



Course Syllabus

Child and Adolescent Development

COUN F628

Day 4:10-7:10 PM – Room Location

Instructor:

E-mail address:

Telephone:

Office:

Office hours:

Audio Call In:

Video Conferencing:

Course Prerequisites: Student must have prior admittance to the Counseling program or School Counseling Certification program, or by permission from the instructor.

Course Description: The purpose of the Child and Adolescent Development course is to provide students preparing to enter the helping professions with an in-depth understanding of the developmental needs of children and adolescents.

Course Objectives: Upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. Theories of individual and family development across the lifespan (*f.3.a*)
2. Theories of learning (*f.3.b*)
3. Theories of normal and abnormal personality development (*f.3.c*)
4. Theories and etiology of addictions and addictive behaviors (*f.3.d*)
5. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (*f.3.e*)
6. Systemic and environmental factors that affect human development, functioning, and behavior (*f.3.f*)
7. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (*f.3.g*)
8. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (*f.3.i*)
9. Impact of biological and neurological mechanisms on mental health (CMHC *c.2.g*)
10. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (SC *g.2.g*)
11. Common medications that affect learning, behavior, and mood in children and adolescents (SC *g.2.h*)

Please note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

Student Learning Outcomes: By the end of the semester, students will be able to articulate their understanding and application of:

- Developmental theories and their major points, including strengths and weaknesses, of various theories presented
- Developmental stages and influences
- The relationships between physical, cognitive, and social development from birth through adolescence
- Environmental influences that can impact the accomplishment of developmental tasks
- Current research on major developmental issues, and their possible ramifications for various cultural groups

Method of Instruction: This course will utilize seminar, lecture, and large and small group discussion formats. It will be delivered simultaneously as a face-to-face, video conference, and audio conference course.

Required Texts:

Parke, R.D., & Gauvain, M. (2009). *Child psychology: A contemporary viewpoint* (7th Ed.). New York: McGraw-Hill. ISBN-13: 9780073382685

Santrock, J.W. (2014). *Adolescence* (15th Ed.). Boston: McGraw-Hill. ISBN-13: 9780078035487

Please order books promptly and utilize the edition specified. As a courtesy, assigned readings for the first three weeks of the semester will be posted on BB. Readings in addition to required texts will be assigned throughout the semester and will be available on BB.

Recommended Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1-4338-0561-5

Required Readings:

Andersen, S. L., & Navalta, C. P. (2011). Annual research review: New frontiers in developmental neuropharmacology: can long-term therapeutic effects of drugs be optimized through carefully timed early intervention?. *Journal Of Child Psychology & Psychiatry*, 52(4), 476-503. doi:10.1111/j.1469-7610.2011.02376.x

Ballard, E. D., Musci, R. J., Tingey, L., Goklish, N., Larzelere-Hinton, F., Barlow, A., & Cwik, M. (2015). Latent class analysis of substance abuse and aggressive behavior in reservation-based American Indian youth attempted suicide. *American Indian & Alaska Native Mental Health Research: The Journal Of The National Center*, 22(1), 77-94.

Bornstein, M. H. (2012). Cultural approaches to parenting. *Parenting: Science &*

