**DEBRE BERHAN UNIVERSITY**

**FACULTY OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF PSYCHOLOGY**



**Curriculum for Developmental Psychology Graduate Program**

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# Background

Developmental psychology is one of the specializations in psychology that focuses on human growth and development across the life span in the area of physical, cognitive, social, perceptual, personality and emotional developments. It focuses on the development of individuals across their lifespan within the context of family, peer groups, child-care and after-school programs, schools, neighborhoods, and larger communities and society. It also considers the well-being of children, youth, and adults, vis-a-vis the cognitive, emotional, social, academic, and health domains.

Besides, the field of developmental psychology provides an excellent foundation for many professional careers, such as law, medicine (pediatrics, geriatrics, and psychiatry), clinical psychology and other mental health professions, education, social work, other health-related professions, business, management, and advocacy. This is due to the fact that developmental psychology explores the psychological, social, cultural, and biological development of people, focusing on the processes and mechanisms of growth and change over the life course.

The graduate program in Developmental Psychology is intended to be a research and practice oriented believed to produce developmental psychologists who can effectively explore changes from prenatal to elderly in the Ethiopian context in the following areas: cognitive, language, emotional and social development; developmental psychopathology and family process; longitudinal studies of normal children and children at risk; and social policies related to poverty, child care, and early intervention. The theoretical and practical issues are drawn from contemporary paradigms and the cross-cultural analysis is emphasized to tune the issues to the Ethiopian socio-cultural context.

The graduate program provides training in the core areas of emotional, social and social-cognitive development; developmental theory; and fundamental methodological, statistical, and design skills. Advanced practicum and seminars are available on specialized topics of practical and research interest. In the course of their graduate training, students are expected to develop and pursue their own programs of research in conjunction with an appropriate advisor. Opportunities to develop their conceptual and research skills are offered both through formal coursework and through participation in seminar activities.

# Rationale of the Program

# Goals and Objectives of the Program

The developmental psychology program provides an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children, adolescents and adults in educational and other applied settings. Here listed the goals, general and specific objectives of developmental psychology graduate program as follows:

***Goals of the program***

The major goal of the MA program in Developmental Psychology is to educate students to become competent scientists, researchers and teachers.

***General Objective***

The general objective of the developmental psychology program is to train (produce) qualified and competent developmental psychologists working in educational, organizational, community and social settings.

***Specific Objectives***

The specific objective of the MA Program in Developmental Psychology is to produce graduates who:

* develops knowledge of the major developmental milestones throughout the life-span, factors affecting these milestones, and strategies for making psychosocial care and support to promote them;
* contributes towards an understanding of the problems of the Ethiopian children, adolescents, youth, adults and the elderly;
* conducts developmental psychological research on infants, children, adolescents, adults, and the elderly;
* understands the policy, educational, social, and economical implications of the developmental needs of the growing persons in Ethiopia;
* develops problem-solving and decision-making skills with regard to psychological research and issues;
* develops critical analysis and dialectical thinking skills, including the ability to evaluate and resolve human development-related issues;
* understands and engages in scientific methods of research;

# Graduate Profile

Upon successful completion of their training, graduates will:

* be able to critically analyze paradigms, models, theories, and evidence based findings changes across life-span in the global and Ethiopian context;
* apply the implications of the life-span changes in different social policies, right, legal, childhood education, elderly care, gender, children under difficult circumstance, youth and delinquency, youth unemployment, etc.;
* conduct research with children, youth, adults, and elderly in various contexts;
* be able to see the implications of the cultural practices in Ethiopia (such as parenting, harmful traditional practice, etc.) for life-span development.
* teach psychology courses in human development and learning in institutes of higher learning and in other settings.
* plan, coordinate, and implement intervention and social service programs pertaining to social issues such as, gender violence, drug addiction, street children, orphan hood, child abuse, childhood education, elderly care, screening developmental delay, psychosocial support, etc.
* conduct research and consultancy related to developmental and social issues.
* design and evaluate programs designed to deal with developmental and social issues.
* provide counseling services and professional assistance in schools and other settings where developmental related issues matter.

# Careers and Job Opportunities

Pursuing a graduate degree in developmental psychology could open more doors than they may initially imagine. The breadth of potential careers that follow admission of a graduate program in developmental psychology is due to the wide applicability of the knowledge students will gain, and to the need for professionals in those fields in which it is relevant. This program provides an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children, adolescents and adults in different applied settings. The MA degree in developmental psychology is designed primarily for students who wish to pursue a career in research, higher education teaching, and related activities.

A great number of job opportunities exist in this field. It offers basic training for employment in areas such as research and data collection for hospitals and community agencies, advertising agencies, and private industry as well as for school systems and other learning environments. Developmental psychologists could also be employed in various educational settings as researchers, teachers or practitioners. Other settings include clinics, community mental health centers and child or adolescent units of hospitals. The demand for professionals to assess, evaluate, diagnose and treat students with mental, developmental and emotional issues may also help spur a need for developmental psychologists. The growing number of elderly could also increase the demand for developmental psychologists to help people deal with the mental and physical changes that occur as individuals grow older.

Developmental psychologists could also pursue work in schools, humanitarian organizations and hospitals and frequently work with mentally disabled individuals. Developmental psychologists might also focus on working with a specific population, such as developmentally delayed children. In this regard, some of the tasks that a developmental psychologist might include assessing individuals to determine if they have a developmental disability; treating individuals with developmental disabilities or delays, etc.

Developmental psychologists can also work in educational settings at colleges and universities, often conducting research on developmental topics while also teaching courses. Others may work in government agencies to help, assess, evaluate and treat individuals suffering from developmental disabilities. The demand for professionals to assess, evaluate, diagnose and treat students with mental, developmental and emotional issues may help to drive a need for developmental psychologists. Other possible areas of employment include guidance and counseling services, teen rehabilitation clinics, centers for the homeless, psychiatric clinics and hospitals.

The occupational outlook suggests that, the growing number of elderly will increase the demand for developmental psychologists to help people deal with the mental and physical changes that occur as individuals grow older.

# Admission Requirements

The course of study in developmental psychology graduate program requires of the student an ability to focus on many specific, yet interrelated, topics at once, and to understand the big-picture ramifications of the educational experience as a whole. In fact, even before beginning a graduate program, it is a good idea to have a solid background in either psychology, health, sociology, the biological sciences or something similar. However, as long as applicants have some prior understanding, and as long as they have the ability and willingness to work hard, they will succeed in this area of graduate studies. The graduate program of developmental psychology seeks applicants with strong academic potential and high motivation to do graduate-level work. Thus admission decisions are based on an evaluation of all material submitted in support of the application. Thus:

* Applicants’ should prepare a statement of purpose or letter of intent, which describes past and present work as it relates to their intended field of study, educational objectives, career plans, and reasons for choosing the field. It should also details about the motivation of students in pursuing an MA degree in Developmental Psychology.
* The program may require relevant professional experience and other supporting documentation before a final decision on admission is made.
* The admission review is based upon a comparison of qualifications among all applicants, weighing both the graduate school’s general admissions criteria and program-specific criteria.
* Positive decisions are made quickly for applicants who present uniformly strong application credentials in all areas.
* Students are admitted to the Developmental Psychology Program once a year.
* Hence, the following are the major requirements to attend graduate program in developmental psychology: In addition to the application form, students must submit the following:
* Official transcripts from colleges or universities attended.
* Personal statement (2-3 pages explaining why he/she wants to enter this program and how his/her experience will lend itself to successful completion)
* BA, BSC or BED in psychology or related fields and a cumulative GPA of 2 and above.
* Pass the entrance examination (at a satisfactory level).
* Satisfy the general admission requirements of the DBU Graduate Programs.

# Duration of the Program

It will take two years for students to complete their study in a regular program and extension program and four summer sessions for summer students. A Master of Arts degree in Developmental Psychology is offered to students upon successful completion of the program.

