

# **PSYC\*6630, Course Outline: Fall 2015**

## **General Information**

**Course Title: Developmental Psychology**

### **Course Description:**

The purpose of this course is to examine some of the primary theoretical, empirical, and methodological influences on developmental psychology and their impact upon applied developmental psychology and clinical psychology. The nature of developmental changes and the variables that influence those changes will be considered with the dual goals of critically evaluating the current state of knowledge and speculating about how to advance that knowledge.

**Credit Weight:** 0.5

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall, 2015

**Class Schedule and Location:** Wednesday, 11:30 – 2:20, MacKinnon (MACK) 309

## **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 Discuss and appraise current conceptualizations of the interplay of genetic and environmental influences on children's development
- 2 Discuss how research in developmental psychology intersects with research in developmental psychopathology and applied developmental psychology.
- 3 Discuss how research and theory in neuroscience has influenced developmental psychology
- 4 Evaluate, appraise, and reflect on selected reviews and empirical articles.

- 1 Discuss and appraise current conceptualizations of the interplay of genetic and environmental influences on children's development
- 5 Clearly articulate ideas in group discussions and presentations
- 6 Contribute responsively and constructively during group discussions
- 7 Develop organized presentation materials that summarize research articles clearly and concisely
- 8 Conduct a comprehensive literature review of a selected topic
- 9 Express ideas clearly and persuasively in writing.
- 10 Develop a well-reasoned research proposal that effectively incorporates relevant research.

### Seminars:

#### Seminar Topics and Assigned Readings

*Note.* \* = read by everyone; 1 or 2 = read and reported on by seminar presenter

*Note.* Readings and elements of course design were appreciatively borrowed from Dr. R. Barron (with some revisions).

Sept 16	Introduction to the course and seminar assignments
------------	--

Sept 23	Interplay of Genetic and Environmental Contributions to Development: I
------------	--

Scarr, S. (1992). Developmental Theories for the 1990s: Development and individual differences. *Child Development, 63*, 1-19.\*

Maccoby, E. E. (2000). Parenting and its effects on children: On reading and misreading behavior genetics. *Annual Review of Psychology, 51*, 1-27.\*

Sept	Interplay of Genetic and Environmental Contributions to Development: II
------	---

Karmiloff-Smith, A., Casey, B.J., Massand, E., Tomalski, P. & Thomas, M.S. C. (2014). Environmental and genetic influences on neurocognitive development: The importance of multiple methodologies and time-dependent intervention. *Clinical Psychological Science*, 2, 628–637.\*

Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Marin, J., Craig, I.W., Taylor, A. & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. *Science*, 297, 851-854.\*

Kim-Cohen, J. & Gold, A. L. (2009). Measured gene-environment interactions and mechanisms promoting resilient development. *Current Directions in Psychological Science*, 18, 138-142.\*

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

#### Oct 7 Theories of Human Development I: Nature, Nurture, and Brain Development

Happé, F. & Frith, U. (2014). Towards a developmental neuroscience of atypical social cognition. *Journal of Child Psychology and Psychiatry*, 55, 55 –577.\*

Sameroff, A. (2010). A unified theory of development: A dialectical integration of nature and nurture. *Child Development*, 8, 6-22.\*

#### Oct 14 Theories of Human Development II: Parent-Child Interactions

Grusec, J. E. (2011). Socialization processes in the family: Social and emotional development. *Annual Review of Psychology*, 62, 243-269.\*

Cassidy, J., Jones, J. D. & Shaver, P. R. (2013). Contributions of attachment theory and research: A framework for future research, translation, and policy. *Development and Psychopathology*, 25, 1415-1434.\*

#### Oct 21 Anti-Social Behaviour and Aggression

Tremblay, R. E. (2010). Developmental origins of disruptive behavior problems: The “original sin” hypothesis, epigenetics, and their consequences for prevention. *Journal of Child Psychology and Psychiatry*, 51, 341-367.\*

Frick, P.J., Ray, J. V., Thornton, L. C., & Kahn, R. E. (2014). A developmental psychopathology approach to understanding callous-unemotional traits in children

and adolescents with serious conduct problems. *Journal of Child Psychology and Psychiatry*, 55, 532-548.1

Pepler, D., Jiang, D., Craig, W., & Connolly, J. (2008). Developmental trajectories of bullying and associated factors. *Child Development*, 79, 325-338. 2

#### Oct 28 Emotion Regulation

Thompson, R. A., Lewis, M. D., & Calkins, S. D. (2008). Reassessing emotion regulation. *Child Development Perspectives*, 2, 124-131.\*

Gross, J. J. & Jazaieri, H. (2014). Emotion, emotion regulation, and psychopathology: An affective science perspective. *Clinical Psychological Science*, 2, 387-401.\*

