

Life Cycles: Infancy and Early Childhood Development
Winter Quarter 2011
GSPP- 5170

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(this is the best e-mail for me; I will check the DU e-mail address but it's less likely that I will get to it immediately)

This syllabus and other relevant class materials are available online at www.du.edu/blackboard as well as at www.drmarymonroe.com/students (this link will continue to allow access to class materials after the course ends).

Course Overview:

Most of you have taken and mastered (right?!) developmental psychology courses in your undergraduate training. This class is designed to go beyond the basic developmental theories (Piaget, etc.) and to expand your understanding of children's motivational, emotional, and intellectual worlds. You will learn essential, relevant theories of development that directly apply to the therapeutic techniques you will also master in the coming years. This course is, by definition, theory based. However, it is my aim to make this course highly relevant to your daily work as clinicians.

Requirements:

1. Attendance and class participation is mandatory can your presence be quantified? I think not. Let's just say, *invaluable*. But to make sure you show up to class and have interesting things to say, I will allot 10% of your overall grade to your class participation). Your contributions must demonstrate mastery of the reading materials and relevant class topics. I am looking for *quality* of insights/questions, not *quantity*. Please inform me of any learning or other disabilities that preclude verbal class participation.
2. An Autobiography/Biography (worth: 25%). 5-7 pages. (This is due NEXT WEEK, January 10th). Please see me immediately if the short notice requires that you have an extension.
3. Class Project (worth: 40%). About 10 pages.
4. Final Autobiography/Biography (worth: 25%). 5-7 pages.

Below is the list of readings and assignments, on which I will elaborate the first day of class. Reading packets are available now at Alphagraphics.

Date	Topic/ Readings	What's Due
January 3	Traditional Models of Development; Temperament Readings due: none	
January 10	Temperament; Emotional Self-Regulation Readings due: 1. Siegel, Daniel and Hartzell, Mary (2003) <i>How We Perceive Reality: Constructing the Stories of Our Lives</i> from <u>Parenting from the Inside Out</u> , Tarcher Press (pp. 39-56) 2. Bowlby, John (1988) <i>Caring for Children and The Origins of Attachment Theory</i> from <u>A Secure Base: Parent-Child Attachment and Healthy Human Development</u> , Basic Books (pp. 20-39)	Autobiography or Biography
January 17	NO CLASS, Martin Luther King Day	
January 24	Attachment and Pathology, Attachment and Culture, Implications for Peer and Adult Relationships Readings due: 1. Austrian, Sonia (2008) <i>Infancy and Toddlerhood</i> from	

	<p><u>Developmental Theories Throughout the Life Cycle</u>, Columbia University Press (pp. 7-78)</p> <ol style="list-style-type: none"> Mercer, Jean (2006) <i>The Growth of Attachment Theory: Connecting Ideas through Research from <u>Understanding Attachment</u></i>, Praeger Press (pp. 33-53) Harwood, Robin et al. (1995) <i>Images of the Child: Autonomy and Relatedness and Images of the Child: Respect and Affection from <u>Culture and Attachment</u></i>, Guilford Press (pp. 82-116) Bowlby, John (1988) <i>The Role of Attachment in Personality Development from A Secure Base: Parent-Child Attachment and Healthy Human Development</i>, Basic Books (pp. 119-137) 	
January 31	<p>Developmental Stressors and Resilience; Character Strengths and Virtues</p> <p>Readings due:</p> <ol style="list-style-type: none"> Grant, Kathryn et al. (2003) <i>Stressors and Child and Adolescent Psychopathology: Moving from Markers to Mechanisms of Risk from <u>Psychological Bulletin</u> 129:3</i> (pp. 447-466) Goldberg, Susan (2000) <i>Attachment under Adversity from <u>Attachment and Development</u></i>, Arnold Publishing (pp. 115-129) Wright, Margaret O. and Masten, Ann S. (2005) <i>Resilience Processes in Development from <u>Handbook of Resilience in Children</u></i> (pp. 17-39) Dobbs, David (2009) <i>The Science of Success from <u>The Atlantic Monthly</u> December, 2009</i> (pp. 1-14) 	
February 7	<p>Latency Age Children; Parent and Peer Relationships</p> <p>Readings due:</p> <ol style="list-style-type: none"> Cincotta, Nancy F. (2008) <i>The Journey of Middle Childhood: Who are "Latency"-Age Children from <u>Developmental Theories Throughout the Life Cycle</u></i>, Columbia University Press (pp. 79-132) Erwin, Phil (1993) <i>Attachment, Child Rearing Practices, and Early Relationships from <u>Friendship and Peer Relations in Children</u></i>, Wiley and Sons (pp. 1-29) Bronson, P. and Merryman, A. (2009) <i>Why White Parents Don't Talk about Race from <u>Nurture Shock</u></i>, Hachette Publishing (pp. 45-70) Silverstein, Louise and Auerbach, Carl (1999) <i>Deconstructing the Essential Father from <u>American Psychologist</u> 54:6</i> (pp. 397-407) LeBlanc, Adrian Nicole (2003) excerpt from <i><u>Random Family: Love, Drugs, and Coming of Age in the Bronx</u></i>, Scribner (pp. 24-48) 	
February 14	<p>Environmental/Situational Stressors as Factors in Development</p> <p>Readings due:</p> <ol style="list-style-type: none"> Foer, Jonathan Safran (2005) excerpt from <i><u>Extremely Loud and Incredibly Close</u></i> (pp. 1-15) Webb, Nancy Boyd (2002) <i>The Child and Death from <u>Helping Bereaved Children</u></i>, Guilford Press (pp. 3-18) 	
February 21	<p>Cognitive/Neurodevelopmental Variation: Autism, Learning Differences, Sensory Integration Issues</p>	Projects