# Graduates’(MA) Course Breakdown

## List of Courses

Table 1: Lists of Developmental Psychology Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Advanced Statistics in Psychology | PsyD 511 | 3 |
| 2 | Advanced Research Methods in Psychology | PsyD 521 | 3 |
| 3 | Theories and Applications of Developmental Psychology | PsyD 531 | 3 |
| 4 | Advanced Psychology of Childhood | PsyD 541 | 3 |
| 5 | Advanced Psychology of Adolescence and Youth | PsyD 512 | 3 |
| 6 | Advanced Psychology of Adulthood and Ageing | PsyD 522 | 3 |
| 7 | Developmental Psychopathology | PsyD 532 | 3 |
| 8 | Cross-cultural Developmental Psychology | PsyD 542 | 2 |
| 9 | Practicum in Developmental Psychology | PsyD 552 | 1 |
| 10 | Seminar on Contemporary Issues in Developmental Psychology | PsyD 611 | 2 |
| 11 | Thesis | PsyD 600 | 6 |
|  | **Total** |  | **32** |

Table 2: Course breakdown for Regular Students: First Year, First Semester

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Advanced Statistics in Psychology | PsyD 511 | 3 |
| 2 | Advanced Research Methods in Psychology | PsyD 521 | 3 |
| 3 | Theories and Applications of Developmental Psychology | PsyD 531 | 3 |
| 4 | Advanced Psychology of Childhood | PsyD 541 | 3 |
| **Total** | | | **12** |

Table 3: Course breakdown for Regular Students: First Year Second Semester

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Advanced Psychology of Adolescence and Youth | PsyD 512 | 3 |
| 2 | Advanced Psychology of Adulthood and Ageing | PsyD 522 | 3 |
| 3 | Developmental Psychopathology | PsyD 532 | 3 |
| 4 | Cross-cultural Developmental Psychology | PsyD 542 | 2 |
| 5 | Practicum in Developmental Psychology | PsyD 552 | 1 |
| **Total** | | | **12** |

Table 4: Course breakdown for Regular Students: Second year, First Semester

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Seminar on Contemporary Issues in Developmental Psychology | PsyD 611 | 2 |

Table 5: Thesis Work for Regular Students: Second Year: First and Second Semester

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Thesis | PsyD 600 | 6 |

Table 6: Course Breakdown for Extension Students: First Year, First Semester

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Advanced Statistics in Psychology | PsyD 511 | 3 |
| 2 | Advanced Research Methods in Psychology | PsyD 521 | 3 |
| 3 | Theories and Applications of Developmental Psychology | PsyD 531 | 3 |
| **Total** | | | **9** |

Table 7: Course Breakdown for Extension Students: First Year, Second Semester

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Advanced Psychology of Childhood | PsyD 541 | 3 |
| 2 | Advanced Psychology of Adolescence and Youth | PsyD 512 | 3 |
| 3 | Advanced Psychology of Adulthood and Ageing | PsyD 522 | 3 |
| **Total** | | | **9** |

Table 8: Course Breakdown for Extension Students: First Year Summer

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***S/N*** | | ***Course Title*** | ***Course Code*** | | ***Credit Hours*** | |
| 1 | Developmental Psychopathology | | | PsyD 532 | | 3 |
| 2 | | Cross-cultural Developmental Psychology | PsyD 542 | | 2 | |
| 3 | | Practicum in Developmental Psychology | PsyD 552 | | 1 | |
| 4 | | Seminar on Contemporary Issues in Developmental Psychology | PsyD 611 | | 2 | |
| **Total** | | | | | **8** | |

Table 9: Thesis Work for Extension Students: Second Year: First and Second Semester

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Theses | PsyD 600 | 6 |

Table 10: Course Breakdown for Summer Students: First Summer

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Advanced Statistics in Psychology | PsyD 511 | 3 |
| 2 | Advanced Research Methods in Psychology | PsyD 521 | 3 |
| 3 | Theories and Applications of Developmental Psychology | PsyD 531 | 3 |
| **Total** | | | **9** |

Table 11: Course breakdown for Summer Students: Second Summer

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Advanced Psychology of Childhood | PsyD 541 | 3 |
| 2 | Advanced Psychology of Adolescence and Youth | PsyD 512 | 3 |
| 3 | Advanced Psychology of Adulthood and Ageing | PsyD 522 | 3 |
| **Total** | | | **9** |

Table 12: Course breakdown for Summer Students: Third Summer

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***S/N*** | | ***Course Title*** | ***Course Code*** | ***Credit Hours*** | |
| 1 | Developmental Psychopathology | | PsyD 532 | | 3 |
| 2 | | Cross-cultural Developmental Psychology | PsyD 542 | 2 | |
| 3 | | Practicum in Developmental Psychology | PsyD 552 | 1 | |
| 4 | | Seminar on Contemporary Issues in Developmental Psychology | PsyD 611 | 2 | |
| **Total** | | | | **8** | |

Table 13: Thesis Work for Summer Students: Starting from end of Third Summer up to Fourth Summer (i.e. including the winter)

|  |  |  |  |
| --- | --- | --- | --- |
| ***S/N*** | ***Course Title*** | ***Course Code*** | ***Credit Hours*** |
| 1 | Theses | PsyD 600 | 6 |

## Course Descriptions, Objectives and Contents

1. ***Advanced Statistics in Psychology (PsyD 511)***
2. **Course Description**

This course introduces the students to the concepts, principles, and techniques in statistics as applied in Psychology. Descriptive and inferential statistics will be thoroughly discussed as one learns to organize, analyze, interpret quantitative data and then evaluate scientific hypotheses using an appropriate statistical inference test. Also, this course prepares students to develop skills as critical thinkers as they will understand how research results were analyzed and arrive at their own conclusions about the study under investigation. In this course, the student is expected to be able to apply the various statistical techniques in the treatment of research data, and effectively utilize computer applications (e.g., SPSS).

1. **Course objectives**

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

* Define basic statistical terms and concepts
* Identify the distinctive features of different scales of measurement
* Explain the difference between descriptive and inferential statistics
* Differentiate parametric and non-parametric tests
* Distinguish between Type-I and Type-II errors in statistical inferences
* Analyze statistical data using an appropriate method
* Appreciate the role of inferential statistics in the research process
* Apply the various techniques of hypothesis testing
* Compute data using t test
* Know the concepts of Analysis of Variance (ANOVA)
* Know the concepts of Analysis of Covariance (ANCOVA)
* Understand the basic concepts of regression
* Understand the concept of chi-square test
* Read and interpret statistics found in the professional literature
* Effectively utilize a statistical computer program (SPSS) in the conduct of statistical analysis.

1. **Course Contents**

**Unit 1: Basic Concepts**

* 1. Basic Statistical Terms and Concepts
  2. Descriptive and Inferential Statistics
  3. Statistical Notation
  4. Measurement Scales

**Unit 2: Describing and Exploring Data**

1. Frequency Distributions
2. Graphical Representation of Data
3. Measures of Central Tendency
4. Measures of Variability
5. Measures of relative position
6. SPSS: For Obtaining Measures of Central Tendency, Variability and Generating Graphs

**Unit 3: Hypothesis Testing**

1. The Logic of Hypothesis Testing
2. The Null and Alternative Hypothesis
3. Type I and Type II Errors
4. One- and Two-Tailed Tests
5. Concerns about Hypothesis Testing: Measuring Effect Size
6. Statistical Power

**Unit 4: Hypothesis Tests Applied To Means**

1. Testing Hypotheses About Means; When population variance is known- The z Test
2. Testing a Sample Mean When Population Variance is Unknown—The One-Sample *t* Test
3. Hypothesis Tests Applied to Means—Two Dependent Samples
4. Hypothesis Tests Applied to Means—Two Independent Samples
5. Analyses of t-Test Using SPSS

**Unit 5: Analysis of Variance**

1. The Logic of the Analysis of Variance
2. One Way Analysis of Variance
3. Post Hoc Tests
4. Two Way Analysis of Variance
5. Analyses of Variance Using SPSS

**Unit 6: Analyses of Covariance**

1. The One-Way Analysis of Covariance
2. Computing Effect Sizes in an Analysis of Covariance
3. Interpreting an Analysis of Covariance
4. The Factorial Analysis of Covariance

**Unit 7: Correlation and Regression**

1. The Pearson Product-Moment Correlation Coefficient (*r*)
2. Assumptions Underlying Regression and Correlation
3. Linear Regression
4. Factors that Affect the size of Correlation
5. Multiple Regression
6. Partial and Semipartial Correlation
7. SPSS: Performing Correlation and Regression

**Unit 8: The Chi-Square Statistic**

1. Parametric and Nonparametric Statistical Tests
2. The Chi-Square Distribution
3. The Chi-Square Test for Goodness of Fit
4. The Chi-Square Test for Independence
5. Chi-Square for Ordinal Data
6. SPSS: For Chi –square test
7. **Recommended References**

Everitt, B. S. (2001). *Statistics for psychologists: An intermediate course*. Lawrence Erlbaum Associates, Mahwah.

