1999-2000

ANNUAL REPORT

of the

BERGSTROM CHAIR IN APPLIED

DEVELOPMENTAL SCIENCE

Eliot-Pearson Department Of Child Development

Tufts University

September 20, 2022
Table of Contents

Applied Developmental Science: A Definition

The Bergstrom Chair in Applied Developmental Science: A Brief History

Richard M. Lerner: The Holder of the Bergstrom Chair in Applied Developmental Science

Accomplishments of the Bergstrom Chair in Applied Developmental Science: September 1999 – August 2000:

I. Publications
II. Invited addresses, colloquia, and scholarly papers
III. Professional meetings attended
IV. Applied Developmental Science editorial activities: The Applied Developmental Science Publications Programs (ADSPP)
V. Grant Activities
VI. Honors or Awards
VII. New Courses Initiated In Applied Developmental Science

Enhancing ADS At Eliot-Pearson: The Applied Developmental Science Initiatives (ADSI)

Appendices
APPLIED DEVELOPMENTAL SCIENCE: A DEFINITION

Applied Developmental Science (ADS) generates and uses theory and research about human development to improve the lives of children, youth, and families around the world. ADS draws upon knowledge from fields such as child development, education, psychology, sociology, and the health sciences to help children, families and communities grow to reach their full potential by addressing needs as varied as:

- Improving infant healthcare,
- Strengthening child-parent relations,
- Enhancing risk prevention programs for children and youth,
- Improving education and literacy,
- Providing safe environments for children, youth and families, and
- Building civil society, through collaboration with schools, communities, businesses, policy makers, and other international groups and institutions involved in the promotion of positive child and youth development.

The mission of ADS is to promote education, competence, character, confidence, social connection, and caring among children and families globally.
THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE:

A Brief History

Underscoring their commitment to improving the lives and education of children and their families, the Bergstrom Chair in Applied Developmental Science was established in 1997 by Dr. Joan Margosian Bergstrom (R’62), her husband Dr. Gary Bergstrom, and their son Craig.

The Chair is the first endowed professorship at Tufts University's Eliot-Pearson Department of Child Development, and was established to improve the lives of children and families nationally and internationally through scholarship in applied developmental science, an interdisciplinary field that integrates sociocultural, cognitive, and biological processes affecting learning and development across the life span. The work of the Bergstrom Chair in Applied Developmental Science is intended to focus on innovative research and teaching that covers the social, cultural, and biological factors affecting a child's ability to learn and develop.

The chair honors five important female mentors from Tufts who inspired Joan Bergstrom's professional career: Evelyn Pitcher, founding chair of the Eliot-Pearson department; Martha Chandler, a former dean; Abigail Eliot, one of the founders of Tufts' child development department; Miriam Lasher, who runs a Cambridge-Somerville preschool early intervention unit; and Frances Litman of Wheelock College.

Joan earned an undergraduate degree in child study at Tufts in 1962, a master's degree from the University of Michigan, and a doctorate in education from the University of Massachusetts. Dr. Bergstrom is a professor and director of the Center for International Education and Leadership at Wheelock College. She is a member of Tufts' Board of Trustees and the International Board of Overseers. As an author and leading expert on managing children's out-of-school time, she has appeared on more than 80 TV and radio shows, including "Good Morning America" and the "CBS Evening News." She is the founder of The Activities Club, a company that introduces school-aged children to hobbies and interests that can become lifelong pursuits.

Gary and Craig Bergstrom have been strong collaborators in Joan's impressive educational programming achievements, sharing her concern that more than 80 percent of a child's waking hours are spent out of school over a given year. The Bergstroms have chosen Tufts to supplement their considerable achievements and investments in children's programs because the university has the ability to be a true international learning center.
Richard M. Lerner:

The Holder of the Bergstrom Chair in Applied Developmental Science

Richard M. Lerner, Ph.D., one of the nation’s leading figures in developmental psychology, child development, and applied developmental science, holds the Bergstrom Chair in Applied Developmental Science. Dr. Lerner received his B.A. and M.A. from Hunter College of the City University of New York, and his Ph.D. in Psychology from the City University of New York. Professor Lerner has been a fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, the American Psychological Association, the American Psychological Society and the American Association of Applied and Preventive Psychology.

