

PSYC*6630, Course Outline: Fall 2017

General Information

Course Title: Developmental Psychology

Course Description:

The purpose of this course is threefold: (1) to develop a broad understanding of normative development across infancy, childhood and adolescence, focusing on developmental changes and the variables that influence those changes; (2) to think critically about genetic and environmental contributions to development, examining some of the primary theoretical, empirical, and methodological influences on these fields of study, and (3) to examine how developmental psychology informs applied developmental psychology and clinical psychology.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall, 2017

Class Schedule and Location: Tuesday, 2:30 – 5:20, MacKinnon (MACK) 237

Instructor Information

Instructor Name: Dr. H. N. Bailey

Instructor Email: hnbailey@uoguelph.ca

Office location and office hours: MacKinnon Extension 3008, by appointment

Course Content

Specific Learning Outcomes:

- | Item # | Learning Outcome |
|--------|--|
| 1 | Demonstrate understanding of normative development in multiple domains (e.g., social, emotional, cognitive) across infancy, childhood, and adolescence |
| 2 | Become familiar with instruments and procedures used to assess children's normative development and attainment of developmental milestones |
| 3 | Conduct an observational assessment of a typically developing child |
| 4 | Evaluate, appraise, and reflect on selected reviews and empirical articles. |
| 5 | Discuss and appraise current conceptualizations of the interplay of genetic and |

- Item # Learning Outcome
 environmental influences on children’s development
- 6 Discuss how research in developmental psychology intersects with research in developmental psychopathology and applied developmental psychology.
 - 7 Demonstrate an understanding of key developmental concepts, and apply this understanding to topics and issues arising in discussion.
 - 8 Contribute responsively and constructively during group discussions
 - 9 Conduct a comprehensive literature review of a selected topic
 - 10 Express ideas clearly and persuasively in writing.
 - 11 Develop a well-reasoned research proposal that effectively incorporates relevant research.

Class:

Class Topics and Assigned Readings

Note. Some readings and elements of course design were borrowed from Dr. R. Barron, with thanks.

Date Topic

Sept
12 Introduction to the course

Students choose developmental domains to research/present

Sept
19 Presentations on normative development; Group Discussion

(no additional readings)

Sept
26 Behavioural coding techniques, assessment of adaptive behaviour and developmental milestones

Booren, L. M., Downer, J. T., & Vitiello, V. E. (2012). Observations of children's interactions with teachers, peers, and tasks across preschool classroom activity settings. *Early Education & Development, 23*, 517-538. doi:10.1080/10409289.2010.548767

Forman, G., & Hall, E. (2005). [Wondering with children: The importance of observation in early education. *Early Childhood Research and Practice, 7*.](http://ecrp.uiuc.edu/v7n2/forman.html)
doi: <http://ecrp.uiuc.edu/v7n2/forman.html>

Oct 3 Behavioural Observations at the Child Care and Learning Centre

(no readings) (class time may be rescheduled to accommodate children's schedules)

Oct 17 Interplay of Genetic and Environmental Contributions to Development

Szyf, M & Bick, J. (2013). DNA Methylation: A mechanism for embedding early life experiences in the genome. *Child Development, 84*, 49-57. doi: 10.1111/j.1467-8624.2012.01793

LaFreniere, P., & MacDonald, K. (2013). A post-genomic view of behavioral development and adaptation to the environment. *Developmental Review, 33*, (89-109). doi: <http://dx.doi.org/10.1016/j.dr.2013.01.002>

Oct 24 Nature, Nurture, and Brain Development

Happe, F. & Frith, U. (2014). Towards a developmental neuroscience of atypical social cognition. *Journal of Child Psychology and Psychiatry, 55*, 55 –577. doi: 10.1111/jcpp.12162

Mandy, W., & Lai, M. (2016). Annual research review: The role of environment in the developmental psychopathology of autism spectrum condition. *Journal of Child Psychology and Psychiatry, 57*, 271-292. doi:10.1111/jcpp.12501

Oct 31 Parental influences on development

Grusec, J. E. (2011). Socialization processes in the family: Social and emotional development. *Annual Review of Psychology, 62*, 243-269. doi: 10.1146/annurev.psych.121208.131650

Morris, A. S., Criss, M. M., Silk, J. S., & Houlberg, B. J. (2017). The impact of parenting on emotion regulation during childhood and adolescence. *Child Development Perspectives, 1-6*. doi: 10.1111/cdep.12238