Gravetter, F. & Wallnau, L. (2007). *Statistics for the behavioural sciences* (7th ed.). Thomson Wadsworth, Australia.

Greene, J. & D’Oliveira, M. (2005). *Learning to use statistical tests in psychology* (3rd ed.). Open University Press, Berkshire.

Hinkle, D. E., Wiersma, W., & Stephen, G. (1994). *Applied statistics for the behavioral sciences* (3rd ed.). Houghton Mifflin, Boston:

Howitt, D. & Cramer, D. (2011). *Introduction to Statistics in Psychology* (5th ed). Pearson Education Limited, London.

Miles, J. & Banyard, P. (2007). *Understanding and using statistics in psychology*. Sage publications ltd, Los Angeles.

Peers, I. S. (1996). *Statistical analysis for education and psychology researchers*. The Falmer Press, London.

1. ***Advanced Research Methods in Psychology (PsyD 521)***
2. **Course Description**

In this course, students will learn fundamental research concepts and procedures that are typically used in the social and behavioral sciences. These concepts and procedures will facilitate the work trainees accomplish in their developmental psychology courses. Critical thinking and problem-solving involved in applying methods of scientific inquiry to the field of human development. Topics include methods of data collection, basic methods for displaying and analyzing data, and writing reports. The course emphasizes such central themes in research as problem identification, ethical issues, research design, preparing a research proposal, developing instruments for data collection, sampling techniques, and methods of data analysis and style of writing research reports.

1. **Course Objectives**

Upon successful completion of the module, students should be able to

* distinguish between scientific and nonscientific methods of inquiry.
* write a research proposal.
* identify the major features that distinguish theoretical and operational definitions.
* select appropriate tool(s) for data collection based on information provided about the general features of the planned/proposed study.
* enumerate the main ethical issues that should be considered in conducting research.
* list strengths and limitations of commonly used tools of data collection.
* describe the main differences between probability and non-probability sampling techniques.
* identify strengths and limitations of commonly used sampling techniques.
* discuss some major points that distinguish experimental research from non-experimental research.
* write a research report following the apa style.

1. **Course content**

**Unit 1: Introduction**

* 1. Methods of Acquiring Knowledge (Scientific and Nonscientific Methods)
  2. Goals of the Scientific Method
  3. Ethical Considerations in Conducting Research

**Unit Two: Problem Formulation**

* 1. Problem Identification
  2. Research Questions/Hypotheses
  3. Literature Review
  4. Theoretical and Operational definitions
  5. The Research Proposal

**Unit Three: Research Design**

* 1. Sampling
  2. Experimental Designs
  3. Quasi-Experimental Designs
  4. Single-Case Designs

**Unit Four: Tools of Data Collection**

* 1. General Considerations
  2. Questionnaires and Interviews
  3. Scales and Tests
  4. Observational Methods

**Unit Five: Data Analysis**

* 1. The Analysis of Quantitative Data
  2. The Analysis of Qualitative Data

**Unit Six: Writing the Research Report**

* 1. Structure of a Research Report
  2. Writing Style

1. **Recommended References**

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association* (6th ed.). American Psychological Association, Washington, DC.

Best, J. W., & Kahn, J. V. (1998). *Research in education* (7th ed.). Allyn and Bacon, Boston.

Cozby, P. C. & Bates S. C. (2001). *Methods in behavioral research* (11th ed.). The McGraw-Hill Companies, New York.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson, Boston.

Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. John Wiley, New Jersey

Mitchell, M. L. & Jolley, J. M. (2004). *Research design* (5th ed.). Wadsworth: Thomson.

Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2012). *Research methods in psychology* (9th ed.). The McGraw-Hill Companies, New York.

1. ***Theories and Applications of Developmental Psychology (PsyD 531)***
2. **Course Description**

This course covers the history and current applications of the major theories in human development. Theories will be compared on their explanatory processes and levels of analysis, and research designed to test the theories will be reviewed and critiqued. Students will examine the values and assumptions underlying the different theories and learn to apply theories to developmental issues of interest to them.

This course introduces the major theories of human development and application of these theories to understanding and improving the wellbeing of children, adults, couples, and families within complex social systems. Thus, students will be introduced to a wide range of theories in human development. Through in-depth understanding of the major theories, students will learn about ways that theory can help them to understand and improve human wellbeing. Trainees will apply theories to children, adults, couples, families, and larger social systems. .

1. **Course Objectives**

Upon successful completion of the module, students should be able to

* explain the nature and functions of developmental theory in the study of human development.
* compare and evaluate the breadth, accuracy, precision, and utility of theories.
* apply theoretical analysis to issues of child development, education, and socialization in order to solve practical problems of children, parents, teachers and caregivers.
* examine ways in which the study of human development provides pastoral counselors and caregivers with a richer picture of the possibilities for human growth and maturity.
* know the formative role played by culture, religion, and community in enabling and supporting the developmental process.
* develop sensitivity to, and appreciation for, developmental issues and how to help people throughout the life cycle.

1. **Course Contents**

**Unit 1. Theories and principles of Human Development: Introduction**

**Unit 2. Psychoanalytic Theories**

1. Sigmund Freud psychosexual stages of development
2. Erik Erikson psychosocial stages of development

**Unit 3. Cognitive Theories**

* 1. Piaget’s cognitive Developmental Theory
  2. Vygotsky’s Sociocultural Cognitive Theory

**Unit 4. Theory of moral Development**

* 1. Kohlberg’s Theory of Moral development
  2. Carol Gilligan’s theory of moral development

**Unit 5. Ethological Theories**

* 1. Evolutionary theory of development
  2. Ethological theory of development
  3. Human Attachment theory

**Unit 6. Humanistic Theories**

* 1. Maslows Theory of Human Development
  2. Rogers theory of Human Development

**Unit 7. Other Theories of Human Development**

1. Ecological theory of Bronfenbrenner
2. Loevinger's stages of ego development
3. Daniel Levinson Seasons of a Man's Life
4. Eclectic issues
5. **Recommended References**

Baltes, P. B., Reese, H. W., & Nesselroade, J. R. (1988). *Life-span developmental psychology: Introduction to research methods.* Lawrence Erlbaum Associates, Publishers, Hillsdale.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design.* Harvard University Press, Cambridge.

Crain, W. (2004). *Theories of development: Concepts and applications.* Prentice-Hall, Inc, New Jersey.

Green, M. & Piel, J. A. (2002). *Theories of human development: A comparative approach.* Allyn and Bacon, Boston.

Kaplan, S. (1994) *Seen but not heard: Towards a history of childhood in Ethiopia*, Paper presented at the 12 International conference of Ethiopia Studies, Sept. 5-10, New Jersey.

Mancini, J. A. & Roberto, K. A. (2009). *Pathways of Human Development: Explorations of Change*. Lexington Books, Lanham.

Miller P. H. (2011). *Theories of developmental psychology* (5th ed.). Worth Publishers, New York.

