues
$ Think from an integrated developmental perspective, seeking a balance in terms of cognition, affect, biology, morality, sociality, and spirituality
$ Consider issues of gender and racial/ethnic differences in development

READING REQUIREMENTS:
Textbooks:

Additional book chapters and journal articles assigned as reading for classes, as listed below in the course schedule.

COURSE REQUIREMENTS:

WRITING ASSIGNMENTS: All writing assignments should be submitted electronically in the Sakai course assignments area

REQUIRED READING: 20% of the final grade
In order to be adequately prepared, students are expected to read broadly. In addition to the Balswicks’ book and required reading of articles indicated in the class schedule, books may be chosen from the appended bibliography, the bibliographies in the textbooks, or books or articles from the primary literature selected by the students provided they pertain to the topics covered by this course. Santrock may NOT be used for this assignment. It is assigned to ensure adequate exposure to background material at the start of class.
The student will keep account of these readings by means of an annotated bibliography that shall include the following components, using APA style format:

1. Author(s), Title of the book, chapter, or journal article, Publisher and year of publication
2. Number of pages read by source (total pages read should also be tallied on first page)
3. Brief summary of the central ideas and concept presented. Journal articles and book chapters can be summarized in a paragraph (at least 250 words), and books can be summarized in about one page, typed single spaced. Although the core of the grade for this assignment is based on the number of pages read, the nuance (+/-) is based on the quality of the annotation.
4. If the resource was a videotape, indicate a page number equivalency (1 hr = 33 pgs; 6 hr maximum).

Grading criteria for this assignment are:

<table>
<thead>
<tr>
<th>Pages</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>A</td>
</tr>
<tr>
<td>1600</td>
<td>B</td>
</tr>
<tr>
<td>1200</td>
<td>C</td>
</tr>
<tr>
<td>&lt;1200</td>
<td>D</td>
</tr>
</tbody>
</table>

**Due date: January 9, 2012 submitted electronically in the Sakai course assignments area**

**CLASS PARTICIPATION: class presentation (30% of grade):** These presentations will focus on current issues in developmental psychology which has significant implications for counseling practice. Students will sign up to participate in a group which will present on one of these topics during class. Sign up sheets for these presentations will be available on the first day of class. Students will prepare a handout for the class which contains the content of their presentations, including nature of the issue, etiology, developmental and clinically relevant factors, as well as theological issues, with references, and will distribute these to the class members by posting them in the appropriate Sakai discussion forum by news of Wednesday before the class in which the presentation will be given.

Following the class presentation (due 1 week afterwards, submitted via Sakai course assignments area), each student will also turn in a 1-2 page, double spaced, reflective essay evaluating how they went about completing this assignment and comments on what was gained from the experience.

Students will have approximately one hour available for their group’s presentation. Students should plan their presentation accordingly, including distribution of responsibility for preparation and presentation. The goal is for each student in the group to have a full and complete understanding of the topic. It, therefore, is assumed that students are working together as a group, and will read all the material related to each portion of the presentation, and not just their own. Furthermore, students will be familiar with the contents of each area of presentation, regardless of whether or not it is their particular component to present. At the end of your preparation, each student will be an expert on this particular topic.

The handout for the class should be provided electronically, by posting it on Sakai in the appropriate Discussion Forum by noon on the Wednesday before the class in which the debate will occur.