Prior to joining Tufts University, he was on the faculty and held administrative posts at Michigan State University, Pennsylvania State University, and Boston College, where he was the Anita L. Brennan Professor of Education and the director of the Center for Child, Family and Community Partnerships. During the 1994-95 academic year, Lerner held the Tyner Eminent Scholar Chair in the Human Sciences at Florida State University.

Lerner is the author or editor of 45 books and more than 300 scholarly articles and chapters. He edited Volume 1 on “Theoretical models of human development” for the fifth edition of the *Handbook of Child Psychology*. He is known for his theory of and research about relations between life-span human development and contextual or ecological change. He is the founding editor of the *Journal of Research on Adolescence* and of the journal *Applied Developmental Science*.

In addition to his far-reaching work in articulating the new field of applied developmental science, he has also initiated “outreach scholarship” projects that are grounded in this new science. As past director of the Center for Child, Family and Community Partnerships at Boston College (1996-99) and director of the Institute for Children Youth and Families at Michigan State University (1991-96), he established university-community partnerships in such diverse areas as violence prevention, health delivery, food distribution, youth leadership, and neighborhood revitalization.

Dr. Lerner’s efforts on behalf of promoting healthy children in healthy communities are central to the mission of the Eliot-Pearson Department of Child Development.
ACCOMPLISHMENTS OF THE
BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE:

September 1999 – August 2000
I. PUBLICATIONS

BOOKS:

Published


In Preparation


**CHAPTERS:**

**Published**


In Press


In Preparation


**ARTICLES**

**Published**


In press

Lerner, R. M. (In press). And a child shall lead you. Kappa Omicron Nu FORUM.


In Preparation


II. INVITED ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS.

8/22/99 Discussant at the Symposium on “Alternative Pathways through Adolescence” at the Annual Convention of the American Psychological Association, Boston, MA

9/23/99 Keynote address at the National 4-H Council’s Board of Trustees Meeting in St. Louis, MO: “Promoting the Positive Development of America’s Youth: The Vision of the National 4-H Council.”

9/24/99 Keynote speaker at the Massachusetts Association of Family and Consumer Sciences (AAFCS) meeting in Stamford, CT: “Promoting the Positive Development of Youth, Families, and Communities: Options for Effective and Sustained Programs and Policies.”

10/14/99 Keynote address at the New York State 4-H Educator’s Conference, Cornell Cooperative Extension, Grand Island, NY: “Direct Involvement of Youth to Energize (Strengthen) the Club and Program.”

10/19/99 Presentation at Loyola University Chicago’s Second Interdisciplinary Child Forum: “Family Diversity and Family Policy.”

11/19/99 Presentation at the Department of Human Development and Family Studies, Cornell University: “Current national and international trends in applied developmental science.”

1/12/00 Keynote speaker at Conference of Midwest 4-H Youth Development State Leaders, Michigan State University in E. Lansing, MI: “Promoting the Positive Development of Our Nation’s Youth: Challenges and Options for Programs and Policies.”

1/26/00 Keynote speaker at the National Teen Leadership Connection (TLC) Conference, Houston, TX: “Promoting the Positive Development of Our Nation’s Youth: Challenges and Options for Programs and Policies.”

3/9/00 Keynote Speaker at N.E. Network for Child, Youth, and Family Services, Westbrook, CT: “Promoting the Positive Development of Our Nation’s Youth: Challenges and Options for Programs and Policies.”

