



Master of Arts in Counseling

COU 699 Human Development Across the Lifespan

3 graduate credits

Course Syllabus

Course Description

This course examines human development throughout the lifespan with a focus on developmental psychopathology and psychoneuroimmunology. Developmental psychopathology views human development as an ongoing process and provides a framework to explore the interaction of biological, psychological, and socio-contextual aspects of both normal and abnormal development. Students will examine critical domains that serve as risk factors for psychopathology (i.e. temperament, attachment, parenting style, socioeconomic status) and explore current intervention strategies.

Psychoneuroimmunology (PNI) is an interdisciplinary area of research that examines the interactions between the brain, behavior and the immune system and expands our understanding of how psychosocial factors can protect or damage our health. PNI is based on a systemic model of functioning which explores how individuals shape the environment in which their immune system operates through their thoughts, feelings and behaviors. Students will examine the interaction of psychosocial stress, contextual change and health outcomes and the implications for mental health professionals.

Learning Objectives

At the conclusion of this course, students will be able to:

1. Demonstrate knowledge of major theories of human development across the lifespan, including life transitions.
2. Demonstrate knowledge of human behavior including an understanding of psychopathology and the biological, psychological and socio-contextual factors that affect both normal and abnormal development.
3. Demonstrate knowledge of current theories of optimal development and wellness over the life span.
4. Read and evaluate current research in the field.

Required Text:

Broderick, P.C., and Blewett.P. (2010) *The Life Span*, 3rd Edition. Boston: Pearson.
ISBN: 978-0-13-715247-6

Readings:

Week 1: Introduction to Human Development

1. Broderick, P.C., and Blewett.P. Chapter 1 - Organizing Themes in Development

Developmental Psychopathology:

2. Cicchetti, D. & Toth, S.L. (2009). The past achievements and future promises of developmental psychopathology: The coming of age of a discipline. *Journal of Child Psychology and Psychiatry*, 50 (1-2): 16-25.
3. Sroufe, L.A. (1997). Psychopathology as an outcome of development. *Development and Psychopathology*, 9: 251-268.

Psychoneuroimmunology

4. DeAngelis, T. (2002). A bright future for PNI. *American Psychological Association*, 33:46-51.

Week 2: Experience and Brain Development

1. Broderick, P.C., and Blewett.P. Chapter 2 –Heredity, Environment, and the Beginnings of Human Life
2. Broderick, P.C., and Blewett.P. Chapter 3 – Neural and Cognitive Development in the Early Years
3. Greenough, W.T., Black, J.E., & Wallace, C.S. (1987). Experience and brain development. *Child Development*, 58, 539-559.
4. Talge, N.M., & Neal, C. (2007). Antenatal maternal stress and long-term effects on child neurodevelopment: How and why? *Journal of Child Psychology and Psychiatry*, 48: 245-261.

Optional Reading:

5. Grossman, A.W., Churchill, J.D., McKinney, B.C., Kodish, I.M., Otte, S.L., & Greenough, W.T. (2003). Experience effects on brain development:

Possible contributions to psychopathology. *Journal of Child Psychology and Psychiatry*, 44(1): 33-63.

Week 3: Attachment and Temperament

1. Broderick, P.C., and Blewett.P. Chapter 4 – Emotional Development in the Early Years.
2. Main, M. (1996). Introduction to the special section on attachment and psychopathology: Overview of the field of attachment. *Journal of Consulting Psychology*, 64(2): 237-243.
3. Corbin, J.R. (2007). Reactive attachment disorder: A biopsychosocial disturbance of attachment. *Child Adolescence and Social Work*, 24: 539-552.
4. Gullone, E., Ollendick, T.H., & King, N.J. (2006). The role of attachment representation in the relationship between depressive symptomatology and social withdrawal in middle childhood. *Journal of Child and Family Studies*, 15(3):271-285.

Temperament:

1. De Pauw, S., & Mervielde, I. (2010). Temperament, personality and developmental psychopathology: A review based on the conceptual dimensions underlying childhood traits. *Child Psychiatry and Human Development*, 41:313-329.
2. Degnan, K.A., Almas, A. N., & Nathan A. Fox, N.A. (2010) Temperament and the environment in the etiology of childhood anxiety. *Journal of Child Psychology and Psychiatry* 51:4 (2010): 497–517.
3. Fowles, D.C., & Dindo, L. (2009). Temperament and psychopathy: A dual-pathway model. *American Association of Psychological Science*, 18(3): 179-183.