Practice, 12(2/3), 212-221. doi:10.1080/15295192.2012.683359

- Breaux, R. P., Harvey, E. A., & Lugo-Candelas, C. I. (2014). The role of parent psychopathology in the development of preschool children with behavior problems. *Journal Of Clinical Child & Adolescent Psychology*, 43(5), 777-790. doi:10.1080/15374416.2013.836451
- Casalin, S., Tang, E., Vliegen, N., & Luyten, P. (2014). Parental personality, stress generation, and infant temperament in emergent parent-child relationships: Evidence for a moderated mediation model. *Journal Of Social & Clinical Psychology*, 33(3), 270-291. doi:10.1521/jscp.2014.33.3.270
- Cokley, K., Cody, B., Smith, L., Beasley, S., Miller, I. K., Hurst, A., & ... Jackson, S. (2014). Bridge over troubled waters: Meeting the mental health needs of black students. *Phi Delta Kappan*, 96(4), 40-45. doi:10.1177/0031721714561445
- Cohen Kadosh, K., Linden, D. J., & Lau, J. F. (2013). Plasticity during childhood and adolescence: Innovative Approaches to investigating neurocognitive development. *Developmental Science*, 16(4), 574-583.
- Drescher, J., & Pula, J. (2014). Ethical issues raised by the treatment of gender-variant prepubescent children. *Hastings Center Report*, 44S17-S22. doi:10.1002/hast.365
- Garrido, E., Culhane, S., Petrenko, C., & Taussig, H. (2011). Psychosocial consequences of intimate partner violence (IPV) exposure in maltreated adolescents: Assessing more than IPV occurrence. *Journal Of Family Violence*, 26(7), 511-518. doi:10.1007/s10896-011-9386-0
- Goodkind, J., LaNoue, M., Lee, C., Freeland, L., & Freund, R. (2012). Involving parents in a community-based, culturally grounded mental health intervention for American Indian Youth: Parent perspectives and results. *Journal of Community Psychology*, 40(4), 468-478. doi:10.1002/jcop.21480
- Goza, F., & Ryabov, I. (2009). Adolescents' educational outcomes: Racial and ethnic variations in peer network importance. *Journal of Youth & Adolescence*, 38(9), 1264-1279. doi:10.1007/s10964-009-9418-8
- Harden, K. P., & Mendle, J. (2011). Why don't smart teens have sex? A behavioral genetic approach. *Child Development*, 82(4), 1327-1344. doi:10.1111/j.1467-8624.2011.01607.x
- Kingston, D., McDonald, S., Austin, M., & Tough, S. (2015). Association between prenatal and postnatal psychological distress and toddler cognitive development: A systematic review. *Plos ONE*, 10(5), 1-16. doi:10.1371/journal.pone.0126929
- Kramers-Olen, A. L. (2015). Neuroscience, moral development, criminal capacity, and the Child Justice Act: justice or injustice?. *South African Journal of Psychology*, 45(4), 466-479. doi:10.1177/0081246315603633
- Lonczak, H. S., Donovan, D. M., Fernandez, A., Marlatt, G. A., & Austin, L. (2007). Family structure and substance use among American Indian youth: A preliminary

- study. *Families, Systems & Health: The Journal Of Collaborative Family Healthcare*, 25(1), 10-22. doi:10.1037/1091-7527.25.1.10
- Masten, C. L., Eisenberger, N. I., Pfeifer, J. H., & Dapretto, M. (2013). Neural responses to witnessing peer rejection after being socially excluded: fMRI as a window into adolescents' emotional processing. *Developmental Science*, 16(5), 743-759. doi:10.1111/desc.12056
- Oshri, A., Rogosch, F. A., & Cicchetti, D. (2013). Child maltreatment and mediating influences of childhood personality types on the development of adolescent psychopathology. *Journal Of Clinical Child And Adolescent Psychology*, 42(3), 287-301.
- Palacios, J. F., Strickland, C. J., Chesla, C. A., Kennedy, H. P., & Portillo, C. J. (2014). Weaving dreamcatchers: mothering among American Indian women who were teen mothers. *Journal Of Advanced Nursing*, 70(1), 153-163. doi:10.1111/jan.12180
- Piantadosi, S. T., Jara-Ettinger, J., & Gibson, E. (2014). Children's learning of number words in an Indigenous farming-foraging Group. *Developmental Science*, 17(4), 553-563.
- Pitzer, M., Esser, G., Schmidt, M. H., & Laucht, M. (2009). Temperamental predictors of externalizing problems among boys and girls: a longitudinal study in a high-risk sample from ages 3 months to 15 years. *European Archives Of Psychiatry & Clinical Neuroscience*, 259(8), 445-458. doi:10.1007/s00406-009-0009-1
- Pu, J., Chewning, B., St. Clair, I., Kokotailo, P., Lacourt, J., & Wilson, D. (2013). Protective factors in American Indian communities and adolescent violence. *Maternal & Child Health Journal*, 17(7), 1199-1207. doi:10.1007/s10995-012-1111-y
- Sándor, P., Szakadát, S., & Bódizs, R. (2016). The development of cognitive and emotional processing as reflected in children's dreams: Active self in an eventful dream signals better neuropsychological skills. *Dreaming*, 26(1), 58-78. doi:10.1037/drm0000022
- Spangler, G., Johann, M., Ronai, Z., & Zimmermann, P. (2009). Genetic and environmental influence on attachment disorganization. *Journal Of Child Psychology & Psychiatry*, 50(8), 952-961. doi:10.1111/j.1469-7610.2008.02054.x
- Stapinski, L. A., Bowes, L., Wolke, D., Pearson, R. M., Mahedy, L., Button, K. S., & ... Araya, R. (2014). Peer victimization during adolescence and risk for anxiety disorders in adulthood: A prospective cohort study. *Depression & Anxiety (1091-4269)*, 31(7), 574-582. doi:10.1002/da.22270
- Termini, K., Golden, J. A., Lyndon, A. E., & Sheaffer, B. L. (2009). Reactive attachment disorder and cognitive, affective and behavioral dimensions of moral development. *Behavioral Development Bulletin*, 15(1), 18-28. doi:10.1037/h0100510
- Verona, E., & Javdani, S. (2011). Dimensions of adolescent psychopathology and relationships to suicide risk indicators. *Journal of Youth And Adolescence*, 40(8), 958-971.
- Verweij, K. H., Zietsch, B. P., Bailey, J. M., & Martin, N. G. (2009). Shared aetiology of risky