Richardson, K. (2000). *Developmental psychology: How nature and nurture interact.* Lawrence Erlbaum Associates, Mahwah.

Rogoff, B. (2003). *The cultural nature of human development.* Oxford University Press, Oxford.

Schmidt, L. A. & Segalowitz, S. J. (2008. *Developmental psychophysiology: Theory, systems, and methods.* Cambridge University Press, Cambridge.

1. ***Advanced Psychology of Childhood (PsyD 541)***
2. **Course description**

The course is designed to equip students with contemporary knowledge and skills required to understand, analyze and intervene to child development in the global and Ethiopian context. The course content covers a critical analysis of theoretical paradigms and research methods with children and childhood. The major developmental milestones and their implication in the various aspects of child development such as parenting, early identification, right, policy, education and support is the hub of this course. In addition, it addresses the major developmental psychopathologies and assessment practices. Furthermore, the risk and resilience of children living under difficult circumstance in the global, African and Ethiopian context is included.

1. **Course Objectives**

Upon the completion of this course, the students will:

* explain the developmental changes, needs, challenges and delays occurring from conception to late childhood using contemporary theories of child development.
* assess developmental changes, needs, challenges, and delays in the development of children either by constructing or adopting scales of various types.
* conduct research using children as subjects/ participants/ informants.
* pinpoint how the policy and institutional factors affect the growing child in Ethiopia.
* design and implement strategies/ programs to promote the development, health, education and social welfare of children.
* offer skill training, orientation, and awareness rising to all the parties working with children (guardians, teachers, policy and program designers, curriculum experts, writers of children’s literature.)

1. **Contents**

**Unit 1. Introduction**

* 1. Historical background of childhood and child study
  2. Theoretical and conceptual framework
  3. Doing research with children

**Unit 2. Major developmental milestones**

* 1. Prenatal milestones
  2. Physical and motor development (Infancy to late childhood )
  3. Cognitive and language development (Infancy to late childhood)
  4. Socio-emotional development (Infancy to late childhood)

**Unit 3. Developmental child psychopathology and assessment**

* 1. Learning disability
  2. ADHD
  3. Autism
  4. Mental retardation
  5. Assessment

**Unit 4. Implications of the milestones, research and theories**

* 1. Child needs, rights and abuse
  2. Legislative issues , conventions, policies, and laws promoting child development,
  3. Childhood education
  4. Early intervention for children with special needs
  5. Psychosocial care and support (including child rearing practices)

**Unit 5. Children under difficult circumstance: risk and resilience**

1. The general situation of African and Ethiopian children
2. Child survivors, orphaned children, children in streets, working children and child heads of households, child prostitution, children of divorced parents
3. Children in institutions (residential cares, rehabilitation centers)
4. Children with disabilities
5. Risk and resilience
6. **Recommended References**

Baltes, P. B., Reese, H. W., & Nesselroade, J. R. (1988). *Life-span developmental psychology: Introduction to research methods.* Lawrence Erlbaum Associates, Publishers, Hillsdale.

Berger, K. S. (2008). *The developing person: through childhood and adolescence* (7thed.)*.* New York: Worth

Berk, L. E. (2006). *Child development (7th ed.).* Pearson, Boston.

Berk, L. E. (2012). *Infants and children: Prenatal through middle childhood (*7th ed.). Pearson Education, Canada.

Berk, L. E. (2012). *Study guide for infants, children and adolescents* (7th ed.). Pearson Education, Canada.

Emde, R. N. & Hewitt, J. K. (2001). *Infancy to early childhood: Genetic and environmental influences on developmental change.* Oxford University Press, Oxford.

Feldman, R. S. (2009). *Development across the life span* (5th ed.). Pearson Education International, New Jersey.

Mitchell, R. & Ziegler, F. (2013). *Fundamentals of developmental psychology* (2nded.). Psychology Press, New York.

Nadelman, L. (2004). *Research manual in child development* (2nd ed.). Lawrence Erlbaum Associates, Mahwah.

Papalia, D. E., Olds, S. W., & Feldman, D. R. (1999). *A child’s world: Infancy through adolescence.* New York: McGraw-Hill.

Robinson, M. (2008). *Child development from birth to eight: A journey through the early years.* Open University Press, Maidenhead.

Ruff, H. A. & Rothbart, M. K. (1996). *Attention in early development: Themes and variations.* Oxford University Press, Oxford.

Schneider, W., Schumann-Hengsteler, R. & Sodian, B. (2005). *Young children's cognitive development interrelationships: Among executive functioning, working memory, verbal ability, and theory of mind.* Lawrence Erlbaum Associates, Publishers, Mahwah.

1. ***Advanced Psychology of Adolescence and Youth (PsyD 512)***
2. **Course Description**

Adolescent development examines the physical, cognitive, social, and moral development of adolescents in the contexts of family, peers, school, work, and the media. It discusses major theories, methods of studying adolescents, adolescent development, and contemporary adolescent issues and concerns. The course covers development during the adolescent years, with some focus on how adolescence fits into the lifespan of development. In addition to presenting the general theoretical issues and the methods of studying development, the course covers physical, cognitive, personality, and social development during adolescence, in the contexts of family, peer group, school, work, and culture. Although the focus is on normal development, there is some discussion of behavioral and emotional problems such as delinquency, substance abuse, depression, suicide, and eating disorders.

1. **Course Objectives**

After successfully completing the course, you will be able to:

* outline the historical perspective of adolescence.
* describe the fundamental changes of adolescence including the biological, cognitive and social transitions that adolescence experience.
* explain the significance and influence of the various contexts of adolescence: family environments, peer groups, schools, and environments where adolescents work and spend leisure time.
* describe the various aspects of psychosocial development: identity, autonomy, intimacy, sexuality, achievement, and psychosocial problems.

1. **Course Outline**

**Unit 1: The Fundamental of Adolescent Development**

* 1. Historical background of the study of adolescence and youth
  2. A Perspective on Adolescence and the Changes of Puberty
  3. Biological Foundation and Transition
  4. Cognitive Foundation and Transitions
  5. Society and Adolescent

**Unit 2: The Roles of Culture, Gender, and the Self in Adolescent Development**

* 1. Cultural Beliefs
  2. Gender
  3. The Self

**Unit 3: The Contexts of Adolescence**

* 1. Family Relationships
  2. 3Friends and Peers
  3. Dating, Love, and Sexuality
  4. School, Work and Media

**Unit 4: Psychosocial Development**

* 1. Identity
  2. Autonomy
  3. Achievement

**Unit 5: The Adolescent and the Emerging Adult**

* 1. Intimacy
  2. Sexuality
  3. Psychosocial Problems in Adolescence

**Unit 6: Adolescent Problems and Resilience**

* 1. The general situation of African and Ethiopian adolescents and youth
  2. Street youth, minority youth
  3. Adolescents and youth in institutions (residential cares, rehabilitation centers)
  4. Adolescents and youth with disabilities
  5. Adolescents affected by HIV/AIDS
  6. Towards an understanding of the resilient youth and implications

1. **Recommended References**

Arnett, J. J. (2010). *Adolescence and emerging adulthood: A cultural approach* (4th ed.). Pearson Education, Inc., Upper Saddle River.

Lerner, R. M. & Steinberg, L. (2004). *Handbook of adolescent psychology* (2nd ed.). John Wiley & Sons, Inc., Hoboken.

Moshman, D. (2005). *Adolescent psychological development: Rationality, morality and identity* (2nd ed.). Lawrence Erlbaum Associates, Publishers, Mahwah.

Moshman, D. (2011). *Adolescent rationality and development: Cognition, morality and identity* (3rd ed.). Taylor and Francis Group, New York.

Shaffer D. R. & Kipp K. (2012). *Developmental psychology: Childhood and adolescence* (8th ed.). Cengage Learning, Wadsworth.

Skoe, E. E. & von der Lippe, A. L. (1998). *Personality Development in Adolescence: A cross national and life span perspective.* Routledge, London.

