

**1999-2000**

**ANNUAL REPORT**

**of the**

**BERGSTROM CHAIR IN APPLIED**

**DEVELOPMENTAL SCIENCE**

**Eliot-Pearson Department Of Child Development**

**Tufts University**

**April 21, 2006**

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### **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

- Brandtstädter, J. & Lerner, R.M. (Eds.). (1999). *Action and self-development: Theory and research through the life-span*. Thousand Oaks, CA: Sage.
- Lerner, R. M., & Castellino, D. R. (Eds.). (1999). *Adolescents and their families: Structure, function, and parent-youth relations*. New York: Garland.
- Lerner, R. M., & Hess, L. E. (Eds.). (1999). *The development of personality, self, and ego in adolescence*. New York: Garland.
- Lerner, R. M., & Jovanovic, J. (Eds.). (1999). *Cognitive and moral development and academic achievement in adolescence*. New York: Garland.
- Lerner, R. M., & Lerner, J. V. (Eds.). (1999). *Theoretical foundations and biological bases of development in adolescence*. New York: Garland.
- Lerner, R. M., & Ohannessian, C. M. (Eds.). (1999). *Risk and problem behaviors in adolescence*. New York: Garland.
- Lerner, R. M., & Perkins, D. F. (Eds.). (1999). *Social interactions in adolescence and promoting social contributions of youth*. New York: Garland.
- Lerner, R. M., Sparks, E. S., & McCubbin, L. (1999). *Family diversity and family policy: Strengthening families for America's children*. Norwell, MA: Kluwer.
- Ralston, P., Lerner, R.M., Mullis, A., Simerly, C., & Murray, J. (Eds.). (1999). *Social change, public policy and community collaboration: Training human development professionals for the twenty-first century*. Norwell, MA: Kluwer.

#### In Preparation

- Lerner, R. M. (Ed.). (In preparation). *Concepts and theories of human development* (3rd ed.). Mahwah, NJ: Erlbaum.
- Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (Eds.). (In preparation). *Comprehensive handbook of psychology: Vol. 6 Developmental psychology*. Editor in chief: I. B. Weiner. New York: Wiley.
- Lerner, R. M. (In preparation). *Adolescence: Development, diversity, context, and application*. Upper Saddle River, NJ: Prentice-Hall.

Lerner, R. M., & Lerner, J. V. (Eds.). (In preparation). *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clío.

Simon, L. A. K., Kenny, M., Brabeck, K., & Lerner, R. M. (Eds.). (In preparation). *Learning to serve: Promoting civil society through service learning*.

## CHAPTERS:

### Published

Brandtstädter, J., & Lerner, R. M. (1999). Development, action, and intentionality: A view of the issues. In J. Brandtstädter & R. M. Lerner (Eds.), *Action and self-development: Theory and research through the life-span* (pp.ix-xx). Thousand Oaks, CA: Sage.

Lerner, R. M., & Hess, L. E. (1999). The development of personality, self, and ego in adolescence: A view of the issues. In R. M. Lerner & L. E. Hess (Eds.), *The development of personality, self, and ego in adolescence* (pp. ix-xiii). New York: Garland.

Lerner, R. M., & Jovanovic, J. (1999). Cognitive and moral development and academic achievement in adolescence: A view of the issues. In R. M. Lerner & J. Jovanovic (Eds.), *Cognitive and moral development and academic achievement in adolescence* (pp. ix-xii). New York: Garland.

Lerner, R. M., & Lerner, J. V. (1999). Adolescence: Theoretical and empirical issues in the understanding of development, diversity, and context. In R. M. Lerner & J. V. Lerner (Eds.), *Adolescence: Theoretical foundations and biological bases of development* (pp. ix-xvii). New York: Garland.

Lerner, R. M., & Ohannessian, C. M. (1999). Risk and problem behaviors in adolescence: A view of the issues. In R. M. Lerner & C. M. Ohannessian (Eds.), *Risk and problem behaviors in adolescence* (pp. ix-xiv). New York: Garland.

Lerner, R. M., & Perkins, D. F. (1999). Issues in studying social interactions in, and promoting the positive development of, adolescents. In R. M. Lerner & D. F. Perkins (Eds.), *Social interactions in adolescence and promoting positive social contributions of youth* (pp. ix-xii). New York: Garland.