sexual behaviour and adolescent misconduct: Genetic and environmental influences. *Genes, Brain & Behavior*, 8(1), 107-113. doi:10.1111/j.1601-183X.2008.00456.x

Yip, S. W., Lacadie, C. M., Sinha, R., Mayes, L. C., & Potenza, M. N. (2016). Prenatal cocaine exposure, illicit-substance use and stress and craving processes during adolescence. *Drug & Alcohol Dependence*, 15876-85. doi:10.1016/j.drugalcdep.2015.11.012

(All required readings are in the dated file folders under Course Materials section of Blackboard or available from the Rasmuson Library.)

Optional Readings:

- Ainsworth, M. D. S. (1978). *Patterns of attachment: A psychological study of the strange situation*. Hillsdale, N.J: Lawrence Erlbaum Associates.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, Mass: Harvard University Press.
- Bowlby, J. (1982). *Attachment: Attachment and loss* (2nd ed.). New York, NY: Basic Books.
- Erikson, E. (1963). *Childhood and society*. New York, NY: W.W. Norton and Company, Inc.
- Freud, S. (2015). *Three essays on the theory of sexuality* (1st ed.). New York, NY: Basic Books.
- Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.
- Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, Mass: Harvard University Press
- Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice*. San Francisco: Harper & Row.
- Mead, M. (2001). *Coming of age in Samoa: A psychological study of primitive youth for western civilization*. New York, NY: Perennial Classics.
- Mead, M. (2001). *Male and female*. New York, NY: Perennial Classics.
- Piaget, J. & Inhelder, B. (2000). *The psychology of the child* (2nd ed.). New York, NY: Basic Books.
- Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence*. Cambridge [Cambridgeshire: Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* Cambridge, Mass.: Harvard University Press.

Course Evaluation: Students will be evaluated on the following (list of assignments and grading criteria):

1. Class Participation:

- Attendance and participation in class is required. Please participate in discussions and come to class prepared by completing scheduled readings and assignments.