Wolman, B. B. (1998). *Adolescence: Biological and psychosocial perspectives*. Greenwood press, Westport.

1. ***Advanced Psychology of Adulthood and Ageing (PsyD 522)***
2. **Course Description**

The study of changes and life styles in different areas of adults become an increasing issue in life-span development. Studying adults is not merely for scientific interest, but it has also practical importance to improve their lives. Adulthood is a period of great paradox. There is change and stability, success and failure, crisis and success, joy and sadness, health and disease. Adulthood can be a time when a person matures fully to take responsibility to own and others. Taking responsibility is an important indicator of adult status. The course focuses on the newly emerged science (the psychology of adulthood including issues of death and dying). The psychology of adult development focuses on current trends on adult development and aging, conceptual issues, forces, controversies, methodological and ethical issues. The course has also emphasized developmental changes, issues of relationships, work, leisure, retirement, as well as dying and bereavement.

1. **Course objectives**

After successful completion of this course, students are able to:

* describe the importance of studying adults in contemporary world.
* discuss forces and their interactions in adult development.
* discuss theoretical issues in adult development.
* identify different changes across adults’ life.
* explain research and research ethics in adult development.
* identify relationships in adults.
* identify work, leisure, and retirement issues in adult development.
* discuss the scenario and impacts of death, dying and grieving in adults.
* characterize longevity and the biological aspects of aging.
* discuss aging and adaptations to work and retirement
* explain the psychological aspects involved in facing one’s own death and the contexts in which people die.

1. **Course contents**

**Unit 1. Issues in Studying Adult Development**

* 1. The importance of studying adults and aging population
  2. The forces in adult development
  3. Interactions between the forces
  4. Theoretical issues in adult development
  5. Research and research ethics in adult development

**Unit 2. Developmental Changes in Adults**

* 1. Physical changes
  2. Attention and perceptual processing
  3. Memory
  4. Intelligence

**Unit 3. Relationships in Adults**

* 1. Relationship types and issues
  2. Life styles and love relationships
  3. Family dynamics and the life course

**Unit 4. Work, Leisure and Retirement**

* 1. Occupational choice and development
  2. Occupational transitions
  3. Leisure activities
  4. Retirement

**Unit 5. Death, Dying and Grieving**

* 1. Definitions of death
  2. Thinking about death
  3. The grieving process
  4. Coping with the death of someone else

1. **Recommended References**

Baltes, P, B. & Baltes, M. M. (1990). *Successful aging: Perspectives from the behavioral sciences.* Cambridge University Press, Cambridge.

Bentley, E. (2007). *Adulthood.* Routledge, London.

John C., Cavanaugh & Fredda Blanchard-Fields (2002). *Adult development and aging* (4th ed.). Wads worth publishers.

Konstam, V. (2007). *Emerging and young adulthood: multiple perspectives, diverse narratives.* Springer Science+Business Media, LLC, New York.

Ryff, C. D. (1982). Successful aging: A developmental approach. *The Gerontologist*, 22 (2), 209-215.

Santrock, J. (2006). *Life span development* (10th ed.). Mc Graw Hill, New York.

Spencer,A. R. (2000). *Psychology in the new millennium* (8thed.). Orlando: Harcourt Inc.

Stern, P. C. & Carstensen, L. L. (2000). *Aging the Mind: Opportunities in Cognitive Research*. National Academy Press, Washington, D.C.

Zanden, Crandell & Carndell (2007). *Human development* (8thed.). New York: Mc-Graw Hill Inc.

1. ***Introduction to Developmental Psychopathology (PsyD 532)***
2. **Course Description**

Developmental psychopathology is an evolving scientific discipline whose predominant focus is elucidating the interplay among the biological, psychological, and social-contextual aspects of normal and abnormal development across the life span. It studies the origins and course of individual patterns of behavioral maladaptation, whatever the age of onset, whatever the causes, whatever the transformations in behavioral manifestation, and however complex the course of the developmental pattern may be. The course offers an integrative framework for conceptualizing the course of development during childhood, adolescence, and adults with particular relevance for understanding continuity and the emergence of psychopathology during this and subsequent developmental periods. In this course, the utility of a developmental psychopathology perspective for informing the theory, method, prevention, and intervention is highlighted to graduate students. Conceptualizing divergence and convergence in developmental pathways, continuity and discontinuity in development, and the transactions of risk and protective processes leading to maladaptation, psychopathology, and resilience will also be highlighted.

1. **Course Objectives**

Upon the completion of the course, students are intended to achieve the following objectives.

* Explicate the definitional parameters of the discipline and discuss issues that are integral to research conducted within a developmental psychopathology framework.
* Understand the main tenets of developmental psychopathology and how the concepts of competence and resilience are central to this perspective.
* Utilize the bio-psychosocial and socio-cultural perspectives to explore individual’s normal and abnormal developmental processes.
* Elucidate those aspects of developmental psychopathology that are viewed as integral toward understanding the trajectories toward individuals psychopathology, the course of disorder, and the mechanisms and processes that contribute to adaptation versus maladaptation throughout the life course.
* Develop a broad knowledge of the field of developmental psychopathology and a specific knowledge of classified childhood, adolescent, and adulthood disorders.
* Examine evidence for the associations between early competencies and later positive developmental outcomes in adolescence and adulthood.
* Examine how individual’s psychological disorders are assessed, and treated in clinical settings.
* Challenge conventional beliefs regarding “disorders”
* Investigate childhood interventions to illustrate the power that promoting competencies in early development has for later developmental outcomes.

1. **Course Contents**

**Unit 1. Introduction to Psychopathology**

* 1. Conceptions of Psychopathology
  2. Development and Psychopathology
  3. Biological Basis of Psychopathology
  4. Cultural dimensions of Psychopathology

**Unit 2. Common Child, Adolescent and Adult Disorders**

* 1. Anxiety Disorders
  2. The Mood Disorders: Depression and Bipolar Disorder
  3. Schizophrenia
  4. Posttraumatic Stress Disorder
  5. Personality Disorders
  6. Somatoform Disorders
  7. Substance Use Disorders
  8. Autistic Disorder
  9. Mental Retardation (Intellectual Disabilities)
  10. Learning Disabilities
  11. Eating Disorders

**Unit 3. Assessment of Specific Psychopathologies**

* 1. Assessment of Mood Disorders
  2. Assessment of Conduct Problems
  3. Evidence-Based Assessment of Attention-Deficit Hyperactivity Disorder (ADHD)
  4. Assessment of Bipolar Disorder
  5. Assessment of Eating Disorder

**Unit 4. Psychological Interventions to Developmental Psychopathologies**

1. **Recommended References**

Cicchetti, D. & Cohen, D. J. (2006). *Developmental psychopathology: Theory and method* (2nd ed.). John Wiley & Sons, Inc., Hoboken, New Jersey.

Cicchetti, D. & Rogosch, F. A. (2002). A Developmental Psychopathology Perspective on Adolescence. *Journal of Consulting and Clinical Psychology*, 70 (1), 6–20.

Lenzenweger, M. F. & Haugaard, J. J. (1996). *Frontiers of developmental psychopathology*. Oxford University Press, New York.

Maddux, J. E. & Winstead, B. A. (2005). *Psychopathology: Foundations for a contemporary Understanding*. Lawrence Erlbaum Associates, London.

Mash, E. J. & Barkley, R. A. (2003). *Child psychopathology* (2nd ed.). The Guilford Press, New York.

Matson, J. L., Andrasik, F., & Matson, M. L. (2009). *Assessing childhood psychopathology and developmental disabilities*. Springer Science & Business Media, LLC.

Millon, T., Krueger, R. F. & Simonsen, E. (2010). *Contemporary directions in psychopathology: Scientific Foundations of the DSM-V and ICD-11.* The Guilford Press, New York.

Rutter, M. & Sroufe, L. A. (2000). Developmental psychopathology: Concepts and challenges. *Development and Psychopathology*, 12, 265–296.

