Twin Cities Campus

Applied Developmental Psychology M.A.

Institute of Child Development

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Institute of Child Development
51 East River Parkway
Minneapolis, MN 55455
612-624-0526
Email: icdapply@umn.edu

- Program Type: Master's
- Requirements for this program are current for Fall 2017
- Length of program in credits: 32
- This program does not require summer semesters for timely completion.
- Degree: Master of Arts

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Students will gain knowledge of developmental processes and competence in the application of theory and research to practice and policy/research. Specialization happens via formal tracks in infant and early childhood mental health, child life, or individualized studies.

Program Delivery

This program is available:

- completely online (all program coursework can be completed online)

Prerequisites for Admission

The preferred undergraduate GPA for admittance to the program is 3.00.

Other requirements to be completed before admission:
Applicants must have completed at least one general psychology, human development, or social science course with a grade of B or higher. Applicants must submit, via the online application system, a departmental application to a specific track, scores from the General Test of the GRE, TOEFL scores if applicable, three letters of recommendation from persons familiar with their potential for graduate study, unofficial transcripts, a statement of career interests, goals, and objectives, and a statement of diversity.

Child life track applicants must also have completed or have in progress one child life course taught by a certified child life specialist (CCLS) and 100 hours of documented direct experience with children and families in a hospital/medical setting, preferably under the supervision of a CCLS. In addition, applicants must meet the minimum technical standards for internship in a clinical setting as outlined by the Child Life Council.

Please see our website for full details.

Applicants must submit their test score(s) from the following:

- GRE

International applicants must submit score(s) from one of the following tests:

- TOEFL

The preferred English language test is Test of English as Foreign Language

Key to test abbreviations(GRE, TOEFL).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

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Program Requirements

Plan B: Plan B requires 32 major credits and up to null credits outside the major.The final exam is written and oral. A capstone project is required.
Capstone Project: Students will develop an individual capstone project in consultation with their advisor. Their capstone project should integrate the foundational knowledge gained via their coursework with the applied experience required as part of their Plan B Project Credits: CPSY 5996 Field Experience in Developmental Psychology (3-6 credits).

This program may be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

Students are admitted to a specific track (academic content sub-plan) and must complete the core courses, the required courses for their track as listed below, and the Plan B Project credits.

Core Courses
Take 14 or more credit(s) from the following:
- CPSY 5301 - Advanced Developmental Psychology (3.0 cr)
- CPSY 5302 - Cognitive and Biological Development (3.0 cr)
- CPSY 5303 - Social and Emotional Development (3.0 cr)
- CPSY 5304 - Research Methods in Applied Child and Adolescent Development (3.0 cr)
- CPSY 5306 - Ethics and Professionalism in Applied Child and Adolescent Development (2.0 cr)

Plan B Project Credits
Take 3 - 6 credit(s) from the following:
- CPSY 5996 - Field Experience in Applied Child and Adolescent Development (1.0 - 12.0 cr)

Program Sub-plans

Students are required to complete one of the following sub-plans.
Students may not complete the program with more than one sub-plan.

Infant and Early Childhood Mental Health

The infant and early childhood mental health track is committed to the development of culturally competent, trauma-informed practitioners and policy makers through inter-disciplinary studies and supervised professional practice. The program philosophy is shaped by an ecological, multigenerational, relational model of development and intervention, attending to the ways biology, environment (i.e., family, culture, socioeconomic context), and individual history transact to promote health and pathology. The track consists of coursework and training in the application of developmental science to early childhood evidence-based practice and policy development. The training prepares practitioners to conceptualize case work with young children (0-5) and their caregivers, and prepares individuals to formulate and advocate research-based policy and practice in the area of childrens mental health.

Infant and Early Childhood Mental Health Track Required Courses
Take 15 or more credit(s) from the following:
- CPSY 5503 - Development and Psychopathology in Early Childhood (3.0 cr)
- CPSY 5506 - Infant Observation Seminar I (1.0 cr)
- CPSY 5508 - Infant Observation Seminar II (1.0 cr)
- CPSY 5511 - Infant Observation Seminar III (1.0 cr)
- CPSY 5513 - Early Childhood Assessment (3.0 cr)
- CPSY 5518 - Prevention and Intervention in Early Childhood: Principles (3.0 cr)
- CPSY 5521 - Prevention and Intervention in Early Childhood: Practice and Ethics (3.0 cr)

Child Life

The child life track is committed to preparing child life specialists with a strong educational foundation in developmental science coupled with a thorough theoretical education in topics central to the child life profession such as illness and injury, therapeutic play and relationships, and childhood death and bereavement. Students will develop the skills necessary to promote family-centered care and work with children and their families who are living with chronic and acute healthcare challenges.

Child Life Track Required Courses
Take 15 or more credit(s) from the following:
- CPSY 5601 - Child Life Theory, Practice and Program Development (3.0 cr)
- CPSY 5602 - Developmental Perspectives on Illness and Injury in Healthcare (3.0 cr)
- CPSY 5603 - Therapeutic Play for Child Life Practice (3.0 cr)
- CPSY 5604 - Therapeutic Relationships: Supporting Children in Healthcare (3.0 cr)
- CPSY 5605 - Childhood Death and Bereavement (3.0 cr)

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Individualized Studies

The individualized studies track prepares students whose work intersects with children and families with a strong academic foundation in developmental science, exposure to current issues and great challenges in developmental science, and the opportunity to craft a supporting program or add a graduate minor tailored to a students individual career goals. This track recognizes the wide ranging professions that benefit from integration with developmental science, such as policy development, evaluation studies, prevention science, parent education, among many other domains currently addressed via existing coursework at the University.

Individualized Studies Track Required Courses

Take 9 or more credit(s) from the following:

- CPSY 5310 *{Inactive}*(3.0 cr)
- CPSY 5413 - Early Childhood and Public Policy (3.0 cr)
- EPSY 5261 - Introductory Statistical Methods (3.0 cr)

Individualized Studies Track Electives

Take at least 6 credits, selected in consultation with an advisor.

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