Lerner, R. M., & Walls, T. (1999). Revisiting individuals as producers of their development: From dynamic interactionism to developmental systems. In J. Brandtstädter & R. M. Lerner (Eds.), *Action and self-development: Theory and research through the life-span* (pp. 3-36). Thousand Oaks, CA: Sage.

Ralston, P., Lerner, R. M., Mullis, A. K., Simerly, C. S., & Murray, J. P. (1999). Training human development professionals in public policy and community collaboration: A

view of the issues. In P. Ralston, R. M. Lerner, A. K. Mullis, C. S. Simerly, & J. P. Murray (Eds.), *Social change, public policy, and community collaboration: Training human development professionals for the twenty-first century* (pp. 1-10). Norwell, MA: Kluwer.

### **In Press**

Lerner, R. M. (In press). Diversity and context in research, policy, and programs for children and adolescents: A developmental contextual perspective. In M. B. Spencer & G. K. Brookins (Eds.), *Ethnicity and diversity: Minorities no more*. Mahwah, NJ: Erlbaum.

Lerner, R. M., & Barton, C. E. (In press). Adolescents as agents in the promotion of their positive development: The role of youth actions in effective programs. In W. Perrig & A. Grob (Eds.), *Control of human behavior, mental processes and consciousness: Essays in honor of the 60th birthday of August Flammer*. New York: Wiley.

Lerner, R. M., Bilalbegovic, A., & Sadowski, D. (in press). Adolescent development. In W. E. Craighead & C. Nemeroff (Eds.), Encyclopedia of psychology and neuroscience. New York: Wiley.

Lerner, R. M., & Korn, M. E. (In press). Developmental psychology: Theories. In A. E. Kazdin (Editor in chief), *Encyclopedia of psychology*. Washington/New York: American Psychological Association/Oxford University Press.

Lerner, R. M., Noh, E. R., & Wilson, C. (In press). The parenting of adolescents and adolescents as parents: A developmental contextual perspective. In J. Westman (Ed.), *Parenting adolescents and adolescent parents*. Madison: University of Wisconsin.

Lerner, R. M., & Simi, N. L. (In press). A holistic, integrated model of risk and protection in adolescence: A developmental contextual perspective about research, programs, and policies. In L. Bergman, R. B. Cairns, L.-G. Nilsson, & L. Nystedt (Eds.), *Developmental science and the holistic approach*. Mahwah, NJ: Erlbaum

Lerner, R. M., Sparks, E. S., & McCubbin, L. (In press). Family diversity and family policy. In D. Demo, K. Allen, & M. Fine (Eds.), *Handbook of family diversity*. New York: Oxford University Press.

Lerner, R. M. (In press). Transforming universities to sustain outreach scholarship: A communiqué from the front. In F. T. Sherman & W. Torbert (Eds.), *Transforming social inquiry, transforming social action: New paradigms for crossing the theory/practice divide in universities and communities*. Norwell, MA: Kluwer.

### **In Preparation**

- Castellino, D. R., & Lerner, R. M. (In preparation). Youth and vocational development: A developmental systems perspective. In N. A. Fouad & V. S. Solberg (Eds.), *Examining the interaction of person in environment: Role of context factors in vocational development*
- Lerner, R. M., Dowling, E., & Roth, S. L. (In preparation). Contributions of life-span psychology to the future elaboration of developmental systems theory. In U. M. Staudinger & U. Lindenberger (Eds.), *Understanding human development: Lifespan psychology in exchange with other disciplines*. Dordrecht: Kluwer Academic Publishers.
- Lerner, R. M. (In preparation). Developmental sciences, history of. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences*. Oxford: Elsevier.
- Lerner, R. M. (In preparation). Infant and child development, theories of. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences*. Oxford: Elsevier.
- Lerner, R. M. (In preparation). Multigenesis: Levels of professional integration in the life-span of a developmental scientist. In R. Lickliter & D. J. Lewkowicz (Eds.), *Conceptions of development: Lessons from the laboratory*. New York: Psychology Press.
- Lerner, R.M., Chaudhuri, J., & Dowling, E. (in preparation). Methods of contextual assessment and assessing contextual methods: A developmental contextual perspective. In D.M. Teti (Ed.), Handbook of research methods in developmental psychology. Cambridge, MA: Blackwell.
- Lerner, R.M. (In Preparation). Parent Rearing: How Children Influence their parents development. In *Parenting Young Children: The Eliot-Pearson Guide*.