Wilmshurst, L. (2005). *Essentials of Child Psychopathology*. John Wiley & Sons, Inc., Hoboken, New Jersey.

1. ***Cross-cultural Developmental Psychology (PsyD 542)***
2. **Course Description**

This course emphasizes on students’ understanding and integration of theory and research findings about the role of culture in mediating human behavior and the impact of culture on psychology of individuals in particular and the culture sharing group in general. The course focuses on how development across different cultures looks like with special emphasis on theories, socialization practices across the lifespan, gender roles as well as cultural conceptions of health and healing.

1. **Course Objectives**

At the end of this course the student will be able to:

* Define cross cultural human development
* Differentiate between emic and etic approaches of research
* Distinguish similarities and differences among different theories of human development
* Recognize socialization practices among different cultures
* Learn the different types of social behavior across the lifespan in different cultures
* Identify conceptions of sex and gender role development
* Conceive health and healing across culture

1. **Course Contents**

**Unit 1: Introduction to Cross Cultural Human Development**

* 1. Definition of Cross cultural human development
  2. Cultural relativism and ethnocentrism

**Unit 2: Cross Cultural Theories and Research Methods**

* 1. Cross cultural Theories
     1. Ecological systems approach
     2. Developmental Niche
     3. Socio cultural theories of development
     4. Erikson’s psychosocial theory of development
  2. Research Methodology
     1. Emic approach
     2. Etic approach

**Unit 3: Culture and Socialization**

* 1. Childhood
  2. Adolescence
  3. Adulthood
  4. Cultural markings of developmental transition

**Unit 4: Culture and Social Behavior**

* 1. Child-caretaker relationships and attachment patterns
  2. Childhood
     1. Peer culture and social relationships
     2. Moral development and prosocial orientation
  3. .Adolescence
     1. Social identity formation
  4. Adulthood and aging
     1. Developmental tasks in middle and later adulthood
     2. social support and wellbeing in later adulthood

**Unit 5: Culture and Issues of Sex and Gender**

* 1. Theoretical perspectives on Gender difference
     1. Biological perspectives
     2. Evolutionary perspectives
     3. Socialization and learning perspectives
        1. Infancy and childhood
        2. Gender socialization
        3. Cultural influences on male and female socialization
     4. Adolescence
        1. Markers of sexual maturation
        2. Sexual activity and cultural taboos
     5. Early and middle adulthood

**Unit 6: Cultural concepts of Health and healing**

1. **Recommended References**

Berry, J., Poortinga, Y., Segall, M., & Dasen, P. (2002). *Cross-cultural psychology*. Cambridge University Press, UK.

Ember, C. & Ember, M. (2009). *Cross-cultural research methods* (2nd ed.). Altamira Press, UK.

Gardiner, H., & Kosmitzki, C. (2002). *Lives across cultures: Cross cultural human development* (2nd ed.). Allyn & Bacon, Boston.

Levine, R., Dixon, S., Levine, S., Richman, A., Leiderman, H., Keefer, C., & Brazelton, B. (1994). *Child care and culture: Lessons from Africa*. Cambridge University Press: UK.

Rogoff, B. (2003). *The cultural nature of human development*. Oxford University Press, New York.

Shirev, E. & Levy, D. (2004). *Cross-cultural psychology: Critical Thinking and Contemporary applications* (2nd ed.). Pearson, Boston.

1. ***Practicum in Developmental Psychology (PsyD 552)***
2. **Course Description**

This course is designed to provide students with an intense experience in combining theory and practice in the study of child, adolescent and adulthood development. Students will be placed at a field research site in which they will learn to use ethnographic and participant observation techniques as the foundation for evaluating theories of learning, communication, and development.

A primary focus of the course is the practice of key learning skills that promote children's academic and social advancement. Students will gain practical experience and enhance their professional and personal development by gaining practical experience in their field, by exploring career interests, and by learning more about children and families and the support services available to them. Students are also responsible for developing supportive relationships with young children and their families; for planning, implementing, and documenting appropriate learning opportunities; and for assessing and guiding the development of infants, toddlers, preschoolers or kindergartners and school children for developing their personal professional identity.

In addition, the course provides students the opportunity to integrate theoretical knowledge with guided practical experience as they work individually with an adolescent and the adolescent's family. Students shall become a reflective trainer, teacher or practitioner, developing a deeper awareness of their own beliefs and of the life experience of the adolescents and families with whom they work. Through regular interactions with the adolescent, the student constructs a full, respectful and increasingly complex understanding of the adolescent, as he/she exists in his/her family, culture, and community, with special emphasis on the strengths of the adolescent and his/her social environment.

Finally, the practicum intends to create opportunity for the trainers to integrate the knowledge and skills acquired in classroom to the different sectors of the practical world- where the issue of adulthood and aging prevail. Students are expected to adopt culturally sensitive practical works in different settings such as the labor and social affairs, elderly care projects, special population intervention settings, marginalized individuals, intervention for persons with disability, associations, hospital, religious settings, etc.

1. **Course Objectives**

Upon the completion of the course, students are intended to achieve the following objectives.

* Appreciate the challenges of studying child, adolescent and adulthood development and behavior across and within diverse societies
* Advance skills in case study analysis and interviewing of human subjects.
* Develop skills in observing, recording, and describing the behavior of children, adolescent and adults in a variety of settings.
* Become familiar with the use of observation as the basis of assessment, and begin to use observation as a primary means to develop an ecological understanding of a person, with a focus on his/her strengths, with in the contexts of family, culture, and society.
* Enhance multiple perspectives to interpret observations of individual’s behavior and to develop alternative hypotheses about the meaning of behavior.
* Establish and maintain a respectful, caring, and professional partnership with families demonstrating understanding of development, family systems theory, and cultural and linguistic diversity, including application to families of persons with disabilities.
* Appreciate the roles of developmental psychology in solving multi-dimensional problems of children, adolescent and adults in diverse contexts.
* Contextualize global theoretical paradigms, models and findings focusing on childhood, adolescence and adulthood to the Ethiopian socio-cultural context.
* Evaluate their strengths and weakness in the application of theories of developmental psychology and thereby do remedies.

1. **Grading and Assessment Methods**

The overall work performance of the students in this practicum course will be assessed based on the criteria developed and attached at the overall assessment techniques section of this curriculum.

1. **Guideline for the Application of the Practicum Course**

In this course, students will focus on interdisciplinary theoretical approaches to examine issues of human development, gender issues, needs assessment, and evaluation of human service delivery to individuals and families with diverse backgrounds and needs. The professional practice is designed to provide an opportunity for graduate students, to develop and practice their professional skills in families, human service organizations, schools and other centers engaged in activities related to human development issues, under the supervision of experienced developmental psychologists in field settings.

The students are encouraged to apply the knowledge gained from formal academic training to a workplace. Theory and practice need to go side by side; because theory without practice is like a lion without teeth. Based on the theory, students need to have opportunities to practice or test their theoretical knowledge in real life situations. This will enable students to solve problems in an efficient and effective manner later in their profession.

Students shall also conduct observation mainly on interpersonal relationships, child rearing practices, parent adolescent relationship, peer influence, maladaptive behaviors, and personality disorders, and academic problems and related issues. Furthermore, the trainees are encouraged to perceive/assess their environment critically, looking for a psychosocial, developmental and related problem that badly affects the individuals or the community at large. The trainees may also engage in the practical application of developmental psychology theories in Ethiopian cultural context. They are also indebted to intervene in human development issues that are really fit with the objective realities of the client, and client’s problem.

1. ***Seminar on Contemporary Issues in Developmental Psychology (PsyD 611)***
2. **Course Description**

The purpose of any graduate seminar is to facilitate learning and professional development via participation in a learning community. Accordingly, the focus of this seminar is the examination of development during childhood, adolescence and adulthood, including the biological, cognitive, social, emotional, and cultural aspects. The course tries to engage graduate students in the application of developmental psychology to real world problems that impact the development and welfare of children, adolescent and adults. Specifically, the seminar will focus on different theoretical perspectives and research directions that characterize the psychological study of human development. It starts with conceptual examination of traditional and modern theories of human development and continues with a selective review of recent studies and a look at human development from the perspective of socio-cultural context. Moreover, the course will raise issues and controversies surrounding applied developmental psychological research and explore how real world experiences impact aspects of individual’s functioning. To this end, the course will be devoted to discussion of readings and conducting research in diverse contemporary issues of developmental psychology.