Klein, D. N., & Finsaas, M. C. (2017). The Stony Brook Temperament Study: Early antecedents and pathways to emotional disorders. *Child Development Perspectives, 1-7*. doi: 10.1111/cdep.12242

Nov 7 Attachment: Processes, Strategies, and Outcomes

Verhage, M. L., Schuengel, C., Madigan, S., Fearon, R. M. P., Oosterman, M., Cassibba, R., Bakermans-Kranenburg, M. J., & Van IJzendoorn, Marinus H. (2016). Narrowing the transmission gap: A synthesis of three decades of research on intergenerational transmission of attachment. *Psychological Bulletin*, *142*(4), 337-366. doi: 10.1037/bul0000038

Kerns, K. A., & Brumariu, L. E. (2014). Is insecure parent-child attachment a risk factor for the development of anxiety in childhood or adolescence? *Child Development Perspectives*, *8*, 12-17. doi: 10.1111/cdep.12054

Nov 14 Stress and Coping

Doom, J. R., & Gunnar, M. R. (2013). Stress, physiology and developmental psychopathology: Past, present, and future. *Development and Psychopathology*, *25*, 1359-1373. doi: 10.1017/S0954579413000667

Evans, G. W., & Kim, P. (2013). Childhood poverty, chronic stress, self-regulation, and coping. *Child Development Perspectives*, *7*, 43-48. doi: 10.1111/cdep.12013

Nov 21 Neglect and Maltreatment

Lambert, H. K., King, K. M., Monahan, K. C., & McLaughlin, K. A. (2016). Differential associations of threat and deprivation with emotion regulation and cognitive control in adolescence. *Development and Psychopathology*, doi: 10.1017/S0954579416000584

Cicchetti, D. (2016). Socioemotional, personality, and biological development: Illustrations from a multilevel developmental psychopathology perspective on child maltreatment. *Annual Review of Psychology*, *67*, 187-211. doi: 10.1146/annurev-psych-122414-033259

Nov 28 Resilience

Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, *85*, 6-20. doi: 10.1111/cdev.12205

Zelazo, P. D. & K. E. Lyons (2013). The potential benefits of mindfulness training in childhood: A developmental social cognitive neuroscience perspective. *Child Development Perspectives*, *6*, 154-160. doi: 10.1111/j.1750-8606.2012.00241.x

Nov 30 Individual appointments to discuss proposals, as necessary

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Questions regarding assigned readings	Evening before each class (9 total)*	10%	4
Participation in class discussions	During each class (10 total)*	25%	1 - 8
Normative development presentation	Presentations Sept. 19; Submit materials Sept. 18 at 11:59pm	10%	1
Observational assessment report	Two days following the observation at 11:59pm (specific observation time to be scheduled)	10%	3
Developmental concepts glossary	Nov. 30 at 11:59pm	5%	7
Research proposal outline	Oct. 14 at 11:59pm	5%	9, 10, 11
Research proposal	Dec. 7 at 11:59pm	35%	9, 10, 11

Feedback on questions and participation will be provided after the Oct. 3 and Oct. 31 classes.

Assignment Details:

Group Discussion Format (25%): Classes will involve discussion of a set of readings that deal with broad theoretical positions and current and/or enduring controversies in developmental psychology. Most of these readings have implications for research in the fields of clinical psychology and applied developmental psychology. I expect our discussions to be lively, wide ranging, and involve critical evaluations of the readings as well as attempts to construct the "big picture(s)". We will not be devoting our time to simply reviewing or summarizing the research. In order to provide structure for our discussions, as well as to encourage critical and thoughtful evaluation of the material, you will each be required to generate two written questions about the readings for each week. These questions will be used as a framework of our discussions and they will be posted on Courselink the evening before the class meeting.

Normative Development Presentation (10%): Students will individually present a synopsis of development focusing on a single domain. The synopsis will be divided into the following developmental periods: infancy, early childhood (preschool age), middle childhood (public school age), and adolescence. The presentation will include two components: a user-friendly handout summarizing relevant information on a single, two-sided page, and a 10-minute presentation in class describing our current understanding of children's developmental progression along this domain. Students can choose from the following domains: social,

emotional, cognitive, physical/motor, language, and gender.¹ Sources of information can include child development textbooks and reputable websites: original sources are not required. The goal is to assemble the key information about development along each domain, so that we can use the compiled information as a resource to facilitate discussions considering how development along one domain impacts another, and applying this knowledge to applied and clinical contexts.