## ARTICLES

### Published

- Lerner, R. M. (1999). Policy perspectives about university-community collaborations: A view of the issues. *Applied Developmental Science*, 3(4), 194-196.
- Ohanessian, C. M., Lerner, R. M., Lerner, J. V., & von Eye, A. (1999). Gender differences in adolescent depression and anxiety: The role of self-competence. *Journal of Adolescence*, 22, 397-411.
- Lerner, R. M. (1999). How individuals produce their own development: Plasticity, selection, action, and control. Review of J. Heckhausen (1999), *Developmental*

*regulation in adulthood: Age-normative and sociostructural constraints as adaptive challenges. Contemporary Psychology, 44, 453-455.*

Lerner, R. M., & Boulos, S. (1999). Policies and programs promoting positive youth development: Beyond the prevention of teenage pregnancy. *PPFY Network, 2 (4), 9-10.*

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Toward a science for and of the people: Promoting civil society through the application of developmental science. *Child Development, 71, 11-20.*

### **In press**

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

Lerner, R. M. (In press). Developing civil society through the promotion of positive youth development. *Journal of Developmental and Behavioral Pediatrics.*

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (In press). Applying developmental science in the twenty-first century: International scholarship for our times. *International Journal of Behavioral Development.*

Lerner, R. M., Lerner, J. V., De Stefanis, I., & Apfel, A. (In press). Understanding developmental systems in adolescence: Implications for methodological strategies, data analytic approaches, and training. *Journal of Adolescent Research.*

Ohanessian, C. M., Lerner, R. M., Lerner, J. V., & von Eye, A. (In press). Adolescent-parent discrepancies in perceptions of family functioning and early adolescent self-competence. *International Journal of Behavioral Development.*

Thompson, L. S., & Lerner, R. M. (In press). Pursuing policies promoting healthy youth development: The role of university-community collaboration. *Policy and Politics for Nursing.*

Lerner, R. M., & De Stefanis, I. (In press). The import of infancy for individual, family, and societal development: Revisiting the Lewis and Rosenblum (1974) concept of “infant effects.” *Infant Behavior and Development.*

### **In Preparation**

Lerner, R. M., Freund, A. M., De Stefanis, I., & Habermas, T. (In preparation). The selection, optimization, and compensation model as a frame for understanding developmental systems in adolescence.

Castellino, D. R., Lerner, J. V., Lerner, R. M., & von Eye, A. (In preparation). Maternal well-being and adolescent behavior and development: A longitudinal study.

- Dym, B., & Lerner, R. M. (In preparation). Understanding the development of the organizational and individual vectors of career development: The processes of selection, optimization, and compensation.
- Ohannessian, C. M., Lerner, R. M., Lerner, J. V., & von Eye, A. (In preparation). The comorbidity of depression and anxiety symptomatology in a community sample of early adolescents.
- Perkins, D. F., Lerner, R. M., & von Eye, A. (In preparation). Covariates of risk behaviors among diverse adolescents.
- Perkins, D. F., Lerner, R. M., & von Eye, A. (In preparation). Risk behaviors in adolescence: Interrelations among diverse youth.

## 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.”
- 3/26/00 Presentation at a Tufts Alumni Association meeting in Naples, FL: “Applied Developmental Science for Children and Families: Opportunities for National and International Leadership for Tufts University.”

### 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-Kersey, Baltimore, MD
- 10/29/99 Academic Working Group on the Ecology of Child Well-Being, Rockefeller University, New York, NY
- 11/12.13/99 Society for the Study of Human Development: "Lives in Context" Conference, Radcliffe College, Cambridge, MA
- 12/16/99 International Youth Foundation (IYF), Baltimore, MD
- 12/21/99 Academic Working Group on the Ecology of Child Well-Being, Rockefeller University, New York, NY
- 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.

**1. APPLIED DEVELOPMENTAL SCIENCE: A quarterly journal published by Lawrence Erlbaum Associates.**

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.

**2. OUTREACH SCHOLARSHIP: A scholarly book series published by Kluwer Academic Publishers.**

**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:

Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (Eds.). (In preparation). *Comprehensive handbook of psychology: Vol. 6 Developmental psychology*. Editor in chief: B. Weiner. New York: Wiley.

Lerner, J. V., & Lerner, R. M. (Eds.). (In preparation). *Adolescence in America: An Encyclopedia*. . Santa Barbara, CA: ABC-Clío.