Topics from which to choose include:

1. Institutional child care: Positive and negative effects and theological and clinical considerations
2. Short and long-term effects of divorce on children
3. Autism Spectrum Disorders: etiology, developmental progression and treatment
4. Maternal employment and effects on maternal mental health and children’s development
5. Violence in schools among children and teenagers, factors contributing to violence including media, and effective reduction of and mitigation of impact on children
7. Parenting, discipline, punishment and best practices; relationship to abuse, biblical & cultural perspectives
8. Adoption and foster parenting, considerations for placement, short and long-term consequences for children and the question of gay foster and adoptive parents
9. Maternal employment and effects on maternal mental health and children’s development
10. Alzheimer’s and other dementias: etiology, course of progression of the disorder, impact on the patient and on the care-givers

Grading for this assignment will include criteria related to the quality of the handout provided to the class, the actual class presentation, and the subsequently submitted reflection, as follows:

- **for the handout: 40 pts total**
  - Clarity and accuracy of the content - 10 pts
  - Completeness of all required content, including theological reflection - 20 pts
  - Organization of material - 7 pts
  - Related to and ease of following class presentation - 3 pts

- **for the class presentation: 40 pts total**
  - Clarity and accuracy of the presentation - 10 pts
  - Completeness of all required content, including theological reflection - 20 pts
  - Organization of students as they present material - 5 pts
  - Creativity in presentation - 5 pts

- **for the reflection: 20 pts total**
  - On preparation process - 5 pts
  - On what was learned - 5 pts
  - On challenges encountered - 5 pts
  - Resources beyond the textbooks - 5 pts

- **total for the assignment 100 points**

**Reflection Papers:** (30% of final grade) Following class (one from each of the second and third weekends of class, due two weeks after the class in which the presentation was given, submitted via Sakai course assignments area), each student will also write a 2-page, double spaced, reflective essay on two student presentations not their own. These papers should include discussion of at least 3 aspects of the topic which were most critical in shaping your understanding of the issues (6 pts). In addition, some application to clinical practice (2 pts), and personal reflection (2 pts) on a distinctively Christian approach to the issue either developmentally or clinically, should be included.

**Exam:** (20% of the final grade) There will be one exam, covering the material in the Santrock textbook, at the start of Friday’s class on the first weekend. Since this is an advanced class, it presupposes knowledge of a basic survey class in developmental psychology. Covering the material in Santrock will allow all students to start with this basic survey knowledge. A study guide will be provided one month before the start of class. The licensing exams you will take in order to secure your LPC or LMFT license are all multiple choice tests. I am committed to helping you prepare for these exams by ensuring that you have the opportunity to practice this format in your classes here at GCTS. Therefore, this exam will be a multiple choice test.

**Grading of Writing Assignments**
Lateness will be penalized 1 point for each day an assignment is late. Excessive or insufficient length will be penalized ½ letter grade per page over/under limits. Failure to use APA format will be penalized ½ to 1 letter grade, depending on the errors. Assistance with correct APA format is available online at http://owl.english.purdue.edu/owl/section/2/10/. Plagiarism is considered a serious academic offense at GCTS. Please note the guidelines at http://www.indiana.edu/~wts/wts/plagiarism.html.

ATTENDANCE

Attendance and full participation is expected during all class meetings. If you miss up to three hours of class for any reason, you can choose either to (1) Have five points deducted from your final course grade or (2) Submit an annotation for an additional 500 pages of reading pertaining to course content as well as making up any pertinent assignments related to missed content to be decided by professor.

GRADING:

The student’s final grade in this course is based on class participation, writing assignments and exams, distributed as follows:

- Class presentation: 30%
- Annotated bibliography: 20%
- 2 reflection papers (15% ea): 30%
- Exam: 20%

Projected time budgeted for each aspect of this course:

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Expected Time Commitment (hrs)</th>
<th>Student’s actual time on task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Studying for exam on Santrock</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Class presentation research &amp; preparation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Three reflection papers</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total time spent on course</td>
<td>135</td>
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</tbody>
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Students will keep a record of time spent on each course-related task, and will submit a final report, as above, with their actual hours spent on each task listed in the last column of the table.

