

PSYC*6630, Course Outline: Fall 2019

General Information

Course Title: Developmental Psychology

Course Description:

The purpose of this course is threefold: (1) to understand how changing standards for research design and analysis have impacted the field of developmental psychology, and envision adaptive responses to these changes in our own fields of research; (2) to review normative development across infancy, childhood and adolescence, consider how it applies to clinical work, and integrate this knowledge into clinical observations; and (3) to think critically about genetic and environmental contributions to development. Each of these components is designed to build foundational knowledge and skills to support your progress in subsequent courses, practica, and research.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall, 2019

Class Schedule and Location: Tuesday, 2:30 – 5:20, CRSC 101

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:

- 1 Evaluate, appraise, and reflect on assigned readings (review and empirical articles, chapters, webpages)
- 2 Contribute respectfully and constructively during group discussions
- 3 Think critically about the impact of changing standards for methodology and analyses on developmental psychology, and on one's own area of research
- 4 Facilitate learning during class presentations by presenting information clearly and engagingly, and enabling group discussion
- 5 Demonstrate understanding of normative development in multiple domains (e.g., social, emotional, cognitive) across infancy, childhood, and adolescence in presentations and discussions about clinical application
- 6 Conduct an observational assessment of a typically developing child, observing across multiple social contexts
- 7 Discuss and appraise current conceptualizations of the interplay of genetic and environmental influences on children's development
- 8 Demonstrate an understanding of key attachment concepts, and apply this understanding to topics and issues arising in discussion
- 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.

Professionalism & Interpersonal Relationships		
1. Demonstrates knowledge of theories and empirical data regarding relationships (e.g., diversity, interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology, etc.)	Intermediate	1, 8
2. Demonstrates knowledge of self (e.g., motivation, culture, diversity, resources, values, personal biases, factors that may influence the professional relationship such as limits)	Intermediate	2, 3
3. Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function	Intermediate	6, 7, 8
4. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence)	Advanced	(all)

<p>Assessment & Evaluation</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of human populations served and human development 4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data. 6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths 7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback) 	<p>Intermediate</p> <p>Basic</p> <p>Basic</p> <p>Basic</p>	<p>1, 5, 6, 7, 8</p> <p>6</p> <p>5, 6</p> <p>4, 6, 10, 11</p>
<p>Research</p> <ol style="list-style-type: none"> 1. Engages in critical consumption and interpretation of the scientific literature and performs scientific review and critique (i.e., evaluate its significance, limitations, and contribution) 2. Formulates appropriate research questions and hypotheses. 3. Demonstrates knowledge of major research methods (quantitative, qualitative, mixed-methods) that directly and appropriately address research questions 4. Demonstrates knowledge and skill in statistical and analytic approaches, and measurement theory, and their application to scientific inquiry 5. Engages in critical analysis and interpretation of one's own research in relation to the broader scientific literature and contexts 6. Interprets research findings with consideration to context (e.g., study limitations, methodology, broader literature) 	<p>Advanced</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p> <p>Intermediate</p> <p>Advanced</p>	<p>1, 3, 7, 8, 9</p> <p>11</p> <p>3, 11</p> <p>3, 11</p> <p>3, 11</p> <p>1, 3, 7, 8, 11</p>

Class Schedule: Class Topics and Assigned Readings

(Note. Readings marked with * should be read in depth. Those marked with + can be read less thoroughly: read enough to understand the context and a couple key points or findings.)

I. WHAT'S NEW IN DEVELOPMENTAL PSYCHOLOGY, AND IMPLICATIONS FOR FUTURE RESEARCH

Sept 10 Introduction to the course

Students choose developmental domains to present

Sept 17 The latest in developmental research replicability: Gene-environment interaction (& behaviour genetics)

*Border, R., Johnson, E. C., Evans, L. M., Smolen, A., Berley, N., Sullivan, P. F., & Keller, M. C. (2019). No support for historical candidate gene or candidate gene-by-interaction hypotheses for major depression across multiple large samples. *The American Journal of Psychiatry*, 176(5), 376-387.

<http://dx.doi.org.subzero.lib.uoguelph.ca/10.1176/appi.ajp.2018.18070881>

†Lee, J. J., & McGue, M. (2016). Why behavioral genetics matters: Comment on Plomin et al. (2016). *Perspectives on Psychological Science*, 11(1), 29-30.

<http://dx.doi.org.subzero.lib.uoguelph.ca/10.1177/1745691615611932>

†Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. M. (2016). Top 10 replicated findings from behavioral genetics. *Perspectives on Psychological Science*, 11(1), 3-23.

<http://dx.doi.org.subzero.lib.uoguelph.ca/10.1177/1745691615617439>

*Turkheimer, E. (2016). Weak genetic explanation 20 years later: Reply to Plomin et al. (2016). *Perspectives on Psychological Science*, 11(1), 24-28.