Garland Press Adolescent Series:

Lerner, R. M., & Castellino, D. R. (Eds.). (1999). *Adolescents and their families: Structure, function, and parent-youth relations*. New York: Garland.

Lerner, R. M., & Hess, L. E. (Eds.). (1999). *The development of personality, self, and ego in adolescence*. New York: Garland.

Lerner, R. M., & Jovanovic, J. (Eds.). (1999). *Cognitive and moral development and academic achievement in adolescence*. New York: Garland.

Lerner, R. M., & Lerner, J. V. (Eds.). (1999). *Theoretical foundations and biological bases of development in adolescence*. New York: Garland.

Lerner, R. M., & Ohannessian, C. M. (Eds.). (1999). *Risk and problem behaviors in adolescence*. New York: Garland.

Lerner, R. M., & Perkins, D. F. (Eds.). (1999). *Social interactions in adolescence and promoting social contributions of youth*. New York: Garland.

## V. GRANT ACTIVITIES

1. “Overcoming the Odds,” a longitudinal study of the bases of positive youth development among African American adolescent male gang members in Detroit. Funded by the William T. Grant Foundation, 1999-2001. Approximate support \$250,000.
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.
3. “Understanding the Bases of Unwanted Sex Among Young Adolescent Females: A Selection, Optimization, and Compensation Model” Proposal to-be-submitted to the National Institutes of Health.
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**

Installed as the first Bergstrom Chair in Applied Developmental Science, Eliot-Pearson Department of Child Development, Tufts University. April 11, 2000.

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 I 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.

## Appendix 1

CD 243 RL

**APPLIED DEVELOPMENTAL SCIENCE:  
THEORETICAL, METHODOLOGICAL, AND EMPIRICAL  
FOUNDATIONS**

**Instructor:** Richard M. Lerner

**Time:** Thursday, 1:30 P.M. to 4:20 P.M.

**Room:**

### COURSE OVERVIEW

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 A lied 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:**

**Fisher, C. B., & Lerner, R. M. (Eds.). (1994). Applied developmental psychology. New York: McGraw-Hill. (Especially Chapters 1 and 18)**

Fisher, C. B., Murray, J. P., Dill, J. R., Hagen, J. W., Hogan, M. J., Lerner, R. M., Rebok, G. W., Sigel, I., Sostek, A. M., Smyer, M. A., Spencer, M. B., & Wilcox, B. (1993). The national conference on graduate education in the applications of developmental science across the life span. Journal of Applied Developmental Psychology, 14, 1-10.

Fisher, C. B., Murray, J. P., & Sigel, I. E. (Eds.). (1996). Graduate training in applied developmental science for diverse disciplines and educational settings. Norwood NJ: Ablex Publishing Corporation.

Fisher, C. B., & Osofsky, J. D. (1997). Training the applied developmental scientist for prevention and practice: Two current examples. SRCD Social Policy Report, 9(2), 1-19.

**Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (1997). Applied developmental science: Scholarship for our times. *Applied Developmental Science*, 1, 2-3.**

**Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (In press). Applying developmental science in the twenty-first century: International scholarship for our times. *International Journal of Behavioral Development*.**

Takanishi, R. (1993). An agenda for the integration of research and policy during early adolescence. In R. M. Lerner (Ed.), Early adolescence: Perspectives on research, policy, and intervention (pp. 457-470). Hillsdale, NJ: Erlbaum.

**Wertlieb, D. L., & Feldman, D. H. (1996). Doctoral education in applied child development. In C. B. Fisher, J. P. Murray, & I. E. Sigel (Eds.). (1996). Graduate training in applied developmental science for diverse disciplines and educational settings (pn.121-141). Norwood, NJ: Ablex Publishing Corporation.**

**Zigler, E. (1998). A place of value for applied and policy studies. Child Developments 69, 532-542.**

## 2. PHILOSOPHICAL BASES OF ADS

### Readings:

Kuhn, T. S. (1970). The structure of scientific revolutions (2nd ed.) Chicago: University of Chicago.

**Overton, W. F. (1998). Developmental psychology: Philosophy, concepts, and methods. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 107-188). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief-William Damon. New York: Wiley.**

Overton, W. F., & Reese, H. W. (1981). Conceptual prerequisites for an understanding of stability-change and continuity-discontinuity. International Journal of Behavioral Development, 4, 99-123.

Pepper, S. C. (1942). World hypotheses. Berkeley: University of California.

