

The Advanced Educational System at Department of Human Development and Family Studies, Pennsylvania State University.

Kazumi HOSHINO, Ph. D.

I . Purposes

Baltes(1987) suggested individual development has been created through dynamic interactions between the individual and historical, cultural, and social contexts based on empirical studies. As a specified research method in gerontology, Schaie & Willis(2006) described Schaie developed his effective design including cross-sectional study and longitudinal sequences, and data analysis could be cohort-sequential (cohort versus age), cross-sequential (cohort versus time of measurement), or time-sequential (age versus time of measurement).

Regarding adult development and aging, Zarit(2008) suggested call for prevention for older adults in the U.S. from perspectives of geropsychology, geriatric psychiatry, and socioeconomic policy studies. Salvia, Almeida, Davey, & Zarit (2008) specified correlations between social support and daily mood among relationships of children in adulthood and parents in old age. As for clinical psychology and education, Zarit & Zarit(2007) emphasized that clinical psychologists should fully consider the uniqueness in clinical practices for older adults. In Japan Tabata(2006) analyzed American Scientist-Professional Model, and concluded refining education for clinical psychologists in Graduate Schools and continuing education.

Department of Human Development and Family Studies(HDFS), Pennsylvania State University(PSU) is ranked sixth in developmental psychology following Stanford University, Harvard University and so on. (US News & World Report, 2008), and the curriculum is introduced by American Psychological Association (2009). Have Japanese Graduate Schools

been creating educational systems that are suitable for human helping professionals in the context that life-span development has extremely changed after adult development ? The purpose of the study is to examine the excellent interdisciplinary educational program and the system of student development and evaluation at the HDFS.

II. Methods

The author stayed at PSU as a visiting scholar supported by the Ministry of Education, Culture, Science, Sports, and Technology from March, 2006 to December, 2007. The author observed classes at the HDFS and Department of Educational Theory and Policy Studies (Hoshino, 2007). Also the author interviewed regarding the education and research systems with Department Head, Professors in Charge at Graduate and Undergraduate Programs, Director of Social Science Research Center, and so on. This study mainly focuses on class observations reflecting the interviews.

III. Results and Discussions

1. Strengths at the HDFS

The Department Head at the HDFS has been Dr. Zarit since 2003, who is an expertise of international family caregiving studies and comparative human development research for older adults, certified a licensed clinical psychologist. The HDFS does not provide Clinical Ph.D., however his international research and education can give comprehensive perspectives from life-span developmental psychology, cultural psychology, and clinical psychology. Dr. Schaie is Professor Emeritus, and was a former Director in the Gerontology Center. The Gerontology Center has global collaborations, for example Center for Life-span Psychology, Max Planck Institute for Human Development in Berlin founded by Dr. Baltes.

The HDFS has been developing worldwide human development connections through Dr. Zarit, Dr. Schaie, and Dr. Baltes. The intergenerational research network has been created by Dr. Douglas, M.T. & Dr. Douglas, J.C., who are Professors in Charge at Graduate and Undergraduate Programs, manages research projects for children and adolescents in the Prevention

Research Center. The HDFS has been developing the international, intergenerational research and education system not only for students but also for overseas scholars. According to researchers' developments, the international, intergenerational research and education system encourages their career developments, and facilitates positive balances in psycho-socio-cultural identity development mutually.

2. Courses regarding Adult Development and Aging at Undergraduate and Graduate Programs

The HDFS students can take rich courses regarding human development and family studies, and this study focuses on excellent courses of adult development and aging at Undergraduate and Graduate Programs. The Undergraduate Program had HDFS249 "Adult Development and Aging" by Dr. Zarit, and the Graduate Program had HDFS569 "Midlife Seminar: Well-being during the Middle Adult Years" by Dr. Almeida (Table1). HDFS249 "Adult Development and Aging" can support students' understanding about human development from adulthood to the oldest old in various viewpoints of life-span developmental psychology and clinical psychology. The contents include intellectual and personality development, family issues throughout our lives, mental health and intervention in late life, and so on. One of the valuable requirements is a life line paper conducting an interview with students' grandparents, and it allows students to have chances to consider commonalities and differences of human development between adolescents and older adults. Interdisciplinary lectures signify students' academic understanding of aging more widely, and through discussions students hold chances to consider adult development as their real knowledge more deeply.