Week 4: Emotional Regulation and the Development of Self

1. Broderick, P.C., and Blewett.P . Chapter 4 – Emotional Development in the Early Years.
2. Broderick, P.C., and Blewett.P. Chapter 5 - The Emerging Self and Socialization in the Early Years

Emotional Regulation:

1. Buss, K.A. & Goldsmith, H.H. (1998). Fear and anger regulation in infancy: Effects on the temporal dynamics of affective expression. *Child Development*, 69(2):359-374.
2. Goldsmith, H.H., & Davidson, R.J. (2004). Disambiguating the components of emotion regulation. *Child Development*, 75(2): 361-365.
3. Morris, A.S., & Silk, J.S. (2011). The influence of mother-child emotion regulation strategies on children's expression of anger and sadness. *Developmental Psychopathology*, 47: (1) 213-225.
4. Morris, A.S., & Silk, J.S. (2007). The role of the family context in the development of emotion regulation. Blackwell Publishing, Maiden: MA.
5. Jacobvitz, D. & Sroufe, L.A. (1987). The early caregiver-child relationship and attention-deficit disorder with hyperactivity in kindergarten: A prospective study. *Child Development*, 58: 1488-1495.

Week 5: Development of Cognition and Moral Development

1. Broderick, P.C., and Blewett.P. Chapter 6 - Realms of Cognition in Middle Childhood
2. Broderick, P.C., and Blewett.P. Chapter 7 – Self and Moral Development

Additional Readings:

1. Weise, K.L. & Tuber, S. (2004). The self and object representations of narcissistically disturbed children: an empirical investigation. *Psychoanalytic Psychology* 21(2): 244-258.
2. Bradley, R. Westen, D. (2005). The psychodynamics of borderline personality disorder: A view from developmental psychopathology. *Development and Psychopathology* 17: 927–957.
3. Speicher, B. (1992). Adolescent moral judgment and perceptions of family interaction
4. Arbuthnot, J. & Gordon, D. A. (1986). Behavioral and cognitive effects of a moral reasoning development intervention for high-risk behavior-disordered adolescents. *Journal of Consulting and Clinical Psychology*.

Week 6: Development in Adolescence

1. Broderick & Blewitt; Chapter 9: Physical, Cognitive, and Identity Development in Adolescence
2. Broderick & Blewitt; Chapter 10: The Social World of Adolescence
1. Arbuthnot, J. & Gordon, D. (1986). Behavioral and cognitive effects of moral reasoning development intervention for at-risk behavior-disordered adolescents. *Journal of Consulting and Clinical Psychology* (54) 2,208-216.
2. Bukowski, W. & Ryan, A. (2005). Peer Relationships and Psychopathology: Markers, Moderators, Mediators, Mechanisms, and Meanings.
3. Silk, J.S. Steinberg, L. & Morris, A.S. (2003). Adolescents' emotion regulation in daily life: Links to depressive symptoms and problem behavior. *Child Development*, 74(6): 1869-1880.
4. Speicher, B. (1992). Adolescent moral judgment and perceptions of family interaction. *Journal of Family Psychology* (6) 128-138.
5. Verona, E., Javdani, S. & Sprague, J. (2011). Comparing factor structures of adolescent psychopathology. *Psychological Assessment* 23(2)545-561.

Week 7: Development in Adulthood

1. Broderick & Blewitt; Chapter 12: Socioemotional and Vocational Development in Young Adulthood
2. Broderick & Blewitt; Chapter 13: Middle Adulthood: Cognitive, Personality, and Social Development
3. Hopwood, C.J., Donnellan, M.B. Krueger, R.F., McGue, M., Iacono, W.G., & Burt, S.A. (2011). Genetic and environmental influences on personality trait stability and growth during the transition to adulthood: A three-wave longitudinal study. *US: American Psychological Association*, 100(3):545-556.
4. Taylor, S.E., & Lewis, B.P. Gruenewald, T.L, & Gurung, R.A. (2002). Sex differences in biobehavioral responses to threat: Reply to Geary and Flinn. *US: American Psychological Association*, 109(4):751-753.