III. PROFESSIONAL MEETINGS ATTENDED

9/13/99  International Youth Foundation: “Children’s Hour Reception,” hosted by Her Majesty Queen Noor of Jordan and Jackie Joyner-Kersee, Baltimore, MD


12/16/99  International Youth Foundation (IYF), Baltimore, MD


3/29/00  Society for Research in Adolescence (SRA) Biennial Meeting in Chicago, IL
IV. APPLIED DEVELOPMENTAL SCIENCE EDITORIAL ACTIVITIES:

THE APPLIED DEVELOPMENTAL SCIENCE PUBLICATIONS PROGRAMS

(ADSPP)

The Applied Developmental Science Publications Programs (ADSPP) are a set of scholarly and outreach publications aimed at enhancing knowledge and practice pertinent to promoting the positive development of children and families. The ADSPP seeks to use theory and research about human development to advance understanding of, and policies and programs for, diverse youth and the people and institutions seeking to nurture their healthy lives and to embed them in a socially just, civil society.

In 1999-2000 four sets of activities comprised the Applied Developmental Science Publications Programs. In all cases the Bergstrom Chair was the Editor or Senior Editor of these activities.


The focus of Applied Developmental Science (ADS) is the synthesis of research and application to promote positive development across the life span. Applied developmental scientists use descriptive and explanatory knowledge about human development to provide preventive and/or enhancing interventions. The conceptual base of ADS reflects the view that individual and family functioning is a combined and interactive product of biology and the physical and social environments that continuously evolve and change over time. ADS emphasizes the nature of reciprocal person-environment interactions among people and across settings. Within a multidisciplinary approach, ADS stresses the variation of individual development across the life span—including both individual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development.

The audience for ADS includes developmental, clinical, school, counseling, aging, educational, and community psychologists; life course, family, and demographic sociologists; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and nongovernmental organizations.

OUTREACH SCHOLARSHIP presents the best theoretical and empirical work being conducted in outreach scholarship for children, families, and communities. The series both reflects and advances the cutting-edge of the application of developmental science by publishing the best theoretical, methodological, and empirical work of the leading scholars in the several fields involved in using scholarship about human development to enhance the life chances of diverse children, youth, families, and communities.

Developmental scholars, scholars of higher education, university administrators, graduate students, undergraduates involved in service learning, policy makers, and human service and youth-and family-program professionals and community volunteers now have one identifiable source to turn to for a rich range of scholarship and applications being generated by applied developmental scientists. This scholarship spans fields as diverse as family and consumer sciences (home economics, or human ecology), psychology, sociology, political science, education and higher education, social work, nursing, medicine, and involves people from academe, community-based agencies, NGOs, religious organizations, governmental bodies, and corps of volunteers working to improve the lives of their fellow citizens.

3. CONTEMPORARY YOUTH ISSUES: Resource books for adolescents, parents, and youth serving professionals.

A series of outreach books published by ABC-Clio Publishers that are aimed at providing readers with accessible and authoritative information about the challenges to and the potentials for positive youth development across the first two decades of life.

Each book in this series will treat an issue pertinent to both the challenges to healthy adolescent development (e.g., substance use, unsafe sex, violence, poverty, homelessness, incarceration, racism, sexism, and war) and the potentials for positive youth development (e.g., community-based youth programs, mentorship, service learning, educational programs for diverse adolescents, developmental assets, innovations in public policy, youth legal representation, and advocacy). Books in the series will include authoritative and accessible chapters that provide a substantive understanding of the issue of focus and, as well, chapters that present a chronology of key developments in scholarship, programs, and policies pertinent to the topic; brief biographical discussions of key contributors to the topic; a discussion of key print and non-print resources (e.g., CD ROMs) available to the audiences for the volume; a presentation of key organizations pertinent to the topic; and other features (e.g., indices or glossaries).

4. SPECIAL PROJECTS IN APPLIED DEVELOPMENTAL SCIENCE: Occasional or one-time publications pertinent to scholarship and applications about development in the first two decades of life.