HDFS569 "Midlife Seminar" can enrich students' research experiences reading papers and discussing about midlife issued freely. The contents of the course inspire students' creative thinking regarding theories of middle adulthood, physical health, emotional and psychological well-being, social role and conflicts, and so on. Eminent requirements are writing a paper and the presentation of adult well-being using the Midlife in the United

Table 1 Courses of Adult Development and Aging

The Undergraduate Program / Adult Development and Aging (Zarit, 2007)	The Graduate Program / Midlife Seminar (Almeida, 2007)
1. Required Readings: Papalia, et.al. (2007), Delaney & Delaney(1993)	1. Required Readings: Brim, Ryff, & Kessler(2004), MIDUS Data *1)
2. Written Assignments: Life Line Paper Conducting Interviews	2. Written Assignments: Research Paper of Adult Well-being
3. Evaluations: 1) First Examination 60 points 2) Second Examination 60 points 3) Final Examination 75 points 4) Life Line Paper 40 points 5) Class assignments to be determined	3. Evaluations: 1) Leading Discussions 30% 2) Participation in Discussions 30% 3) Term Paper of Adult Well-being 40%
4. Course Contents: 1) Aging in Contemporary Society 2) Characteristics of Older Population 3) Theories of Aging and Development 4) The Young Adult Years 5) Methods of Studying Aging 6) Biological Theories of Aging 7) Disease of Aging 8) Learning and Memory 9) Intellectual Development 10) Intimate Relationships 11) Social Support 12) Midlife 13) Family Relationships 14) Work and Retirement 15) Family Help and Caregiving 16) Retirement 17) Personality Development 18) The Oldest Old 19) Mental Health in Later Life 20) A Model of Treatment 21) Intervention for Family Caregivers 22) A Successful Model of Aging Services 23) End of Life Issues	4. Course Contents: 1) Introduction to the Study of Middle Adulthood 2) Demography and Life Span Theories of Middle Adulthood 3) Physical Health: Basic Concepts 4) Physical Health: MIDUS Findings on Socioeconomic Status and Race 5) Physical Health: MIDUS Findings on Sex Differences 6) Emotional Well-being 7) Psychological Well-being 8) Social Responsibility 9) Stress 10) Social Roles: Family 11) Social Roles: Work and Role Conflict 12) Personal Control and Personality 13) Integrative Science 14) Presentations 15) Presentations and Wrapping up

* 1) MIDUS Data means The Midlife in the United States Data.

States Data(MIDUS), for the purpose of preparing their preliminary dissertation. Using various visual education tools and case analyses promotes students think about uniqueness in midlife and adult development in historical, cultural, and social contexts more effectively.

3. Requirements at the Graduate Program

PSU Graduate School (2007) defines degree procedures, and each Department makes an original Graduate Handbook. The HDFS has high excellence in education, research, and outreach, and has definite educational policies that focus on individual and family development through life-span, especially from adulthood to the oldest old. According to the HDFS Graduate Handbook (2006) the HDFS has the purpose of educating researchers regarding individual development and family functioning across life-span development. The program emphasizes understanding developmental issues in individuals and family, and developing effective prevention programs (Table2). The first year students take three introductory courses: Individual Development, Family Studies, and Human Development Intervention, and they learn Methodology courses. They take interdisciplinary research crossing more than 2 out of 4 areas, and they develop specific research themes focusing on individual interests.

Graduate students with a bachelor's degree need to complete a master's and doctorate degrees. Master research is expected an empirical study. The requirements are prepared for independent dissertation, and students are required to develop professional identity through various apprenticeships, including research assistant, teaching assistant, and so on. If they complete required course works and a thesis in Demography, students can also obtain Master's and Doctorate degrees of Demography.