Week 8: Gender differences, age differences and the impact of systems

1. Taylor, S. E., & Lewis, B.P., & Gurung, R.A. (2002). Sex differences in biobehavioral responses to threat: Reply to Geary and Flinn. *US: American Psychological Association*, 109(4): 751-753.
2. Windsor, T.D., & Ansley, K.J. (2010). Age differences in psychosocial predictors of positive and negative affect: A longitudinal investigation of young, midlife and older adults. *US: American Psychological Association*, 25(3): 641-662.
3. Schoklitsch, A., & Baumann, U. (2011). Measuring generativity in older adults: The development of new scales. *GeroPsych: The Journal of Gerontopsychology and Geriatric Psychiatry*, 24(1), 31-43.
4. Cicchetti, D., & Howes, P.W. (1991). Developmental psychopathology in the context of the family: Illustrations from the study of child maltreatment. *Canadian Journal of Behavioural Science/Revue*, 23(3): 257-281.

Social systems

1. Evans, G.W., Gonnella, C., Marcynyszyn, L.A., & Salpekar, N. (2005). The role of chaos in poverty and children's socioemotional adjustment. *Psychological Science*, 16(2): 560-565.
2. Fisher, P.A., Ryzin, M.J., & Gunnar, M.R. (2010). Mitigating HPA axis dysregulation associated with placement changes in foster care. *Psychoneuroendocrinology*, 36: 531-539.
3. Beeber, L.S., Perreira, K.M., & Schwartz, T. (2008). Supporting the mental health of mothers raising children in poverty: How do we target them for intervention studies? *Annals of New York Academy of Sciences*, 1136: 86-100.

Week 9: Psychoneuroimmunology and wellness outcomes

1. Broderick & Blewitt; Chapter 14: Living Well: Stress, Coping, and Life Satisfaction in Adulthood.
2. Kendall-Tackett, K. (2009). Psychological trauma and physical health: A psychoneuroimmunology approach to etiology of negative health effects and possible interventions. *Psychological Trauma: Theory, Research, Practice, and Policy*, 1(1) 35-48.

3. Zachariae, R. (2009). Psychoneuroimmunology: A bio-psycho-social approach to health and disease. *Scandinavian Journal of Psychology*, 50: 645-651.

4. Vollmer-Conna, U., Bird, K.D., Yeo, B.W., Trudkett, P.G., Westbrook, R.F., & Wakefield, D. (2009). Psychological factors, immune function and recovery from major surgery. *ACTA Neuropsychiatrica*, 21: 169-178.

Weekly synthesis and critical questions

Each week students should generate a list of critical questions about the readings. Some readings may have multiple concepts so it will not be feasible to cover all of them. Instead, focus on a few points that you think are particularly important, of interest, or simply not explained well or conceptually sounds, and generate questions that you feel need to be answered in order to expand the issue or move the field to the next level on these topics. Provide a brief synopsis explaining why you generated the question. The questions that you generate and the synopsis providing the background for your question should provide some synthesis of the readings and how this lead to your questions. This may take the form of a methodological critique, a theoretical statement, a suggestion for resolving an ongoing debate, a suggestion for how the information could be integrated into professional practice, or an integration or comparison between two or more articles. The critical questions will be posted on Blackboard by Friday each week.

Discussion Leadership

Twice during the term, students will lead discussion for that week's class. The discussion leader(s) will give an overview of the topic including a summary of each of the required readings. Leaders may provide a brief lecture on background materials. Grades will be based on clarity, depth, critical thinking and discussion.

Final Paper

Students will select a topic of interest in the field of developmental psychopathology or psychoneuroimmunology. The paper must use APA guidelines and should be approximately 8-10 pages in length and include a minimum of 5 sources. The paper subject and general idea must be e-mailed to the instructor by the third class meeting. The final paper is due the last week of class.

Grading

1. Attendance and participation	20%
2. Submission of weekly questions	20%
3. Homework: worksheets	15%
4. Preparation for and leadership of classroom discussions	20%
5. Final paper	25%