Current entries here include:


Garland Press Adolescent Series:


V. GRANT ACTIVITIES


2. Seeking matching funds to activate “An International Initiative to Enhance the Effectiveness, Scale, and Sustainability of Youth-Serving Programs,” a program to support the graduate education of youth-serving professionals from developing nations and eastern Europe. Funded by the Jacobs Foundation (JF). Approximate support $200,000.


4. “Enhancing the Development of Young Children: A Model of Community-State Government-University Collaboration” Proposal to be submitted in collaborative with the Massachusetts Department of Education.
VI. HONOR OR AWARDS


Named to present an American Psychological Association (APA) Master Lecture at the August, 2000 Annual Convention of the APA.
VII. NEW COURSES INITIATED IN APPLIED DEVELOPMENTAL SCIENCE

CD 243RL:

Applied Developmental Science: Theoretical, Methodological, and Empirical Foundations

This course will discuss the philosophical and theoretical foundations of ADS, stressing its historical roots in developmental and comparative psychology and in the field of home economics (now termed "family and consumer sciences"). These intellectual bases of ADS will be interrelated with more contemporary scholarly influences, involving an interest in: Life-span human development; the life-course perspective within sociology; the bioecological view of human development; and developmental systems theories, such as developmental contextualism.

In addition to the scholarly bases of ADS, we will discuss also how the application of developmental science has been shaped by critical issues within contemporary society--issues involving: (a) The quality of life and development of children, youth, families, and communities; and in turn (b) the character and viability of American higher education. Here, there has been great pressure for universities to make outreach a central and rewarded institutional mission. We will discuss how these issues converge to challenge the maintenance and perpetuation of civil society in America, and we will explore the idea that ADS can serve as an exemplar of how research and outreach can be integrated with the community in a collaborative, co-learning manner.

Accordingly, we will discuss: 1. The methodological challenges involved in conducting ADS; and in turn 2. the several different instances of such scholarship. Finally, ethical issues in applied developmental research will be discussed.

Throughout the course, examples will be drawn from current empirical examples of ADS, for instance as published in the journal *Applied Developmental Science*. We will discuss how the concepts associated with ADS, and the methodological prescriptions (and proscriptions) of this field of scholarship, "fit" with the conduct of actual ADS research (operationalized in regard to publication in peer-refereed journals).

Appendix 1 presents a copy of the syllabus for this course.
ENHANCING ADS AT ELIOT-PEARSON:  

THE APPLIED DEVELOPMENTAL SCIENCE INITIATIVES (ADSI)

The key domain of activities associated with the Bergstrom Chair in Applied Development Science is to provide leadership for applied developmental science initiatives to-be-developed by the Eliot-Pearson Department of Child Development. Although the above-noted scholarly activities of the Bergstrom Chair underscore the collaborative and facilitative roles played in regard to applied developmental science among other faculty and students and, as well, reflect the visibility brought to Eliot-Pearson and Tufts University through the work of the Bergstrom Chair, it is critical as well for the incumbent in this Chair to serve as an organizer, catalyst, and facilitator of a broad set of applied developmental science programs aimed at furthering the research, training, educational, and service/outreach missions of Eliot-Pearson.

As part of the April 11-12, 2000 ceremonies associated with the Installation of the Bergstrom Chair in Applied Developmental Science, Professor Lerner organized and chaired, on April 12, the first meeting of the International Leadership Council (ILC) for Applied Developmental Science Initiatives (ADSI) in the Eliot-Pearson Department of Child Development.

As shown in Appendix 2, the ILC is composed of distinguished leaders in the applications of developmental science from local (Boston-area), state, national, and international arenas. The ILC is chaired by Dr. Barry Dym, President of WorkWise Research and Consulting. Dr. Joan Bergstrom, President of the Activities Club and Professor at Wheelock College, is the ILC Ex-Officio Chair.