4. Degrees of Master's and Doctorate

Graduate students take a core course that includes 1 credit orientation, 3 substantive courses, and 4 methods courses. They develop Yearly Plans of Study research plans with their advisors, begin to clarify research interests in the end of the first year, and take selective courses in specified

Table 2-1 The Program and Coursework(The HDFS, 2006) ** 2)

The Graduate School / The HDFS Program	Necessary Courses / Credits
Master Program at the Graduate School	total 30 credits
Master Program at the HDFS	
Master Thesis	6 credits
Core Courses: 1 Orientation, 3 Substantive Courses, 4 Methods Courses	
Introduction: Professional Issues in Human Development	1 course
Substantive Courses: Introduction to the Study of (required courses) Development across the Life-span, Human Development Intervention: Analysis of Theories and Approaches, Introduction to Family Studies	3 courses
Substantive Courses: (Including 6credits at the HDFS Seminars) 9 credits (selective courses) [Individual Development]: Life-span Developmental Theory, Nature, Nurture, and Development Infantile Development Seminar Childhood Development Seminar Adolescence Development Seminar Mid Life Development Seminar Adult Development and Aging Seminar [Family Studies]: Family micro process: Family Relationships Work as the context in the Life-span Development, et.al. Family macro process: Family and Social and Economical Systems Family Disorganization, et.al. Family Studies Seminar [Human Development Intervention]: Risk and Resilience, Social Epidemiology Best Practices, Program Development	
Methods Courses: Methods of Research in Human (required courses) Development, Methods of Statistical Analysis in Human Development	2 courses

** 2) Table 2 was made from HDFS(2006, pp.12-17) by the author.

Table 2-2 The Program and Coursework(The HDFS, 2006)

The Graduate School / The HDFS Program	Necessary Courses / Credits
Doctoral Program at the Graduate School	no requirement
Doctoral Program at the HDFS	(18 credits)
Doctoral Thesis	6 credits
Core Courses: 1 Orientation, 3 Substantive Courses, 4 Methods Courses	sum
Introduction: Professional Issues in Human Development	1 course
Substantive Courses: Introduction to the Study of (required courses) Development across the Life-span, Human Development Intervention: Analysis of Theories and Approaches, Introduction to Family Studies	sum 3 courses
Substantive Courses: (Including 6credits at the HDFS Seminars) sum (selective courses) [Intividual Development]:	12 credits
	Life-span Developmental Theory, Nature, Nurture, and Development Infantile Development Seminar Childhood Development Seminar Adolescence Development Seminar Mid Life Development Seminar Adult Development and Aging Seminar
	[Family Studies]: Family micro process: Family Relationships Work as the context in the Life-span Development, et.al. Family macro process: Family and Social and Economical Systems Family Disorganization, et.al. Family Studies Seminar
	[Human Development Intervention]: Risk and Resilience, Social Epidemiology Best Practices, Program Development
Methods Courses: (required courses)	Methods of Research in Human Development, Methods of Statistical Analysis in Human Development
Methods Courses: (selective courses)	Measurement in Human Development, Research Methods in Developmental Processes

Table 3 The Degree Processes of Master's and Doctorate (HDFS, 2006, p.22) 3)

Student Evaluation	Year
First Year Review	1
Master's Degree / Yearly Review	2
Candidacy Examination	3
Yearly Review / Comprehensive Examination (Writing and Oral Examinations)	3
Yearly Review / Dissertation Proposal and Final Oral Examination	4

3) Table 3 was partly added to the HDFS (2006, p.28) by the author.

areas in second and third years. Students must accomplish the requirements of the Graduate School and the HDFS. As for the Graduate School, they need to complete a Graduate Program at a Master course that includes more than 30 credits. The HDFS requires a master thesis(HDFS600 or HDFS 610) and more than 6 additional credits.

At a Doctoral course the Graduate School has no specific credit, however general requirements include (1)Grade Point Average is more than 3.00, (2)demonstrative competence in English, (3)professional communication skills, (4)passing of the comprehensive examinations, (5)a satisfactory thesis, and (6)passing of the final oral examination of a thesis or dissertation defense.