	Readings due: <ol style="list-style-type: none"> Haddon, Mark (2004) excerpt from <u>The Curious Incident of the Dog in the Nighttime</u>, Vintage Books (pp. 1-18) Mel Levine (2002) <i>The Ways of Learning</i> from <u>A Mind at a Time</u>, Simon and Schuster (pp. 27-50) 	
February 28	Gender Differentiation and Relational Issues, Risk Behaviors Readings due: <ol style="list-style-type: none"> Gilligan, Carol (1996) <i>The Centrality of Relationship in Human Development: A Puzzle, Some Evidence, and a Theory</i> from <u>Development and Vulnerability in Close Relationships</u>, Erlbaum Publishing (pp. 237-262) Levitt, Mira and Selman, Robert (1996) <i>The Personal Meaning of Risk Behavior: A Developmental Perspective on Friendship</i> from <u>Development and Vulnerability in Close Relationships</u>, Erlbaum Publishing (pp. 201-236) 	
March 7	Parenting/Family Systems Issues Readings Due: <ol style="list-style-type: none"> Walls, Jeannette (2005) excerpt from <u>The Glass Castle</u>, Scribner Publishing (pp. 9-31) 	Final Autobiography or Biography

Elaboration on Assignments

Autobiography/Biography:

Write a 5-7 page paper that outlines your childhood experiences or those of a client or fictional character. While we will primarily focus on early childhood issues, you are welcome to describe events of your/his/her life up to adulthood. If writing an autobiography, be sure to disclose only that with which you are comfortable. *These papers will not be graded based on level of self disclosure.* You are welcome to include any psychological insights, but don't feel as if you need to know specific theories; that is what the final paper is for. If your life has been boring, just make stuff up. Just kidding! There's no such thing as a boring life.

Project:

Using a real or imagined child case, consider and present a possible treatment course. Your project must be guided by research-proven strategies for the presenting issues and may relate to:

- An area of particular clinical/theoretical interest
- A specific set of neurodevelopmental issues (developmental delays, PDD spectrum, giftedness)
- An especially complex case
- An area of relative inexperience/ignorance that you want to explore further

Present your case in this specific format:

- Papers must be written in accordance with APA guidelines.
- Complete a "Developmental Theories in Action" worksheet for your client (if turning in electronically, just present each area in list form).
- Elaborate on any of the areas addressed by the worksheet *as they are relevant to your specific case*. For example, if you are talking about a child with autism, you will want to be sure to elaborate on biological factors, whereas if you are talking about a child with depression, you might talk about relevant biological factors or you might just want to have a few listed on the worksheet.