The purpose of the ILC meeting was to envision and plan the launch of a set of activities in applied developmental science that would reflect the historical and contemporary leadership of Tufts University and the Eliot-Pearson Department of Child Development in serving global civil society through integrating education and discovery, and to further the world renown of the university and the department for teaching, scholarship, and research dedicated to solving the most critical problems facing the national international community in regard to children and their families. The mission of the ILC is, then, through its advice in regard to the special opportunities for innovative research, educational, and service initiatives that Eliot-Pearson could pursue, to aid Eliot-Pearson in capitalizing on its 80-year history of scholarship and service built on the intrinsic value of children and aimed at enhancing the development of the assets possessed by young people.

Through its work with children and families, Eliot-Pearson has represented for Tufts the enactment of the University’s mission of promoting active citizenship through education and discovery by enhancing the lives of the future leaders of global civil society, the children of today. The ILC is intended, then, to aid Professor Lerner and his colleagues
in identifying the important substantive directions for further enhancement of the ADS contributions of Eliot-Pearson and in collaborating in pursuing these initiatives and in garnering the resources to bring them to scale in a sustained manner.

Among the ideas discussed at the ILC meeting were:

1. The need for an ADSI Website to be created as soon as possible and the usefulness of an "ADSI Newsletter." This newsletter could be distributed electronically (through the Website) and in printed form.

2. The importance of collaborations between the members of the ILC members and the faculty and students of Eliot-Pearson. Such joint projects would make the partnerships that Eliot-Pearson is seeking with the ILC concrete and productive.

3. Several examples of such partnerships were discussed by ILC members. One example of such a project would be forums on particular topics (e.g., “best practice” in early childhood education, potential policy initiatives for children and families, and university-business partnerships serving youth) that could be presented at different sites around the state, nation, and internationally.

4. Another possible arena for collaboration that was discussed involved obtaining funding for a collaboration involving Suzin Bartley, Bill Harris, and Linda Thompson. This project would involve the provision of policy-oriented training opportunities and internships for undergraduate and graduate students (and possibly, through continuing education, to mid-career professionals from a variety of backgrounds).

5. The ILC discussed the need to include businesses as key members of the community partnerships ADSI seeks to develop. It would be innovative and important to develop a vision for how universities can bring businesses into a collaboration involving support of the positive development of children and, then, disseminate this model at state, national, and international levels.

6. Prior to launching any of these (or other) projects, the ILC thought it would be useful to develop an inventory of what is already being done at Tufts that is consistent with the ADSI, e.g., at Fletcher, the Dental School, and the School of Nutrition. It was noted that TUCC already has this information to disseminate to us. In addition, we should integrate the TUCC information with a report about the activities being pursued through the new University College of Citizenship and Public Service.

7. Participants pointed out that, in addition to mapping the “child-serving” assets present at Tufts we might at some point try to similarly map the assets that exist in the communities we serve. By aligning university and community assets we may discover arenas wherein Tufts is especially poised to make a value-added contribution.

8. Group members observed that, after such asset “mapping,” a strategic plan might be developed wherein both the short-term and the long-term goals of the ADSI could be...
formulated. Members underscored the importance of each member of the ILC deciding how he or she can specifically contribute to advancing these goals, both through projects such as those noted above, and through efforts involving resource and opportunity development.

9. Moreover, faculty and ILC members agreed that a key priority in the search for money to support the infrastructure of the ADSI and its projects should be securing resources for student scholarships and grants. Indeed, such money would be an important means to enhance the diversity of the students involved in ADSI and Eliot-Pearson and Tufts more generally.

Accordingly, several next steps were discussed at the end of the meeting. Two key ones were:

1. Formation of a subcommittee of the ILC to work with the ADSI faculty to develop and implement the process for the selection of the first “class” of Bergstrom Family International Fellows and to plan the events associated with their selection.

