Welcome to SPCL 7804!

SPCL 7804X
Human Development
Spring 2019

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Section ET7 (31977): Tuesdays 7:10 – 9:40 p.m. in 502 Whitehead

Course Description
30 hours plus conference; 3 credits
This course represents an in-depth study of multiple factors relevant to human growth and development. Theories of child, adolescent, and family development and transitions across the lifespan in diverse urban school settings will be discussed, giving emphasis to the consideration of social, cultural, and linguistic contexts. Particular attention will be given to the study of gender identity and sexual orientation. This course focuses on the application of lifespan developmental theory in school counseling practice for facilitating optimal development for all students. Issues regarding students with special needs will be discussed.

SPCL 7804 Website
https://libguides.brooklyn.cuny.edu/spcl7804

Team-Based Learning

Each session:

Phase 1: Preparation
• Readings
• Reflections

Phase 2: Readiness Assessment
• iRAT
• tRAT
• Appeals
• Discussion

Phase 3: Applications
• Team activities
• Discussion
Team Accountability Improves Team Skills Needed for Working in Schools

Ongoing peer feedback during team activities

• Individualized feedback on team member's behavior, including strengths and weaknesses
• Aimed at improving team skills and accountability

Midterm Peer Evaluation

Final Peer Evaluation

Course Evaluation

Peer Evaluation 5%

RATs 45%

My Personal Development Paper 30%

Annotated Bibliography 20%

IRAT 25%

IRAT 20%
Course Calendar: Next Session

<table>
<thead>
<tr>
<th>Unit 1, continued</th>
<th>Readings: Benjamin; Bouton; Malle</th>
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<tr>
<td>Supporting develop in schools. Factors influencing learning. Nature meets nurture: The use of behaviorism in schools. Theory of mind. Session Activities: Readiness Assurance Process (RAT), lecture, discussion, and applications.</td>
<td>Self-Reflection: Consider the nature-nurture debate as it relates to the readings. Would you rather have a really good memory or really good metacognition? Describe an example of Pavlovian conditioning that you have seen in your own behavior. Describe an example of operant conditioning in your own behavior. How does the theory of mind apply to you?</td>
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4 Classic Developmental Issues

1. Nature and Nurture
2. Neuroplasticity and Critical Periods
3. Universality and Specificity/Context
4. Continuity and Discontinuity
Let’s jump right into the nature-nurture debate:

• Raise your hand if you lean more towards the nature side. Example?
• Raise your hand if you lean more towards nurture. Example?
• Those remaining then believe that both are at play, right? Example?

Nature vs. Nurture

• Now we are going to line up according to our choices.
• Those who are Nativists, line up in the front of the room.
• Then come the Nurturists next to them.
• Those remaining go next.
Let’s form teams

• Count off in 2’s. Remember your number.

• The 1’s will be Team 1, and the 2’s will be Team 2.

• Sit with your team and put your name on the team form.

• Now let’s start looking at development through the nature-nurture lens.

A Picture to think About:

Remee (left) and Kian (right) are 1-year-old sisters.

How can we explain why they look so different from one another?
What is the most likely relationship between Kian and Remee?

Are they:
A. Step sisters from a remarriage, each with a different mother and father?
B. Adoptive sisters of otherwise childless parents with two different sets of parents?
C. Twins?
D. Half sisters with the same father but different mothers?

Remee and Kian are fraternal twins.

How can we explain why they look so different from one another?
What is the best explanation of why these twins look so different from one another?

A. Their mother had an *in vitro* fertilization (IVF) procedure, with embryos created from the mother’s eggs, fertilized by sperm from two different men.

B. The mother had sexual relations with two different men around her time of ovulation and sperm from different men fertilized two of her eggs.

C. The difference in appearance is due to polygenetic inheritance.

D. A rare genetic mutation causing a form of albinism occurred early during Remee’s prenatal development.

Both girls have the same father and mother.

Kian and Remee were conceived in the traditional way, no IVF, no high technology procedures, and no hanky-panky by their mother.
Skin color is a **polygenic trait**, believed to be determined by at least seven different genes working together. Most interesting human traits with genetic influence are polygenic.

- If a woman is of mixed race, her eggs will contain a mixture of genes coding for both black and white skin color, and similarly for the sperm of a mixed-race father. These genes were inherited indirectly from the both sets of grandparents of the twins.

- Sometimes (about 1 in 100 chance for a single fertilization) in such situations, the egg or sperm can contain genes coding for only one skin color. If both the egg and sperm contain only "white" genes, the baby will have light skin if both contain only "black" genes, the baby will have dark skin.

- With twins, this happens twice in one pregnancy. The joint probability of twins with Kian and Remee's phenotypes is 100 x 100 x 100 x100 or one in 10,000,000.
Fraternal twins James and Daniel Kelly

Twins Hayleigh and Lauren Durrant proudly hold their new twin sisters, Leah and Miya Durrant

Trinity and Ghabriel Cunningham

Leo and Hope Wales

For more examples, Google “black and white twins” for other news stories and YouTube videos.

Stage Theories of Development

- Stage theories: emphasize discontinuity
  - Erikson’s psychosocial stages of development
  - Piaget’s cognitive developmental stages
Erikson’s Psychosocial Theory

Piaget’s Cognitive Development Theory
Incremental Theories of Development

• Incremental theories: emphasize continuity

  – Behaviorism
  – Social learning theory
  – Information processing theories

Learning Theories

• Classical/respondent conditioning
Classical Conditioning in Action

https://www.youtube.com/watch?v=mtTE70Ptsktw

Operant Conditioning

Operant Conditioning

- Reinforcement increases behavior
- Positive add desirable stimulus following correct behavior
- Negative remove undesirable stimulus following correct behavior
- Escape behavior that removes undesirable stimulus is reinforced
- Active Avoidance behavior that avoids undesirable stimulus is reinforced

- Punishment decreases behavior
- Positive add undesirable stimulus following incorrect behavior
- Negative remove desirable stimulus following incorrect behavior
Operant Conditioning in Action

https://www.bing.com/videos/search?q=operant+conditioning+video&&view=detail&mid=DFECABFBA9AD49530FB9DFECABFBA9AD49530FB9&FORM=VRDGAR

Social Learning Theories

Emphasize observational learning, or modeling
Contemporary Developmental Theories

- Acknowledge both quantitative and qualitative developmental changes
- Incorporate interacting, reciprocal and bidirectional causal processes in development
- Have a broad scope, addressing both cognitive and social development
- Explain interacting causes for change both within the organism and in the environment
Bronfenbrenner’s Bioecological Theory

- Interaction of proximal and distal processes
  - **Proximal processes**: reciprocal interactions between organism and environment
  - **Distal processes**: influences that modify proximal processes