At the HDFS students may obtain Doctorate degrees for 4 or 5 years. Doctoral students take 12 or 18 credits, and have the candidacy examination. Students maintain the HDFS601,611, and complete the thesis and the final oral examination in 2 or 3 years of the comprehensive exam.

IV. Future Directions

In Japan clinical psychologists need to deal with human well-being expanding with comprehensive perspectives of life-span developmental psychology in contexts of universality more effectively , and are required to have interdisciplinary viewpoints. When we will eventually revise Japanese curriculum for clinical psychologists at Graduate Schools, we can

learn from the excellent interdisciplinary education system at the HDFS . Moreover the international, intergenerational research and education system for overseas scholars at the HDFS will be highlighted as a prominent continuing education for supporting career development among psychologists.

[Acknowledgement]

I really appreciate Dr. Steven H. Zarit, who is a Professor and Department Head of the Human Development and Family Studies, Pennsylvania State University. I wish to thank for Dr. Ann C. Crouter, Dr. Douglas M. Teti , Dr. J. Douglas Coatsworth, Dr. David M. Almeida, and all Professors at the HDFS. The study was funded by the Ministry of Education, Culture, Science, Sports, and Technology(Grant No. 18-R-149).

[References]

- Almeida, D.M. (2007): Midlife Seminar: Well-being during the middle adult years. http://www.hhdev.psu.edu/hdfs/courses/hdfs_569.html (01/12/2007)
- American Psychological Association (2009): Graduate Study in Psychology. Washington, D.C.: American Psychological Association.
- Baltes, P,B. (1987): Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, 23, 611-626.
- Brim, O.G., Ryff, C.D., & Kessler, R.C. (2004) *How Healthy are we ? A national study of well-being at midlife*. Chicago: The University of Chicago Press.
- Delaney, S. & Delaney, A.E. (1993) *Having our say: The Delaney sisters' first 100 years*. New York: Dell.
- Department of Human Development and Family Studies, Pennsylvania State University 2006 Graduate Handbook
http://www.hhdev.psu.edu/hdfs/grad/deg_req.html (12/20/2006)
- Hoshino, K. (2007): Practices of qualitative research education in cross-cultural relationships and intergenerational relationships. Poster

- presented at 71st Annual Convention of the Japanese Psychological Association (at Toyo University in Tokyo, Japan. 09/16/2007)
- Papalia, D.E., Sterns, H., Feldman, R.D., & Camp, C.J. (2007) *Adult development and aging, Third Edition*. Boston: McGraw Hill.
- Pennsylvania State University Graduate School (2007): The Pennsylvania State University Bulletin: Graduate Degree Program (Graduate Catalog) <http://bulletins.psu.edu/bulletins/whitebook/index.cfm> (01/12/2007)
- Savla, J., Almeida, D.M., Davey, A., & Zarit, S.H. (2008): Routine assistance to parents: Effects on daily mood and other stressors. *Journal of Gerontology: SOCIAL SCIENCES*, 63(B), S154-S161.
- Schaie, K.W. & Willis, S.L. (2006) : *Adult Development and Aging, Fifth Edition*. New Jersey: Prentice Hall.
- Tabata, O. (2006) :Education and clinical practices at the graduate school and continuing education in California State. *Annual Reports of Ethical and Legal Issues in Human Helping Professionals Including Clinical Psychologists(Grant No.17320005)*, 1, 25-40.
- US News & World Report (2008): *2009 Edition America's best graduate schools*. Washington, D.C.: US News & World Report Inc.
- Zarit, S.H. (2007) :Adult Development and Aging.
http://www.hhdev.psu.edu/hdfs/courses/hdfs_249.html (01/12/2007)
- Zarit, S.H. (2008) : A good old age: Theories of mental health and aging. In Bengtson, V., Silverstein, M., Putney, N., & Gans, D. (Eds.) *Handbook of Theories of Aging*. New York: Guilford Press, pp. 675-691.
- Zarit, S.H. & Zarit, J.M. (2007): *Mental Disorders in Older Adults, Second Edition: Fundamentals of Assessment and Treatment*. New York: Guilford Press.