2. A series of meetings involving Professor Lerner, other ADSI faculty, and Barry Dym and Joan Bergstrom to discuss ways to begin to develop plans and activities for enhancing the resource base of ADSI, both in regard to a core staff/infrastructure and project support.

Professor Lerner took as his charge the launching of these meetings and, for the forthcoming academic year of activities, the development of a case statement, or business plan, that would reflect the specific programmatic goals of ADSI and the ways in which it would develop the means to establish the programs, bring them to scale, and sustain them.

In short, then, an “ADSI case statement/business plan” would be a framing activity for the 2000-2001 academic year.
Applied developmental science (ADS) has been conceptualized by the National Task Force on ADS as scholarship that represents: "the programmatic synthesis of research and applications to describe, explain, intervene, and provide preventive and enhancing uses of knowledge about human development .... [It is] applied [because it has] direct implications for what individuals, practitioners, and policy makers do .... [It is] developmental [because it focuses on systematic and successive changes within human systems that occur across the life span. [It is] science [because it is] grounded in a range of research methods designed to collect reliable and objective information that can be used to test the validity of theory and applications (Fisher et al., 1993, p. 4). The purpose of this course will be to introduce students to the literatures pertinent to the nature and integration of these three components of ADS

ADS, defined in terms of the convergence of application, development, and science, stresses the reciprocal relationship between theory and application, a relationship wherein empirically based theory not only guides intervention strategies, but also is influenced by the outcome of these interventions. Of equal import is the assumption that valid applications of developmental science depend upon: 1. Recognition of the reciprocal nature of person-environment interactions; 2. the influence of individual and cultural diversity on development; 3. an understanding of both normative and atypical developmental processes; 4. Use of methodologically rigorous research designs, measures, and analyses that are developmentally- and contextually sensitive; and 5. a multi-disciplinary perspective aimed at integrating information and skills drawn from relevant biological, social, and behavioral science disciplines.

The initial portion of this course will discuss the philosophical and theoretical foundations of ADS, stressing its historical roots in developmental and comparative
psychology and in the field of home economics (now termed "family and consumer sciences"). The context of this historical change occurred in regard to 1. the development of land-grant universities within the United States; and 2. European, Asian, and American interest in the biological and contextual bases of human plasticity.

These intellectual bases of ADS will be interrelated with more contemporary scholarly influences, involving an interest in: Life-span human development (Baltes, 1987, 1997; Baltes, Lindenberger, & Staudinger, 1998; Baltes, Staudinger, & Lindenberger, 1999); the life-course perspective within sociology (e.g., Elder, 1998; Featherman, 1983); the bioecological view of human development (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998); and developmental systems theories (e.g., Ford & Lerner, 1992; Gottlieb, 1992, 1997; Sameroff, 1983; Thelen & Smith, 1998; Wapner & Demick, 1998), such as developmental contextualism (Lerner, 1991, 1998).

In addition to the scholarly bases of ADS, we will discuss also how the application of developmental science has been shaped by critical issues within contemporary society--issues involving: (a) The quality of life and development of children, youth, families, and communities; and in turn (b) the character and viability of American higher education. Here, there has been great pressure for universities to make outreach a central and rewarded institutional mission. We will discuss how these issues converge to challenge the maintenance and perpetuation of civil society in America, and we will explore the idea that ADS can serve as an exemplar of how research and outreach can be integrated with the community in a collaborative, co-learning manner.

Accordingly, we will discuss: 1. The methodological challenges involved in conducting ADS; and in turn 2. the several different instances of such scholarship. In regard to the former focus, we will discuss how change may be described, explained, and optimized within the developmental system. We will discuss how methods used to study developmental change are predicated on theoretical specification of the nature of development and on the assumptions one derives from theory about units of analysis, levels of organization involved in developmental change, and the role of time and temporality in indexing such change.