- Students are responsible for the information in the reading regardless of whether it is discussed in class.
- Absence does not relieve students from their responsibility for completing all assignments by their due date or for material presented in a missed class session.
- Students are responsible for providing quality feedback to classmates on presentations and postings.
- Missing class. Although it is expected students will attend all class sessions, if a session is missed students are expected to complete a 3-page review of the readings assigned for that session along with their personal reaction. Your personal reaction should address information that stands out the most, provide questions and/or concerns regarding the topics discussed, summarize the information that was most beneficial, and provide your perspective regarding information that should have been included. The review is **due prior to the beginning of the next session following the missed class** and is the responsibility of the student to complete.
- If the class session is not made up, the student's overall grade will be reduced by 10%. Missing more than 2 class sessions will result in a grade no higher than a B. Missing 3 or more classes will result in the student having to retake the course.
- Small group work will frequently occur during class time. Breakout groups will be determined prior to class. Students are expected to be able to connect via telephone and Google hangout and coordinate such effort in advance of class time in order to seamlessly divide into the assigned small groups. Full-participation is expected during small group work to promote active learning.
- Short in class quizzes will be utilized to generate discussion and reinforce reading assigned material prior to coming to class. Results will be made available to the class in order to communicate overall preparedness of course reading material.
- Late assignments will not be accepted. Exams and presentations will not be rescheduled. The student's final participation grade is affected by the quality and quantity of in class participation and attendance. Active engagement in class yields full participation points. Class participation provides evidence of the following:
 - Keeping up to date in all the assigned readings
 - Ability to integrate information
 - Adequately discuss viewpoints
 - Appropriately respond to feedback.

2. **Blackboard (BB) Postings/Responses:**

Thoughtful, well-written, and concise BB discussion board postings and responses that demonstrate **critical analysis** and **integration** of course material will be required.

- Discussion Board Posting for Seminar 1 (Child of Rage) is required. Thereafter, discussion topics for postings will be available to choose from **Class 2 through Class 10**. Over the semester, please complete a total of **6 postings** with each posting occurring on separate weeks.
 - Postings should be at least 3 but not more than 4 paragraphs in length.
 - Each posting must reference material from assigned readings 2 times.

- Each posting must contain 1 reference to reading materials from outside of class that is from a peer-reviewed research article.
- Citations must be used as required by APA format and all references must be included, in APA format at the bottom of the post.

Due: Complete Discussion Board Posting 1 prior to seminar 1. Choose 5 additional topics for Discussion Boarding Postings from Seminars 2 through 10. Post by day and time.

- Over the semester, please provide **5 responses** to classmates' postings from Seminars 2 through 10. Responses **must** occur on 5 separate seminars and need to occur on weeks you **do not** post.
 - Responses to classmates' posting should consist of 2 paragraphs that add depth to their posting and is respectful, well-written, and concise.
 - Course material or an outside peer-reviewed journal article must be cited and referenced in APA format at least 1 time.

Due: Choose 5 classes from Class 2 through 10. Respond by day and time.

3. Group Presentation: Working in groups (minimum of 2 and maximum of 3), students will create a presentation on a theory of child and/or adolescent development (see Tentative Course Calendar for options).

- Student presentations guidelines:
 - Address literature on the theory;
 - Provide suggestions for when and how to utilize the information in a counseling setting (practical and relevant aspects of using the theory);
 - Enhance the learning of all by making the presentation relevant, practical, and engaging;
 - **Incorporate class discussion and other teaching strategies that will engage and challenge the audience;**
 - Utilize 10 to 20 sources, other than the textbooks, that are properly cited in the presentation;
 - Develop and upload the PowerPoint presentation or Prezi on the BB Blog before class as a student resource.
- A thorough presentation will take between 45 and 60 minutes.
- If utilizing videos in the presentation, the video must augment, not take the place of, the information presented by the group.
- Students will receive multifaceted feedback on the presentation from fellow group members (within group peer evaluation), classmates serving as the audience, and the instructor. This feedback will be utilized in determining both an individual and group grade on the presentation. A rubric outlining expectations for this presentation will be provided. The rubric will guide evaluation of the group presentation and individual student performance.
- All students are expected to provide thoughtful, considerate, critical, specific, and helpful feedback to presenters using the comment feature on the BB Blog. Presenters, please provide feedback to any additional questions your classmates enter on the blog regarding your presentation.

Due: Presentation times available dates.