- (1) Content. Handouts will be evaluated according to the following criteria: Accuracy of information, relevance of information (i.e., the key issues are described), and readability/ease of use.
- (2) Presentation. Students will take turns presenting their information in the first half of the class. A powerpoint (or similar) presentation that clearly follows the handout is recommended. Presentations will be evaluated according to the following criteria: pace (not too rushed, ends on time, appropriate amount of information covered), content (slides easy to read, important information covered), engagement (eye contact, connection with audience), and clearly articulated concepts.

In the second half of the class we will discuss implications and applications of normative development across these domains. In preparation for this discussion, students should submit thoughtful questions about how development along one domain impacts another, how it could influence the development of mental health issues, how it might affect youths' response to therapy, or other such applications.

Observational Assessment Report (10%): Following a class devoted to learning how to conduct behavioural observations, students will visit the Child Care and Learning Centre together with the instructor and observe a preschool-aged child through a one-way mirror. Students will take running notes of the child's behaviour, and will subsequently write a report describing the behaviour observed and comparing this behaviour to what is known about normative developmental milestones.

Developmental Psychology Glossary (5%): At the end of the course, students will submit a glossary containing at least ten terms that describe key developmental concepts, together with a definition or explanation of the concept, and an example of how it applies. This assignment is intended to provide an opportunity to summarize the most important take-home ideas learned in class discussions.

Research Proposal (35%): You will be required to write a research proposal in order to develop your skills in turning ideas into research. Your task will be to identify an area of research in developmental psychology (broadly conceived to include topics in applied developmental and developmental topics in clinical psychology) that was **not** the topic of your undergraduate honours thesis or research that you have already proposed, conducted, or in which you have been or are currently involved. This research proposal cannot be based on papers for another graduate course. You will be required to develop the theoretical context for your research

¹ Social development can include aggression; emotional development can include identity development

problem, critically evaluate the existing research, propose hypotheses and make specific predictions, develop and justify the research methodology and design, generate hypothetical results (i.e., make up the numbers!!!!), report the hypothetical results in tables and/or figures, indicate how you will analyze your hypothetical results (within the limits of your statistical knowledge), and describe the implications of your hypothetical results for advancing research and theory. The proposal can be no longer than 2000 words excluding references, tables, figures, and appendices and should conform to APA style. You are strongly encouraged to consult extensively with the instructor about the topic and content of your research proposal, but the instructor will not read draft versions of the proposal. You are also encouraged to consult with members of the class as well as other graduate students and faculty about your proposal but the written work must be your own.

Research proposal outline (5%): In order to encourage thinking about the proposal earlier in the semester, an outline of the research proposal is due mid-semester (see above). The outline can be in point form. It must include a general overview of the literature and the key arguments and research goals or hypotheses (these can fit on one single-spaced page, or two pages if necessary). It must also include a fairly well-developed reference section.

Course Resources

Required Readings:

A list of topics is presented above along with the readings corresponding to each topic. Articles can be accessed through Courselink.

Course Policies

Grading Policies

Assignment or Test	When and How to Submit	Schedule for Feedback
Questions regarding assigned readings	By 11:59pm the day before each class: upload to Dropbox on Courselink	Interim grades will be posted twice, after the Oct. 3 and Oct 31 classes.
Participation in class discussions	During each class	Interim grades will be posted twice, after the Oct. 3 and Oct 31 classes.
Normative development presentation materials	Evening before scheduled presentations (Sept. 18): upload to Dropbox on Courselink	Within a week of presentation.
Normative development presentation	In class	Within a week of presentation.
Observational assessment report	By 11:59pm two days following the observation: upload to Dropbox on Courselink	Within a week of submission.

Developmental concepts glossary	By 11:59pm on the final day of classes (Nov 30): upload to Dropbox on Courselink	End of term.
Research proposal outline	By 11:59pm Oct. 14	Within a week of submission. It is recommended that students schedule a short meeting with the instructor to discuss the outline.
Research proposal	Dec. 7 at 11:59pm; upload to Dropbox on Courselink Late submissions result in a 5% penalty per day, including weekends.	End of term. Please feel free to consult with the instructor during the research and writing process.

[Graduate Grade interpretation](#)

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact.

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is

not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is Nov. 3. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Graduate Calendar](#)