In addition, we will discuss how, within the context of a given theory, measures sensitive to detect changes must be coupled with designs appropriate to and valid for the observation of change. Furthermore, we will discuss how data analysis techniques that exploit the change information present in a data set may be combined with change-sensitive measures and designs in order to provide information that fully informs theory-based studies of developmental change.

Moreover, we will review methods involved in the identification and valid and reliable measurement of change. Classical versus developmental issues in test theory will be discussed, and techniques pertinent to establishing measurement equivalence across both person and contextual variables will be reviewed. The concepts of external and internal
validity and of convergent and divergent validation will be discussed as well, and strategies for triangulation within and across both quantitative and qualitative methods will be reviewed.

We will also discuss multivariate versus univariate conceptions and analyses of change, and the nature of developmentally-sensitive, descriptive and explanatory research designs aimed at generating observations pertinent either to the identification of general developmental trajectories or to specific developmental issues (e.g., partitioning developmental variance into cohort- age-, or time-related influences; identifying the contributions of heredity and environment to developmental change; or studying cognitive processes through the use of either group and/or individual approaches). The nature of developmental explanation and the role of structural models and measurement models in the study of change will be reviewed and methodological issues of design and analysis pertinent to discriminating between intraindividual change and interindividual differences, especially in intraindividual change, will be reviewed.

In regard to the latter focus, that is, the several modes of ADS, we will discuss the nature of technical assistance, policy engagement and analysis, demonstration projects, consultation, needs assessment, youth- and -family program design and evaluation, asset mapping, training and continuing education, community-collaborative action research, and dissemination.

Finally, ethical issues in applied developmental research will be discussed. The rights and responsibilities of the scholar--to his/her career, profession, discipline, institution, and community--will be reviewed.

Throughout the course, examples will be drawn from current empirical examples of ADS, for instance as published in the journal Applied Developmental Science. We will discuss how the concepts associated with ADS, and the methodological prescriptions (and proscriptions) of this field of scholarship, "fit" with the conduct of actual ADS research (operationalized in regard to publication in peer-refereed journals).

**COURSE TOPICS**

1. **THE CONCEPT OF APPLIED DEVELOPMENTAL SCIENCE (ADS)**

Readings:


2. PHILOSOPHICAL BASES OF ADS

Readings:


development. In L. R. Goulet & P. B. Baltes (Eds.), Life-span developmental
psychology: Research and theory (pp. 115-145). New York: Academic.

Development, 18, 50-64.

689-700.
& A. W. Lundfield (Eds.), Nebraska symposium on motivation, 1976, (pp. 1-41).
Lincoln: University of Nebraska.

3. HISTORICAL ROOTS OF ADS:

A. Developmental Psychology

Readings:

development. In R. M. Lerner (Ed.), Theoretical models of human development (pp.

M. H. Bornstein & M. E. Lamb (Eds.), Developmental psychology: An advanced textbook

Hetherington (Ed.), Review of child development research (Vol. 6, pp. 1-73). Chicago:
University of Chicago Press).

B. Comparative Psychology

Readings:


Mahwah, NJ: Lawrence Erlbaum Associates.

human development: A developmental psychobiological systems view. In R. M.
Lerner (Ed.), Theoretical models of human development (pp.233-274). Volume 1 of


C. Home Economics/Family and Consumer Sciences

Readings:


D. Land-Grant Universities

Readings:


4. CONTEMPORARY BASES OF ADS:

A. The Life-Span Developmental Perspective

Readings:


**B. Life-Course Sociology**

**Readings:**


**C. Bioecological Theory**

**Readings:**


D. Developmental Systems Theory

Readings:


E. The Quality of Life Of America's Children, Youth, And Families

Readings:


**F. Higher Education and Outreach**


5. ADS AND CIVIL SOCIETY


6. METHODOLOGICAL IMPLICATIONS OF ADS

Readings:


7. ETHICAL ISSUES IN ADS

Readings:


NOTE.--Readings in bold are required; other readings are recommended.