4. **Personal Development Paper:** The purpose of this paper is for you to examine your own development through adolescence. The material shared in this paper will be held in confidence.
- Analyze one theory of childhood and/or adolescent development and apply it to your life.
 - Select a theory other than the theory you chose to analyze in the oral presentation.
 - If you intend to use a theory not highlighted in this course, please clear it with the instructor prior to beginning the paper.
 - The paper should be approximately 10 pages in length and written in APA format with at least **5 peer-reviewed sources** and **1 classic work** from the theorist whose theory you are utilizing to describe your childhood and adolescent development. The paper needs to include a title page and reference page. It should address the following four parts:
 - Theory: Describe a theory regarding childhood and adolescent development that you are using as a working model and thoroughly discuss its strengths and weaknesses.
 - Personal Development: Apply the theory to your own personal development through adolescence (at least through the age of 18). Please reflect upon your life and address the areas of physical, cognitive, social and emotional development. How does this theory reflect your development through adolescence?
 - Evaluation: Evaluate how this model fits your own personal development. What do you see as its limitations in reference to your own growth? Other important points to consider include the theory's applicability to gender, cultural diversity, and sexual orientation.
 - Impact: Describe how your development may impact you in your work as a counseling professional. How could your development in these areas help or hinder your progress in becoming an effective helping professional?

Due: Personal Development Paper is due date and time.

5. **Formal Paper:**

This paper has three distinct phases to it.

- Phase 1: Identify an area of child or adolescent development that you wish to explore further.
 - Be sure to focus on a developmental issue (i.e., physical, cognitive, behavioral) rather than interventions.
 - Discuss your chosen topic with course instructor prior to beginning extensive research and/or writing on the topic.

Due: Date and time.

- Phase 2: Please complete an APA formatted title page and reference page for the paper.
 - Reference page should include at least 6 of the peer-reviewed sources utilized in studying the topic.

Due: Date and time.

- Phase 3: Please write a formal paper addressing the developmental topic of interest.
 - The paper is to be approximately 12 – 15 pages in length.

- At least 10 peer-reviewed journal article references published after the year 2000 are required.

Due: Date and time.

6. Final Presentation of Formal Paper:

Please prepare a presentation based on your formal paper.

- Discuss the key points of your formal paper (prevalence, causes, risk factors, environmental considerations, heredity, and diversity around gender, ethnicity, socio-economic status, geography, etc.).
- Addresses your topic's applicability to working with youth in your intended area of specialization such as middle school, vocational rehabilitation counseling, or community mental health.
- Plan your presentation to last approximately 10-12 minutes with an additional 5 minutes for classmate questions and/or discussion.
- Construct an engaging and visually appealing 1-2 page handout or visual aid that summarizes the relevant information for classmates with appropriate APA citations and references. Before class, upload the visual aid or handout on the Blog on BB.
- Similar to prior presentations, all students are expected to offer useful feedback to presenters using the comment feature on the BB Blog.

Due: Presentation times available dates.

7. Time for School: Analysis of Child/Adolescent Development from a Cultural Framework:

Students will watch a video (url address will be provided and posted to BB).

Students will be divided into small groups to generate a writing entry, to be submitted on a BB Blog, about 2 of the children from the videos regarding stages of child development. The entry should:

- Compare and contrast the development of the children you are assigned.
- Address how gender, ethnicity, family, and peer group, along with physical, cognitive, and social transitions may have affected identity formation over time.
- Offer specific evidence by using illustrations from the movies along with information from your texts or other academic sources to back up your points. Sources must be cited in text and referenced at the end of the posting.
- Demonstrate a thorough, well-written, concise, critical, and informative piece of work. This writing should be about 4.5-5 pages if uploading a word document or 1100 to 1250 words if generating an entry within the Blog.

Due: Date and time.

In addition to the small group Blog posting, each student will be asked to comment on the postings generated by the other groups. Responses, in the form of Blog comments, should consist of approximately 200-250 words that deepen the discussion.

Due: Date and time.

All papers need to be word-processed, double-spaced, and include a list of references where applicable. Papers are expected to be concise, well-written, thoughtful, and be grammatically correct. All student work needs to be submitted through BB.

Unless stated otherwise, writing should conform to APA style utilizing the 6th edition of the APA Manual, including citations and references. Students will not be able to resubmit

papers due to low scores unless there are special circumstances to consider. Poorly written papers will receive lower grades.

8. Final Exam:

Student will complete a multiple choice final exam. Each week practice quizzes, Blackboard discussion boards, and other course assignments will be available to assist students with preparing for content on the final exam.