Reese, H. W., & Overton, W. F. (1970). Models of development and theories of development. In L. R. Goulet & P. B. Baltes (Eds.), Life-span developmental psychology: Research and theory (pp. 115-145). New York: Academic.

**Riegel, K. F. (1975). Toward a dialectical theory of development. Human Development, 18, 50-64.**

Riegel, K. F. (1976). The dialectics of human development. American Psychologist, 31, 689-700.

Sarbin, T. R. (1977). Contextualism: A world view for modern psychology. In J. K. Cole & 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:**

**Cairns, R. B. (1998). Intellectual, cultural, and scientific foundations of human development. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 25-106). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.**

Dixon, R., & Lerner, R. M. (1999). A history of systems in developmental psychology. In M. H. Bornstein & M. E. Lamb (Eds.), Developmental psychology: An advanced textbook (4th Ed.), pp. 3-45). Mahwah, NJ: Lawrence Erlbaum Associates.

Sears, R. R. (1975). Your ancients revisited: A history of child development. In E. M. Hetherington (Ed.), Review of child development research (Vol. 6, pp. 1-73). Chicago: University of Chicago Press).

#### **B. Comparative Psychology**

##### **Readings:**

Gottlieb, G. (1992). Individual development and evolution: The genesis of novel behavior. New York: Oxford.

Gottlieb, G. (1997). Synthesizing Nature-Nurture: Prenatal Roots of Instinctive Behavior. Mahwah, NJ: Lawrence Erlbaum Associates.

**Gottlieb, G., Wahlsten, D., & Lickliter, R. (1998). The significance of biology for human development: A developmental psychobiological systems view. In R. M. Lerner (Ed.), Theoretical models of human development (pp.233-274). Volume 1 of**

**the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.**

Kuhn, T. S. (1970). The structure of scientific revolutions (2nd ed.) Chicago: University of Chicago.

Kuo, Z.-Y. (1976). The dynamics of behavior development: An epigenetic view. New York: Plenum.

Lehrman, D. S. (1970). Semantic and conceptual issues in the nature-nurture problem. In L. R. Aronson, E. Tobach, & J. S. Rosenblatt (Eds.), Development and evolution of behavior: Essays in memory of T.C. Schneirla (pp. 17-52). San Francisco: Freeman.

Novikoff, A. B. (1945). The concept of integrative levels of biology. Science, 62, 209-215.

Tobach, E. (1981). Evolutionary aspects of the activity of the organism and its development. In R. M. Lerner & N. A. Busch-Rossnagel (Eds.), Individuals as producers of their development: A life-span perspective, (pp. 37-68). New York: Academic.

Tobach, E., & Greenberg, G. (1984). The significance of T. C. Schneirla's contribution to the concept of levels of integration. In G. Greenberg & E. Tobach (Eds.), Behavioral evolution and integrative levels (pp. 1-7). Hillsdale, NJ: Erlbaum.

### **C. Home Economics/Family and Consumer Sciences**

#### **Readings:**

Bubolz, M., & Sontag, M. S. (1993). Human ecology theory. In P. Boss, W. Doherty, R. LaRossa, W. Schumm, & S. Steinmetz (Eds.), Sourcebook of family theories and methods: A contextual approach (pp. 419-448). New York: Plenum.

Lerner, R. M., Miller, J. R., & Ostrom, C. W. (1995, Spring). Integrative knowledge, accountability, access, and the American university of the twenty-first century: A family and consumer sciences vision of the future of higher education. *Kappa Omicron Nu FORUM*, 8(1), 11-27.

**Miller, J. R., & Lerner, R. M. (1994). Integrating research and outreach: Developmental contextualism and the human ecological perspective. *Home Economics Forum*, 7, 21-28.**

Ralston, P., Lerner, R. M., Mullis, A. K., Simerly, C. S., & Murray, J. P. (In press). Training human development professionals in public policy and community collaboration: A view of the issues. In P. Ralston, R. M. Lerner, A. K. Mullis, C. S. Simerly, & J. P. Murray (Eds.), *Social change, public policy, and community collaboration: Training human development professionals for the twenty-first century*. Norwell, MA: Kluwer.

## **D. Land-Grant Universities**

### **Readings:**

Bok, D. (1992). Reclaiming the public trust. Change, pp. 13-19.