4. Derive treatment goals and a specific plan for intervening. This will be based on your research of interventions for children with your client's specific issue. Of course, it is important to discuss research-proven techniques. If you find more fringe, but still interesting, interventions, feel free to talk about them *in addition to* the "best practice," research-proven techniques; you can even mention them in a paragraph or sentence or two.
5. For areas of diagnostic/clinical complexity or confusion, specify useful questions that you would like to eventually answer. Don't think that you are supposed to know what you are doing; you will learn that in your child therapy classes! This is simply an opportunity to explore clinical research, mainstream resources, and theoretical models that you will come to know intimately throughout your training. So if you are still unsure of your case, talk about it. That's what great researchers and clinicians do.
6. Talk about areas of strength and resiliency, using common sense as well as models presented in class.
7. Feel free to address diagnostic criteria but don't feel like you have to, especially if you still have questions about diagnosis; just state those.
8. Include relevant materials, including resources, activities, worksheets, or protocols that you might use in the case. You are welcome to include published protocols, worksheets, or exercises as long as they are referenced. You are also welcome to make up your own exercises, etc. that are grounded in your theoretical framework.
9. DEVELOP A HANDOUT for your peers that, at least, includes the type of case you are treating (between a few words and a few sentences) and references that would be helpful to others treating similar cases. REFERENCES should include peer-review level journal articles or books, and can also include lay books, articles, websites that might be helpful to clients, parents, or staff that you might work with. This is also a wonderful opportunity to share worksheets, activities, etc. This handout might be anywhere from half a page to a page long, and will be shared with the class.

If you have no interest in working with children, you can present an adult case with a clear emphasis on early developmental factors.

This whole project will be about 10 pages long, unless you are including larger volumes of protocols, etc. which might increase the total page length.

Final Paper:

This paper is an extension of your autobiography/biography. Rewrite events with consideration of the theories we have discussed this quarter, or choose a single event upon which to elaborate. You are welcome to incorporate several theories or to devote your paper to just one, but be sure to include those most relevant to the events you are describing. Be sure to reference articles assigned in class as well as class discussions that are pertinent to your topic.

Expectations of Writing Assignments:

Writing is one of the most crucial aspects of our work as psychologists, and I tend to grade strictly around aspects of writing style, including clarity, accuracy, specificity, and attention to grammar and structural writing elements. If you would like support regarding written assignments, you are encouraged to take advantage of the Writing and Research Center's services, which offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit www.du.edu/writing/wrc.htm or call 303-871-7431 or stop by the Writing & Research Center in Penrose Library.

Save Trees:

I welcome all assignments e-mailed to me, and I use the end of the day that they are due (12 pm) as the cutoff time. Be sure to use the e-mail on this syllabus (mail@drmarymonroe.com), especially when sending the assignments. I will e-mail you if I have NOT received a paper or electronic assignment from you. Otherwise, you can assume that I got it. Be sure to send attachments in a format that can be read by all Windows and Mac programs, as I will cut and paste your "handouts" and send as one large word document to your peers at the end of class. Also for that reason, try not to use fancy formatting or fonts. If you are including handouts/protocols for your projects, you can turn them in separately and be sure to indicate that they are yours. Or, you can scan them and include them as attachments.

Grading:

I will adhere to the DU-GSPP grading scale:

A =	93-100
A- =	90-92
B+ =	87-89
B =	83-86
B- =	80-82
C+ =	77-79
C =	73-76
C- =	72 and below (Fail)

It is GSPP policy for grades of C- and below to not count toward the 135 required credits, but are listed on the transcript and figure into the student's GPA. Please see your GSPP PsyD Student Handbook for more details.

Competencies:

In keeping with APA guidelines, this class will foster several relevant competencies that directly apply to your work as psychologists. Reading content, assignments, and class discussions are geared toward the development of *scientific knowledge and methods* (understanding developmental theory, its origins, its evolution, and its current research goals), *professionalism* (respectful communication, personal integrity, punctuality) *ethical legal standards and policy* (referencing texts appropriately, maintaining confidentiality when presenting real cases, demonstrating awareness and understanding of ethical and legal issues as they pertain to clinical examples), *individual and cultural diversity* (thorough reading of culturally diverse materials, respect for individual differences within the class itself), *reflective practice/self assessment/self care* (especially if submitting an autobiography, remaining mindful of personal level of disclosure and how this project might impact you throughout the quarter, communicating concerns with the instructor when appropriate, seeking self-care opportunities) *intervention* (hypothetical or actual intervention knowledge and application with cases utilized in class discussion and/or projects).

Academic Integrity:

All students are required to comply with the University of Denver's Honor Code, Code of Student Conduct, and Student Rights and Responsibilities documents posted on the website of DU's Office of Citizenship and Community Standards (<http://www.du.edu/ccs/>).

Equitable Access:

The GSPP is committed to equal access and participation for all persons, including those with disabilities, in academic areas and other programs sponsored by the University. Students who would like more information about available accommodations are encouraged to consult with the DU Disability Services Program (DSP) at dsp@du.edu, x12278, or www.du.edu/disability.