Course Evaluation: Your course grade will be determined as follows		
1. Participation	<i>EXPLANATION</i>	TOTAL POINTS
▪ Overall Participation	Attendance, punctuality, preparedness, engagement, cooperation, and presentation feedback to peers	15
▪ Blackboard Discussion Board Postings	5 points each for total of 6 postings	30
▪ Blackboard Responses to Classmates	3 points each for total of 5 responses	15
2. Course Assignments		
▪ Group Presentation		
○ Individual Score	10 points	10
○ Group Score	20 points	20
○ PowerPoint or Prezi	10 points	10
▪ Personal Development Paper	30 points	30
▪ Time for School		
○ Group Posting on BB Blog	25 points	25
○ Student Responses to other groups	10 points	10
▪ Formal Paper		
○ Topic to instructor	5 points	5
○ Title Page and References	10 points	10
○ Paper	40 points	40
3. Final Presentation of Formal Paper		
• Handout	10 points	10
• Presentation	20 points	20
4. Final Exam		
• Exam	50 points	50

Grading: Your course grade will be determined by the following point system

278 points and up (93%)	A
269 points to 277 (90-92%)	A-
260 points to 268 (87-89%)	B+
251 points to 259 (84-86%)	B
239 points to 250 (80-83%)	B-
230 points to 238 (77-79%)	C+
221 points to 229 (74-76%)	C
210 points to 220 (70-73%)	C-
200 points to 209 (67-69%)	D+
191 points to 199 (64-66%)	D
181 points to 190 (60-63%)	D-

Less than 181 points

F

Disability Services: *Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.*

Support Services: *Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.*

Plagiarism. *Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.*

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Date	Class Content	Readings	Assignments	CACREP 2016 Standards
Seminar 1	Syllabus Review Course Intro Theories of Child Development	Parke & Gauvain Ch. 1 HBO Documentary: <i>Child of Rage</i>	Discussion Board 1	f.3.a f.3.c f.3.f f.3.g
Seminar 2	Intro to Adolescence Heredity	Santrock Ch. 1 Parke & Gauvain Ch. 2	Discussion Board 2	f.3.e

		Harden & Mendle, 2011 Spangler et al., 2009 Verweij et al., 2009		
Seminar 3	Prenatal Development Infancy	Parke & Gauvain Ch. 3 & 4 Casalin et al., 2014 Kingston et al., 2015 Yip et al., 2016	Discussion Board 3 Group Presentation: Erikson	f.3.a f.3.d f.3.e f.3.f
Seminar 4	Growth Maturation Puberty	Parke & Gauvain Ch. 5 Santrock Ch. 2 Ballard et al., 2015 Drescher & Pula, 2014	Discussion Board 4 Group Presentation: Freud	f.3.a f.3.e f.3.f SC.g.2.g
Seminar 5	Emotion Self & Identity Development	Parke & Gauvain Ch. 6 Santrock Ch. 4 Pitzer et al., 2016	Discussion Board 5 Group Presentation: Bowlby/Ainsworth/Main	f.3.a f.3.c f.3.f SC.g.2.g
Seminar 6	Language	Parke & Gauvain Ch. 7 TLC Documentary: <i>Wild Child: The Story of Feral Children</i>	Discussion Board 6 Personal Development Papers	f.3.a f.3.c f.3.e f.3.f f.3.g
Seminar 7	Cognitive Development Learning Theory Info-Processing	Parke & Gauvain Ch. 8 & 9 Piantadosi et al., 2014 Sandor et al., 2016	Discussion Board 7 Group Presentation: Piaget/Vygotsky Topic for Formal Paper/Presentation	f.3.a f.3.e f.3.f f.3.g
Seminar 8	Intelligence Brain Development	Parke & Gauvain Ch. 10 Santrock Ch. 3 Andersen & Navalta, 2011 Cohen et al., 2013	Discussion Board 8 Group Presentation: Gardner/Sternberg:	f.3.a f.3.e f.3.f f.3.g SC.g.2.h
Seminar 9	Family Parenting Culture	Parke & Gauvain Ch. 11 Santrock Ch 8 & 12 Bornstein, 2012 Goodkind, 2013 Lonczak et al., 2013 Palacios et al., 2012	Discussion Board 9 Group Presentation: Bronfenbrenner APA Formatted Title & Reference Pages for Formal Paper	f.3.a f.3.f f.3.g f.3.i SC.g.2.g
Seminar 10	Moral Development	Parke & Gauvain Ch. 14 Santrock Ch. 7 Kramers-Olen, 2015 Termini et al., 2009	Discussion Board 10 Group Presentation: Kolberg/Gilligan	f.3.a f.3.c f.3.f SC.g.2.g
Seminar 11	Peers Peer Pressure Social Influences	Parke & Gauvain Ch. 12 Santrock Ch. 9 Goza et al., 2009 Masten et al., 2013	Discussion Board 11 Formal Paper	f.3.a f.3.d f.3.f SC.g.2.