**Bonnen, J. T. (1998). The land-grant idea and the evolving outreach university. In R. M. Lerner & L. A. K. Simon (Eds.), *Creating the new outreach university for America's youth and families: Building university-community collaborations for the twenty-first century* (pp. 25-70). New York: Garland Publishing.**

Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

**Boyer, E. L. (1994, March 9). Creating the new American college. The Chronicle of Higher Education, A48.**

**Kellogg Commission on the Future of State and Land-Grant Colleges. (1999). Returning to our roots: The engaged institution. Washington, D.C.: National Association of State Universities and Land-Grant Colleges.**

## **4. CONTEMPORARY BASES OF ADS:**

### **A. The Life-Span Developmental Perspective**

#### **Readings:**

**Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, 23, 611-626.**

**Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (1998). Life-span theory in developmental psychology. In W. Damon (Series Ed.) and R. M. Lerner (Ed.), Handbook of child psychology: Vol. I Theoretical models of human development (5th ed., pp.1029-1144). New York: Wiley.**

Baltes, P. B., Staudinger, U. M., & Lindenberger, U. (1999). Lifespan psychology: Theory and application to intellectual functioning. In J. T. Spence, J. M. Darley, & D. J. Foss (Eds.), Annual Review of Psychology (Vol. 50, 471-507). Palo Alto, CA: Annual Reviews.

**Birkel, R., Lerner, R. M., & Smyer, M. A. (1989). Applied developmental psychology as an implementation of a life-span view of human development. *Journal of Applied Developmental Psychology*, 10, 425-445.**

Brim, O. G., Jr., & Kagan, J. (Eds.). (1980). Constancy and change in human development. Cambridge: Harvard University Press.

## **B. Life-Course Sociology**

### **Readings:**

Elder, G. H., Jr. (1980). Adolescence in historical perspective. In J. Adelson (Ed.), Handbooks of adolescent psychology (pp. 3-46). New York: Wiley.

**Elder, G. H., Jr. (1998). The life course and human development. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 939-992). Volume 1 of**

**the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.**

Featherman, D. L. (1983). Life-span perspectives in social science research. In P. B. Baltes & O. G. Brim Jr. (Eds.), Life-span development and behavior, 5 (pp. 1-57). New York: Academic.

Featherman, D. L., & Lerner, R. M. (1985). Ontogenesis and sociogenesis: Problematics for theory about development across the lifespan. American Sociological Review, 50, 659-676.

Riley, M. W. (Ed.). (1979) Arming from birth to death: Interdisciplinary Perspectives. Boulder, CO: Westview Press.

## **C. Bioecological Theory**

### **Readings:**

**Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. Child Development, 45,1-5.**

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. American Psychologist, 32, 513-531.

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

**Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 993-1028). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.**

Crouter, A. C., & McHale, S. M. (1993). Familial economic circumstances: Implications for adjustment and development in early adolescence. In R. M. Lerner (Ed.), Early adolescence: Perspectives on research, policy, and intervention, 71-91. Hillsdale, NJ: Erlbaum.

#### **D. Developmental Systems Theory**

##### **Readings:**

Ford, D. H., & Lerner, R. M. (1992). *Developmental systems theory: An integrative approach*. Newbury Park, CA: Sage.

**Lerner, R. M. (1998). Theories of human development: Contemporary perspectives. In R. M. Lerner (Ed.), *Theoretical models of human development*. Volume**

**1 of the *Handbook of child psychology* (5th ed., pp.1-24), Editor-in-chief: W. Damon. New York: Wiley.**

Sameroff, A. J. (1983). Developmental systems: Contexts and evolution. In W. Kessen (Ed.), Handbook of Child Psychology: Vol. 1 History, theory and methods, 1 (pp. 237-294). New York: Wiley.

Thelen, E., & Smith, L. B. (1998). Dynamic systems theories. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 563-634). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

**Trickett, E. J., Barone, C., & Buchanan, R. M. (1996). Elaborating developmental contextualism in adolescent research and intervention: Paradigm contributions from community psychology. Journal of Research on Adolescence, 6, 245-269.**

Wapner, S., & Demick, J. (1998). Developmental analysis: A holistic, developmental, systems-oriented perspective. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 761-806). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

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

##### **Readings:**

**Benson, P. L., Leffert, N., Scales, P. C., & Blyth, D. A. (1998). Beyond the "village" rhetoric: Creating healthy communities for children and adolescents. Applied Developmental Science, 2(3),138-159.**

**Leffert, N., Benson, P., Scales, P., Sharma, A., Drake, D., & Blyth, D. (1998). Developmental assets: Measurement and prediction of risk behaviors among adolescents. Applied Developmental Science, 2(4), 209-230.**

Lerner, R. M. (1995). *America's youth in crisis: Challenges and options for programs and policies*. Thousand Oaks, CA: Sage.