<http://dx.doi.org.subzero.lib.uoguelph.ca/10.1177/1745691615617442>

Sept 24 The future of developmental research? Case example: The ManyBabies Consortium

*Frank, M. C., Bergelson, E., Bergmann, C., Cristia, A., Floccia, C., Gervain, J., . . . Yurovsky, D. (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and Theory-Building. *Infancy*, 22(4), 421-435. doi:10.1111/infa.12182

†Cooper, R. P. & Aslin, R. N. (1990). Preference for Infant-Directed Speech in the First Month after Birth. *Child Development*, 61, 1584-1595.

*Soderstrom, M. (2019). ManyBabies1: Infants' preference for infant-directed speech. *Journal of the Acoustical Society of America*, 145, 1728. Abstract retrieved from

<https://doi.org/10.1121/1.5101348>

†And check out the ManyBabies website (especially Projects): <https://manybabies.github.io/>

II. NORMATIVE DEVELOPMENT AND BEHAVIOURAL OBSERVATION

Oct 1 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. doi: <http://ecrp.uiuc.edu/v7n2/forman.html>

Oct 8 Presentations on normative development; group discussions (Part 1)

Oct 10	Presentations on normative development; group discussions (Part 2) (This class is scheduled outside of regular class hours, as per our agreement: 8:30-11:30am, location TBA)
Oct 15	NO CLASS: Behavioural Observations at the Child Care and Learning Centre (no readings) (groups of 3 students will observe around children's schedules)
Oct 22	NO CLASS: Behavioural Observations at the Child Care and Learning Centre (no readings) (groups of 3 students will observe around children's schedules)
III. GENES, ENVIRONMENT, AND DEVELOPMENT	
Oct 29	Interplay of Genetic and Environmental Contributions to Development Readings TBA
Nov 5	Nature, Nurture, and Brain Development Readings TBA
Nov 12	NO CLASS
Nov 19	Attachment: Intergenerational Transmission 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. <i>Psychological Bulletin</i> , 142(4), 337-366. doi: 10.1037/bul0000038 <i>Raising a Secure Child</i> : Chapters 1-3
Nov 26	Attachment: Process, Mismatches, and Repair Reading TBA; <i>Raising a Secure Child</i> : Chapters 4-6
Nov 28	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 (7 total)*	7%	1,3,7,8
Participation in class discussions	During each class (9 total)*	27%	1,2,3,5,7,8
Normative development presentation	Presentations Week of October 1;	15%	2,4,5

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
	Submit materials the evening before by 11:59pm		
Observational assessment report	Two days following the observation by 11:59pm (specific observation time to be scheduled)	10%	2,6
Research proposal outline	October 28 at 11:59pm	5%	9,10,11
Research proposal	December 4 at 11:59pm	36%	9,10,11

Feedback on questions, class participation, and presentations will be provided within a week from class dates. Feedback on observational assessment will be provided within a week from the submission date of the final group of students.

Assignment Details:

Group Discussion Format (27%): 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 (so bring them with you to class!) and they will be posted on Courselink the evening before the class meeting.

Normative Development Presentation (15%): 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 three components: a user-friendly handout summarizing relevant information on a single, two-sided page (worth 5%), a (max. 20-minute) presentation in class describing our current understanding of children's developmental progression along this domain (5%), and facilitation of a class discussion (max. 30 minutes) in which we consider how development along this domain may affect our formulation and approach to assessment and intervention (5%). 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

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

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.
- (3) **Discussion facilitation.** The goal is to facilitate a deeper understanding of normative development and its relevance to clinical work with children and adolescents by discuss implications and applications of normative development along these domains. Discussion topics might include how development along one domain impacts another, how it could influence the development of particular mental health issues, how it might affect youths' response to therapy, or other such applications. Hypothetical vignettes may be helpful for this group discussion: students are welcome to consult with me when generating these vignettes. Facilitation will be evaluated according to degree of preparation, and how well the presenters provide the support required moment to moment by the larger group of discussants. Depending on the context, different prompts may be required: these could include redirection, clarification, asking for clarification, summarizing, providing detail or suggestions to make a vignette easier or more difficult to conceptualize.

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.

Proposed Research Manuscript (36%): You will be required to write an innovative research proposal: for more details, refer to the "Call for Papers" announcement at the end of this outline.

Manuscript outline (5%): In order to encourage thinking about the manuscript earlier in the semester, an outline of the research proposal is due mid-semester (see above for deadline). The outline can be in point form. It must include a general overview of the literature and the key arguments and research goals (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:

- (1) A list of topics is presented above along with the readings corresponding to each topic. Articles can be accessed through Courselink.
- (2) Textbook: Hoffman, K., Cooper, G., Powell, B., & Benton, C. M. (2017). *Raising a Secure Child: How Circle of Security Parenting can help you nurture your child's attachment, emotional resilience, and freedom to explore*. New York: Guilford.

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	Within a week of class.
Participation in class discussions	During each class	Within a week of class.
Normative development presentation materials (handout)	Evening before scheduled presentations: 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.
Research proposal outline	By 11:59pm October 28	Within a week of submission. It is recommended that students schedule a short meeting with the instructor to discuss the outline.
Research proposal	December 4 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 [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@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 November 29th. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Graduate Calendar](#)