Seminar 12	Gender Identity Gender Roles Sexuality	Parke & Gauvain Ch. 13 Santrock Ch. 5 & 6 PBS Documentary: <i>Time for School</i>	Rough Draft: Group Blackboard Blog on <i>Time for School</i> documentary Presentation of Formal Papers	f.3.a f.3.f
Seminar 13	School Work	Santrock Ch. 10 & 11 Cokley et al., 2014 Koren, 2015 Stapinski et al., 2014	Presentations of Formal Papers	f.3.f f.3.g f.3.i SC g.2.g
Seminar 14	Pathology Psychosocial Problems	Parke & Gauvain Ch. 15 Sanrock Ch. 13 Breux et al., 2014 Garrido et al., 2011 Oshri et al., 2013 Verona & Javdani, 2011	Presentations of Formal Papers Final Draft: Group Blackboard Blog on <i>Time for School</i> Documentary	f.3.c f.3.d f.3.g CMHC c.2.g C.g.2.g SC.g.2.h
Finals	Final Exam		Final Exam Comments on other groups' <i>Time for School</i> Blackboard Blog Entries	

For each assignment, make sure you are clear in where your assignments are meeting each CACREP requirement for the course:

Evaluation Component	CACREP 2016 Standard Assessed
Discussion Board 1: Abuse and Trauma	f.3.a, f.3.f
Discussion Board 2: Adolescent developmental transitions; Genetic counseling	f.3.a, f.3.e, f.3.f
Discussion Board 3: Fetal development; Teratogens	f.3.a, f.3.e, f.3.f, CMHC c.2.g
Discussion Board 4: Adolescent risk taking; Cultural influences on motor skill development	f.3.e, f.3.f, f.3.i
Discussion Board 5: Social context and self-esteem; Cultural influence on emotional development	f.3.c, f.3.f, f.3.i
Discussion Board 6: Language development influencing social and emotional development; Theories of language development and cultural applications	f.3.a, f.3.e, f.3.f, f.3.i
Discussion Board 7: Cognitive development, learning, and information processing	f.3.b
Discussion Board 8: Creativity, intelligence, and medication's influence on brain chemistry and development	f.3.b; f.3.e; SC g.2.h, CMHC c.2.g
Discussion Board 9: Culture, reciprocal socialization, and family systems influencing human development	f.3.f, f.3.i
Discussion Board 10: Moral development and its influence on other areas of development	f.3.c, f.3.f, f.3.g, f.3.i
Discussion Board 11: Peer influence, acceptance, and status;	f.3.d, f.3.f

Addiction	
Group Presentation and Handout	<i>f.3.a, f.3.b, f.3.c, f.3.f</i>
Personal Development Paper	<i>f.3.a, f.3.b, f.3.c, f.3.e, f.3.f, f.3.i</i>
Formal Paper, Presentation, and Handout	<i>f.3.e, f.3.f, f.3.g, CMHC c.2.g, SC g.2.g</i>
<i>Time For School</i> Blog and Responses	<i>f.3.f, f.3.g, f.3.i, CMHC c.2.g</i>
Exam	<i>f.3.a, f.3.b, f.3.c, f.3.d, f.3.e, f.3.f, f.3.g, CMHC c.2.g, SC g.2.g, c.2.h, SC g.2.h</i>