**Lerner, R. M., & Galambos, N. (1998). Adolescent development: Challenges and opportunities for research, programs, and policies. In J. T. Spence (Ed.), *Annual Review of Psychology* (Vol. 49, pp. 413-446). Palo Alto, CA: Annual Reviews Inc.**

Lerner, R. M., Sparks, E. S., & McCubbin, L. (In press). *Family diversity and family policy: Strengthening families for America's children*. Norwell, MA: Kluwer.

Scales, P. C., & Leffert, N. (1999). Developmental assets: A synthesis of the scientific research on adolescent development. Minneapolis, MN: Search Institute.

## **F. Higher Education and Outreach**

Chibucos, T., & Lerner, R. M. (1999). Serving children and families through community-university partnerships: Success stories. Norwell, MA: Kluwer.

Eccles, J. S. (1996). The power and difficulty of university-community collaboration. Journal of Research on Adolescence, 6, 81-86.

Lerner, R. M., & Simon, L. A. K. (1998). The new American outreach university: Challenges and options. In R. M. Lerner & L. A. K. Simon (Eds.), *Creating the new outreach university for America's youth and families: Building university-community collaborations for the twenty-first century* (pp. 3-23). New York: Garland Publishing.

Lerner, R. M., & Simon, L. A. K. (1998). Directions for the American outreach university in the twenty-first century. In R. M. Lerner & L. A. K. Simon (Eds.), *Creating the new outreach university for America's youth and families: Building university-community collaborations for the twenty-first century* (pp. 461-481). New York: Garland Publishing.

Overton, B. J., & Burkhardt, J. C. (In press). Drucker could be right, but . . . : New leadership models for institutional-community partnerships. Applied Developmental Science.

Sherrod, L. (In press). "Giving child development knowledge away": Using university-community partnerships to disseminate research on children, youth, and families. Applied Developmental Science, 3(4)

Spanier, G. B. (In press). Enhancing the quality of life: A model for the 21st century land-grant university. Applied Developmental Science, 3L4).

Votruba, J. C. (1992). Promoting the extension of knowledge in service to society. Metropolitan Universities, 3(3), 72-80.

Votruba, J. C. (1996). Strengthening the university's alignment with society: Challenges and strategies. Journal of Public Service & Outreach, 10), 29-36.

## 5. ADS AND CIVIL SOCIETY

Benson, P. (1997). All kids are our kids: What communities must do to raise caring and responsible children and adolescents. San Francisco: Jossey-Bass.

Damon, W. (1997). The youth charter: How communities can work together o raise standards for all our children. New York: The Free Press.

**Lerner, R. M., De Stefanis, I., & Ladd, G. T. (1998). Promoting positive youth development: Collaborative opportunities for psychology. *Children's Services: Social Policy, Research, & Practice*, 1 (2), 83-109.**

**Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (In press). Toward a science for and of the people: Promoting civil society through the application of developmental science. Child Development.**

O'Connell, B. (1999). Civil society: The underpinnings of American democracy. Hanover, NH: University Press of New England.

## 6. METHODOLOGICAL IMPLICATIONS OF ADS

### Readings:

**Baltes, P. B., Reese, H. W., & Nesselroade, J. R. (1977). Life-span developmental psychology: Introduction to research methods. Monterey. Brooks/Cole.**

**Campbell, D. T. (1969). Reforms as experiments. *American Psychologist*, 24, 409-429.**

Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81-105.

Fetterman, D. M., Kaftarian, S. J., & Wandersman, A. (Eds.). (1996). Empowerment evaluation: Knowledge and tools for self-assessment and accountability. Thousand Oaks, CA: Sage.

Hultsch, D. F., & Hickey, T. (1978). External validity in the study of human development: Theoretical and methodological issues. *Human Development*, 21, 76-91.

**Jacobs, F. (1988). The five-tiered approach to evaluation: Context and implementation. In H. B. Weiss & F. Jacobs (Eds.), Evaluating family programs (pp. 37-68). Hawthorne, NY: Aldine.**

Jarrett, R. L. (1998). African American children, families, and neighborhoods: Qualitative contributions to understanding developmental pathways. Applied Developmental Science, 2, 2-16.