**COURSE REQUIREMENTS**

All students are required to complete a term paper and a final exam. However, depending on the number of students enrolled in the course, an oral presentation based on a student's term paper topic may replace the final exam. In any case, the grade from each of the two requirements will contribute equally to the final course grade.

If there is a final exam, its content will pertain to the topics discussed in the course, and will afford the student opportunities to integrate his or her readings and area(s) of scholarly interest with questions about these course topics. The exam will be a takehome test.

The assignment for the term paper is to focus on any issue, instance, or data set pertinent to applied developmental science (ADS) and to present a literature review pertinent to this focus. Although this review of the literature should be the major focus of the paper, the document should present also a rationalization of a key research question (or hypothesis) that can be derived from this review. That is, the literature review should conclude with a brief specification of a central empirical question that should be addressed in order to either further the literature and/or to address a key issue in it. In the context of the presentation of this question or hypothesis, you should also provide a brief description of a (feasible) methodological strategy that can be used to address the research question. Finally, you should discuss how the possible results of a test of the question bear on theoretical, methodological, and/or substantive issues involved in ADS.

In other words, a topic or issue involved in any aspect of ADS should be selected. For instance, the topic may be as broad as "the historical and contemporary influences on collaborations between university researchers and communities" or as specific as "the validation of a measure used to assess a particular youth development outcome (e.g., self esteem, school engagement, or ability to cope with adversity) of a community-based program." With any choice there will exist a range of statements in the literature reflecting the meaning or meanings attached to the topic by researchers/theorists. This literature should be reviewed in order to indicate the usefulness of existing interpretations.
and to evaluate whether such uses may be enhanced if the topic were to be considered from the specific theoretical perspective you adopt and with a test of the research question you propose.

Each student must secure approval by me of the term paper topic by the end of the week of the third class meeting. An outline for the paper must be submitted by the end of the week of the sixth class meeting. Key references to be used on the paper must be a part of this outline.

The final draft of papers is due no later than 5:00 PM on the day of the last class meeting. **No late papers will be accepted.** No paper may exceed 15 pages in length—including references and the abstract page, but not counting the cover page. All papers must be presented in **complete** accordance with the style requirements detailed in the Publication Manual of the American Psychological Association (4th ed.). **Preliminary drafts of the paper may be submitted and are in fact encouraged.**
Appendix 2

ADSI International Leaders Committee

Dr. Joan Bergstrom, ILC Ex-Officio Chair
President, The Activities Club
Professor, Wheelock College

Dr. Barry Dym, ILC Chair
President
WorkWise Research and Consulting

Dr. Paul Baltes
Director, Center for Lifespan Psychology
Max Planck Institute for Human Development

Ms. Suzin Bartley
Executive Director
Massachusetts Children's Trust Fund

Ms. Phyllis Baumann
Attorney at Law

Lic. Jaime Bolaños Cacho Guzmán
Director General
Fundacion Comunitaria Oaxaca, Mexico

Dr. Felton Earls
Professor
Harvard Medical School
Harvard University

Dr. David Elkind
Professor
Eliot-Pearson Department of Child Development
Tufts University

Ms. Michelle Farnum
Director of Youth Programs
Office of Workforce Development
City of Cambridge

Mr. Don Floyd
Chief Operating Officer
National 4-H Council

Dr. William Harris
President
KIDSPAC

Mr. Joseph M. Hunt
Project Economist
Asian Development Bank

Ms. Abby Shapiro Kendrick
Global Community Initiatives Manager
WFD, Inc.

Mr. John Kyle
Program Director, Children and Families in Cities
National League of Cities

Mr. Rick R. Little
President and CEO
International Youth Foundation

Dr. T. S. Saraswathi
Dept. of Human Development and Family Relations
Faculty of Home Science
University of Baroda, India

Dr. Linda Thompson
Director
University of Maryland School of Nursing