1. **Course Objectives**

Upon the completion of the course, students are intended to achieve the following objectives:

* Identify major contemporary issues associated with the focus of this course.
* Review the current research literature on topics and outline essential theoretical frameworks for studying human development.
* Discuss controversial topics with an emphasis on personal conclusions, appropriate to available evidence.
* Appreciate how developmental science can inform us about individual’s real-world functioning and provide us with a scientific basis for public policy decisions.
* Articulate, critique, and defend theoretical, empirical, and applied positions concerning the nature of human development.
* Critically analyze and apply developmental psychology theory and research to community organizations.

1. **Assessment and Guideline of the Seminar**

The assessment scheme shall aim at creating an opportunity for deeper study, thus students should critically review literatures and conduct researches on contemporary issues of developmental psychology in the Ethiopian context. Regarding literature reviews, students might present a summary of their literature reviews on issues of developmental psychology treated so far in the course of their graduate program. Special emphasis shall be given to topics that have practical relevance to human development within the context of Ethiopia.

While producing a research paper, students may choose to write a research paper on an aspect of child, adolescent or adult development that is of interest to them. In addition to summarizing key theoretical, empirical, and applied issues, they should provide a coherent and comprehensive integration, comparison, and/or evaluation of the details to represent “state of the art” thinking in the field and/or future directions. Students’ argument in the research must be pragmatic and compelling throughout. In either case, the instructor might choose a contemporary issue of human development that relates to theoretical and empirical issues addressed earlier.

1. ***Thesis (PsyD 600)***

Students are expected to produce a piece of scientific work that is original. It can be qualitative, quantitative or mixed method research; but need to clearly show the gap in knowledge which the writer intends to fill-in, methods and procedures followed to solve the problem, and the solution arrived at in the end. The student works with the research advisor of the department member and is expected to make an oral defense after completion of the work. The details related to thesis work are described as follows.

1. **Description about Thesis work**

This course deals with conducting research work as a requirement for the Master of Arts degree in Developmental Psychology. A final, individual project intended to integrate material already covered in previous courses, as well as to provide an in-depth exploration of a topic of special interest or carrier relevance to the participant. In their thesis work, students should work closely with thesis advisor and are required to submit a comprehensive written report as well as make an oral presentation of the research results in front of a professional academic panel.

1. **Major procedures expected in Thesis work**

From the beginning of their second year or at the end of first year graduate training at Debre Berhan University, students will participate in research reflecting their area of specialization. The thesis work will be guided by their respective research advisors and will take place within one year. Once the qualifying research project is completed, and provided that; they have completed the required course work, then they can receive a Master’s degree.

The Master’s degree will be awarded with thesis when the following requirements are met:

* The student must have completed 24 credits.
* The research project must be described in written form.
* The research project must be an empirical attempt to answer a viable research question and not simply be a pilot study or literature review.
* They must complete a written thesis following the MA thesis guideline of the department of psychology of Debre Berhan University. They must provide this written document to their Department Graduate Committee (DGC) at least two weeks in advance of the public presentation and defense.
* Trainees must present the research using power point presentation in a seminar at which the three-person Masters Committee (advisor, internal and external examiner) are present.
* Following their presentation, they will be questioned and expected to defend their thesis at the presentation.
* The Masters Committee members read the formal written version of the thesis prior to signing the Master’s Thesis Approval form.
* The trainees must file a Title, Scope, and Procedure form signed by their three-person Masters Committee.
* The department chair signs the form.
* Then, the student will submit four copies of completed thesis to the department of psychology of DBU.
* The status of the Master’s degree will be provided on the graduates’ transcript, although this will not be reflected on their diploma.

1. **General feature of the thesis**

*Scope of the Project*

The master’s thesis should be an empirical study of potentially publishable quality. The scope of the thesis should be broad enough to merit publication. The thesis may employ either archival or newly collected data in either case the student should demonstrate the degree of independence in formulation of questions and conduct of the study that is appropriate to the student’s stage of training and that would justify a first-authorship publication.

*Thesis Committee*

The thesis defense committee is composed of three members and is chaired by the student’s advisor, who must be a core or affiliated member of the developmental psychology program. Committee members are selected by the DGC in consultation with the advisor based on their expertise in the topic area.

*Procedure*

* It is the advisor’s responsibility to schedule a proposal meeting. The draft proposal, after it has been commented by the student’s advisor, should be presented for proposal defense.
* Master’s thesis proposal defense meetings should be held in a seminar form.
* Students should present a brief overview of their proposal for approximately 15 minutes prior to responding to questions.
* The participants may request revisions in design, procedures, or the proposal itself; and in consultation with his/her advisor the student should consider the comments suggested in the proposal defense session.
* An approved proposal is required before beginning the thesis work.
* When the thesis is completed, the student should submit a copy of his/her thesis for his/her advisor for approval.
* After being approved by the advisor, the thesis should be circulated to committee members at least two weeks in advance of the defense meeting.
* Following a successful defense, the Master’s Defense approval format should be completed and signed by the committee and submitted to the department. It is the student’s responsibility to develop the format and make it signed by the thesis evaluators committee, and returns both hard and soft copy of a final thesis report document.
* Following any needed revisions, a copy of the final thesis (both a hard copy and a soft copy) should be provided to the Department and Graduate School for archiving. Failure to do so will delay graduation and granting of the degree.

*Format*

* The master’s thesis should be in journal article format (following APA guidelines).
* Proposals should be no longer than 40 pages and the final document no more than 100 pages.
* Students are encouraged to submit the thesis for publication and presentation at the DBU’s annual research symposium. The format as a journal article is meant to facilitate submission for publication with minimal revisions.

*Timeline*

* Students should propose a research concept paper for their master’s thesis as early as possible, preferably by the end of the first year or the beginning of the second year.
* Any student, who has not proposed a master’s thesis concept paper by November of their second year, must submit a written petition to the program explaining their delay and requesting an extension.
* Students should defend their thesis as early as possible, preferably by end of their second year (i.e. Academic year).
* Any student, who has not completed and successfully defended a master’s thesis by June of their second year, must submit a written petition to the program explaining their delay and requesting an extension.
* Students who fail to defend their thesis by the end of the third year will not be permitted to continue on a master study. They will be given one additional year to complete requirements for the M.A. If requirements are not fully completed by the end of a student’s fourth year, he or she will be terminated from the program without a degree.

1. **Academic advisor**

The advisor’s role is to guide students in their progression, improve their analytical reasoning, and encourage them to construct a sound analysis and to design a structures report. It is the student’s responsibility to get the most out of their advisor, who will help with the following:

* Discuss the thesis proposal (topic and outline) prior to approval.
* Agree to a timetable for consolations and submissions of sections of the thesis.
* Advise on theoretical content.
* Advise on possible sources of information, and methods of data collection and analysis.
* Advice on extra skills students may need to acquire, including use of English.
* Comment on the thesis as it develops.
* Advise on the structure of both the written report and the oral presentation.
* Introduce advisees to other department members who may be able to help with specialist requirements.
* Offer constructive criticism.

# General Teaching-Learning Process

In this program, courses will be presented in block and based on modular approach. Each course is considered as a module by itself and should be addressed sequentially as listed in this specific curriculum. While implementing this curriculum, various methods of delivery might be employed, based on the nature of the course. In most cases, active and participatory instructional methods shall be used. Below are the most important teaching and learning methods to be employed:

* The main educational strategy will be community based and problem oriented with multi–sector and multi–disciplinary approaches by integrating training, service and research.
* Relevant theoretical courses should be offered and major emphasis shall be on practicing in the community.
* Starting from the early phases of their training, students shall be attached to the community.
* During the appropriate course delivery, the students should also be assigned in different centers for practical exercises.
* Students should also conduct independent researches as a requirement for graduation.
* In general, the teaching – learning process should be participatory and problem – based.