Kazdin, A. E. (1998). *Research design in clinical psychology* (3rd. ed.). Boston: Allyn & Bacon.

**Lerner, R. M., Lerner, J. V., De Stefanis, I., & Apfel, A. (In press). Understanding developmental systems in adolescence: Implications for methodological strategies, data analytic approaches, and training. *Journal of Adolescent Research*.**

Lerner, R.M., Skinner, E.A., & Sorell, G.T. (1980). Methodological implications of contextual/dialectic theories of development. *Human Development*, 23, 225-235.

Nesselroade, J. R. & Baltes, P. B. (Eds). (1979). *Longitudinal research in the behavioral sciences: Design and analysis*. New York: Academic Press.

von Eye, A. (1990a). *Introduction to Configural Frequency Analysis: The search for types and antitypes in cross-classifications..* Cambridge: Cambridge University Press.

von Eye, A. (1990b). Statistical methods in longitudinal research. *Vol. 2: Time series and categorical longitudinal data*. New York: Academic Press.

Wohlwill, J. F. (1973). *The study of behavioral development*. New York: Academic Press.

## **7. ETHICAL ISSUES IN ADS**

### **Readings:**

**Fisher, C. B. (1993). Integrating science and ethics in research with high risk children and youth. SRCD Social Policy Report, 7,1-27.**

Fisher, C. B. (1994). Reporting and referring research participants: Ethical challenges for investigators studying children and youth. Ethics and Behavior, 4, 87-95.

Fisher, C. B. (1997). A relational perspective on ethics-in-science decisionmaking for research with vulnerable populations. IRB: A Review of Human Subjects Research, 19, 1-4.

**Fisher, C. B., & Brennan, M. (1992). Applications and ethics in developmental psychology. In D. L. Featherman, R. M. Lerner, & M. Perlmutter (Eds.), Life-span development and behavior, 11(pp.189-219). Hillsdale, NJ: Erlbaum.**

Fisher, C. B., & Fyrberg, D. (1994). Participant partners: College students weigh the costs and benefits of deceptive research. American Psychologist, 49, 417-427.

Fisher, C. B., Higgins, A., Rau, J. M., Kuther, T. L., & Belanger, S. (1995). Reporting and referring research participants at risk: Views from urban adolescents. Child Development, 66, 2086-2100.

Fisher, C. B., Hoagwood, K., & Jensen, P. S. (1996). Casebook on ethical issues in research with children and adolescents with mental disorders. In K. Hoagwood, P. S. Jensen, & C. B. Fisher (Eds.), Ethical issues in mental health research with children and adolescents (135-238). Mahwah, NJ: Erlbaum.

Fisher, C. B., & Tryon, W. W. (1990). Ethics in applied developmental psychology: Emerging issues in an emergin field. Norwood, NJ: Ablex.

**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. Paul Baltes**

Director, Center for Lifespan Psychology  
Max Planck Institute for Human Development

**Ms. Phyllis Baumann**

Attorney at Law

**Dr. Felton Earls**

Professor  
Harvard Medical School  
Harvard University

**Ms. Michelle Farnum**

Director of Youth Programs  
Office of Workforce Development  
City of Cambridge

**Dr. William Harris**

President  
KIDSPAC

**Ms. Abby Shapiro Kendrick**

Global Community Initiatives Manager  
WFD, Inc.

**Mr. Rick R. Little**

President and CEO  
International Youth Foundation

**Dr. Linda Thompson**

Director  
University of Maryland School of Nursing

**Dr. Barry Dym, ILC Chair**

President  
WorkWise Research and Consulting

**Ms. Suzin Bartley**

Executive Director  
Massachusetts Children's Trust Fund

**Lic. Jaime Bolaños Cacho Guzmán**

Director General  
Fundacion Comunitaria Oaxaca, Mexico

**Dr. David Elkind**

Professor  
Eliot-Pearson Department of Child Development  
Tufts University

**Mr. Don Floyd**

Chief Operating Officer  
National 4-H Council

**Mr. Joseph M. Hunt**

Project Economist  
Asian Development Bank

**Mr. John Kyle**

Program Director, Children and Families in Cities  
National League of Cities

**Dr. T. S. Saraswathi**

Dept. of Human Development and Family Relations  
Faculty of Home Science  
University of Baroda, India