CONTACT INFORMATION:

Email: mboccia@gcts.edu
Office phone: 704-940-5835
Office hours: Thurs afternoons & Fridays by appointment

Gordon-Conwell Theological Seminary
14542 Choate Circle
Charlotte NC 28273
CO 610: ADVANCED DEVELOPMENTAL PSYCHOLOGY
COURSE OUTLINE

Weekend 1:

Friday Evening

Exam

Course Introduction

Attachment theory

readings:


Saturday Morning

Attachment theory, continued, Introduction to Developmental Neuroscience

Saturday Afternoon

Developmental Neuroscience, continued

readings:

Stiles, J. (2008) *The fundamentals of brain development*

Weekend 2:

Friday Evening

Discussion of Human Development in Theological Perspective:

readings:

*The Reciprocating Self,* Balswick, King & Reimer

Saturday Morning

Social and emotional development, and temperament

readings:

4. view video at: [http://www.fpg.unc.edu/~abc/FPG_ABC-video.cfm](http://www.fpg.unc.edu/~abc/FPG_ABC-video.cfm)

Student presentations:

$ institutional child care: Positive and negative effects and theological and clinical considerations

$ Short and long-term effects of divorce on children
Saturday Afternoon  
Mental retardation and developmental disabilities  
readings:  

Student presentations  
$  
$ Autism Spectrum Disorders: etiology, developmental progression and treatment  
$ Maternal employment and effects on maternal mental health and children’s development  

Weekend 3:  

Friday Evening  
Adolescence  
readings:  

Student Presentations:  
$ Violence in schools among children and teenagers, factors contributing to violence including media, and effective reduction of and mitigation of impact on children  
$ Bilingual language developments: context, language development process, impact on children, and the controversy over borrowing will education  

Saturday Morning  
Parenting  
readings:  

Student Presentations:  
$ Parenting, discipline, punishment and best practices, relationship to abuse, biblical & cultural perspectives  
$ Adoption and foster parenting, considerations for placement, short and long-term consequences for children and the question of gay parents
Saturday Afternoon  Adulthood and Aging
readings:
1. Adulthood and aging section in Current Directions in Developmental Psychology, Lerner & Alberts

Student Presentations:
$ Maternal employment and effects on maternal mental health and children’s development
$ Alzheimer’s and other dementias: etiology, course of progression of the disorder, impact on the patient and on the care-givers
ADDITIONAL READING RESOURCES:


Also:


(1900). *The interpretation of dreams.* Volumes 4 and 5.

(With Breuer: 1895- *Studies on hysteria* Breuer and Freud)


Also:


**eBooks available through GCTS Netlibrary:**


**Electronic Resources**

Gordon Conwell Theological Seminary, Charlotte students can get immediate homework help and access over 10+ documents, study resources, practice tests, essays. Most Recent Documents for Gordon Conwell Theological Seminary, Charlotte. View all. 3 pages.

Analysis 1. Gordon Conwell Theological Seminary, Charlotte. Psychology majors who are interested in advanced standing toward a Master's degree in counseling at Gordon Conwell Theological Seminary (GCTS) and potentially for advanced standing in other seminary programs should consider this concentration, as well as those who would like their transcript to show their interest in counseling. If you are interested in this concentration, please talk with your advisor. If you are interested in applying this concentration toward advanced standing at GCTS, approval requires registrar signatures and a streamlined application to GCTS. Additional information Gordon-Conwell Theological Seminary combines a rich tradition with cutting-edge educational innovation. Rooted in the gospel and God’s Word, the seminary seeks to develop Christian leaders who are thoughtful, globally aware, spiritually mature and ready for a broad array of ministries. Gordon Conwell Theological Seminary Famous Alumni. Ben Witherington III. Tim Keller. Tony Gentilucci. Toronto, Canada Area Account Manager at Rogers Communications Telecommunications. Education Gordon Conwell Theological Seminary 2004 â€“ 2008 D.Min., Public Speaking (Boston, MA). Tyndale University College & Seminary 1996 â€“ 2004 M.Div., Theology (Toronto, ON). Ryerson University 1985 â€“ 1988 B.A., Radio & Television Arts (Toronto, ON).