## The Learning Process

* Students learn most effectively in environments that promote active learning through purposeful and challenging experiences.
* Students learn and develop in different ways and at varying rates.
* Students learn most effectively when they know and actively select and apply strategies to develop understanding and make meaning.
* Students learn most effectively when they find personal relevance in the concepts, knowledge, skills and values being taught.
* Students develop a sound understanding of their abilities and needs when assessment and evaluation are integral components of the learning process, and when they are aware of the criteria by which they will be assessed, prior to the assessment.
* Students develop and clarify their own views and values, and come to understand and respect the views and values of others, through opportunities to reflect on information and ideas from a variety of perspectives.
* Students' language skills and abilities are integral tools for learning, both independently and collaboratively.

## The Teaching Process

* Instructional strategies that provide for maximum student participation such as debate, role play, simulation, and field experiences encourage problem solving, dialectical thinking, decision making, discussion and reflection.
* Instruction should provide opportunities for students to learn a variety of strategies for understanding, and applying-" knowledge, skills and attitudes.
* Instruction should clearly establish connections between what is taught and students' current lives and situations, encouraging them to make meaningful connections between their prior knowledge and experiences and newly acquired knowledge and experiences.
* Assessment and evaluation should be continuous, and consist of a variety of methods of collecting, sharing and using data. Instructors should provide frequent opportunities for students to assess and evaluate their own learning and performance, and to set goals for further learning.
* Instruction should use a variety of strategies to encourage students to examine, clarify and reflect upon their values and viewpoints, as well as to consider and discuss several perspectives regarding a variety of concepts, issues and topics.
* Instructors should provide support for students as they use these processes to develop concepts and clarify and extend their understanding of subject-specific material and projects.

## Instructors’ Roles

The instructors’ role in understanding students' needs and engaging them in their learning experiences includes:

* Learning about the students and their interests, abilities and learning styles
* Planning classroom environment and routines
* Organizing classroom facilities and resources
* Planning and organizing for instruction
* Planning and organizing for assessment and evaluation
* Reflecting upon the effectiveness of their learning and practice
* Establish expectations for independent learning experiences

## Student Assessment Techniques

Assessment is the systematic collection and analysis of information to improve student learning.

1. **Principles of Good Practice for Assessing Student Learning**

* The assessment of student learning begins with educational values.
* Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
* Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
* Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
* Assessment works best when it is ongoing, not episodic.
* Assessment fosters wider improvement when representatives from across the educational community are involved.
* Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
* Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
* Through assessment, educators meet responsibilities to students and to the public.

1. **Mode of Assessment**

The students will be evaluated based on the following assessment techniques:

* For the eight courses, the total grade shall be determined on the following basis:
  + Assignment = 20%
  + Project work = 20%
  + Reflections = 10%
  + Final Exam = 50%
* For the practicum course, the total grade shall be determined based on the evaluation format designed by the respective instructors.

1. **Grades**

* Students must maintain an overall Grade Point Average (CGPA) of 3.0 or “B” in all required courses.
* In the rare event that a student receives a grade of “B-”, the program will decide whether the course should be considered to have satisfied the requirement.
* Any grade below “B-” is not satisfactory and is equivalent to a failure; more than one such grade will result in early termination from the program.
* The grading system of this graduate program shall be aligned with the grading system specified in the university legislation.

# Graduation Requirements

To graduate with Master of Arts degree in Developmental Psychology, students have to take 24 credit hours courses and have to pass in all the courses. They are also required to have the minimum of 3.0 points CGPA upon graduation as well as have to score a minimum of “B” grade in every course taken. And also a minimum of scoring “Satisfactory” is required in their thesis work.

# Degree Nomenclature

*Master of Arts Degree in Developmental Psychology (የአርት ማስተር ድግሪ በእድገት ሳይኮሎጅ)* will be offered to students after successful completion of the program.

# Program Review and Quality Assurance

No doubt that the key purpose of higher education in Ethiopia is to produce competent, adaptable and responsible citizens who can contribute to the development of the country and to transforming the livelihood of the Ethiopian population. The department will promote the use of the minimal standards as a standard for evaluation by installing an evaluation body, consisting of developmental psychology instructors, and may invite professionals from other universities to comment on existing curricula for evaluation.

The program review will be conducted by the department curriculum review committee every two years. So, in order to ensure the quality of this program, there will be evaluation of the training. Specifically, there will be feedback from graduates, instructors and stakeholders. Besides, quality assurance for developmental psychology graduate program will be ensured by the department of psychology in line with standards established by the Debre Berhan University quality assurance directorate office.

# Staff Profile

The department of psychology of Debre Berhan University has the following staff profile (as of September, 2015).

Table 13: Staff Profile of Department of Psychology, Debre Berhan University

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***Instructor Name*** | ***Specialization*** | ***Qualification*** | ***Academic Rank*** | ***Remark*** |
| 1 | Abera Tibebu | Social Psychology | MA | Lecturer | On Study Leave |
| 2 | Akililu Yirgu | Educational Psychology | MA | Lecturer | On Duty |
| 3 | Anteneh Nigusie | Measurement & Evaluation | MA | Lecturer | On Duty |
| 4 | Fikirte Lakew | Measurement & Evaluation | MA | Lecturer | On Duty |
| 5 | Fuad Hirpo | Counseling Psychology | MA | Lecturer | On Duty |
| 6 | Gedion Tafere | Social Psychology | MA | Lecturer | On Duty |
| 7 | Getahun Sahlie | Counseling Psychology | MA | Lecturer | On Duty |
| 8 | Getinet Ashenafi Desta | Developmental Psychology | PhD | Asst Professor | On Duty |
| 9 | Gezahegn Beyene | Special Needs Education | MA | Lecturer | On Study Leave\* |
| 10 | Kassahun Tilahun Dessie | Developmental Psychology | PhD | Asst. Professor | On Duty |
| 11 | Mehari Getnet | Counseling Psychology | MA | Lecturer | On Duty |
| 12 | Mesfin Abebe | Special Needs Education | PhD | Asst professor | On Duty |
| 13 | Metasebia Bogale | Social Psychology | MA | Lecturer | On Duty |
| 14 | Mohammed Demsie | Psychology of Education | MA | Lecturer | On Duty\*\* |
| 15 | Samson Fekadu | Developmental Psychology | MA | Lecturer | On Study Leave\* |
| 16 | Setegn Arasaw | Developmental Psychology | PhD | Asst. Professor | On Duty |
| 17 | Shumeye Molla Legesse | Social Psychology | MA | Lecturer | On Duty |
| 18 | Sitnayehu Ambachew | Educational Psychology | MA | Lecturer | On Study Leave |
| 19 | Tamene Keneni | Developmental Psychology | MA | Lecturer | On Study Leave\* |
| 20 | Tarekegn Desalegn | Psychology | MA | Lecturer | On Duty\*\* |
| 21 | Tariku Elmie | Clinical Psychology | MA | Lecturer | On Duty |
| 22 | Tedla Kutaye | Psychology | MA | Lecturer | On Duty\*\* |
| 23 | Teferi Adnew | Inclusive Education | MA | Lecturer | On Duty\*\* |
| 24 | Tesfaye Angasa | Psychology of Education | MA | Lecturer | On Duty\*\* |
| 25 | Tesfaye Bahiru | Developmental Psychology | MA | Lecturer | On Study Leave\* |
| 26 | Tibebu Yohannes | Special Needs Education | PhD | Asst Professor | On Duty |
| 27 | Tsega Mesfin | Social Psychology | MA | Lecturer | On Duty |

Note: \* Staff members expected to complete their PhD study by 2015.

\*\* Staff members pursuing their PhD at UNISA.