Kovacs, M., Joorman, J., & Gotlib, I. H. (2008). Emotion (Dys)regulation and links to depressive disorders. *Child Development Perspectives*, 2, 149-155. 1

Cole, P. M., Luby, J. & Sullivan, M. W. (2008). Emotions and the development of childhood depression: Bridging the gap. *Child Development Perspectives*, 2, 141-148. 1

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. 2

#### Nov 4 Executive Function and Cognitive Control

Diamond, A. (2013). Executive functions. *Annual Review of Psychology*, 64, 135-168.\*

Casey, B. J. (2014). Beyond simple models of self-control to circuit-based accounts of adolescent behavior. *Annual Review of Psychology*, (in press).\*

Sabbagh, M. A., Xu, F., Carlson, S. M., Moses, L. M., & Lee, K. (2006). The development of executive functioning and theory of mind. A comparison of Chinese and U.S. preschoolers. *Psychological Science*, 17, 74-81. 1

Benson, J. E., Sabbagh, M. A., Carlson, S. M. & Zelazo, P. D. (2013). Individual differences in executive functioning predict pre-schoolers improvement from Theory-of-Mind training. *Developmental Psychology*, 49, 1615-1627. 1

Alloway, T. P. & Alloway, R. G. (2010). Investigating the predictive roles of working memory and IQ in academic attainment. *Journal of Experimental Child Psychology*, 106, 20-29. 2

## Nov 11 Neglect and Maltreatment

Moffitt, T. E. & The Klaus-Grawe 2012 Think Tank (2013). Childhood exposure to violence and lifelong health: Clinical intervention science and stress-biology research join forces. *Development and Psychopathology*, 25, 1619-1634.\*

Nelson, C. A. (2007a). A neurobiological perspective on early human deprivation. *Child Development Perspectives*, 1, 13-18.\*

Nelson, et al. (2007b). Cognitive recovery of socially deprived children: The Bucharest early intervention project. *Science*, 318, 1937-1940.\*

Pollak, S. D. et al. (2010). Neurodevelopmental effects of early deprivation in post-institutionalized children. *Child Development*, 81, 224-236. 1

Berlin, L. J., Appleyard, K. & Dodge, K. A. (2011). Intergenerational continuity in child maltreatment: Mediating mechanisms and implications for treatments. *Child Development*, 82, 162-176. 2

## Nov 18 Resilience

Rutter, M. (2013). Annual Research Review: Resilience –clinical implications. *Journal of Child Psychology and Psychiatry*, 54, 474-487.\*

Masten, A. S. & Narayan, A. J. (2012). Child development in the context of disaster, war, and terrorism: Pathways of risk and resilience. *Annual Review of Psychology*, 63, 227-257.\*

Klasen, F., Oettigen, G., Daniels, J., Post, M., Hoyer, C., & Adam, H. (2010). Post-traumatic resilience in former Ugandan child soldiers. *Child Development*, 81, 1096-1113. 1

Kronenberg, M. et al. (2010). Children of Katrina: Lessons learned about post-disaster symptoms and recovery patterns. *Child Development*, 81, 1241-1259. 2

## Nov 25 Language Development

Bialystok, E., Craik, F. I. M, Green, D. W. & Gollan, T. H. (2009). Bilingual minds. *Psychological Science in the Public Interest*, 10, 89-129.[read pp. 89-105, 112-119]\*

Lederberg, A. R., Schick, B & Spencer, P.E. (2013). Language and literacy development in deaf and hard-of-hearing children: Successes and challenges. *Developmental Psychology*, 49, 15 -30. 1

Goldin-Meadow, S. & Alibali, M. W. (2013). Gesture's role in speaking, learning, and creating language. *Annual Review of Psychology*, 64, 257-283. 2

Dec 2 Summing Up

(Individual appointments to discuss proposals)

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Questions regarding assigned readings	Evening before each class	5%	4
Participation in seminar discussions	During each class	20%	1, 2, 3, 5, 6
Presentation materials	Evening before scheduled presentations	10% each (x2 = 20% total)	7
Presentation and discussion facilitation	Varies based on schedule (student sign-up)	5% each (x2 = 10% total)	5, 6
Research proposal	Monday Dec. 7 at 11:59pm	45%	8, 9, 10

**Additional Notes:**

Seminar Format and Assignments for September 16 through October 7: These seminars 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.

Seminar Format and Evaluation Beginning October 14: These seminars will be led by two members of the class. Each seminar leader will develop and expand upon the topic of the seminar by giving a 20 – 30 minute PowerPoint presentation on an aspect of the research covered in the reading(s) labeled with a number (1 or 2). The presentation of the research will

be in depth (i.e., theoretical rationale, methods, results (including tables and figures), interpretations, implications and/or applications) and involve one or more of the studies cited in the readings and/or involve a description of theoretical positions. Each seminar leader will also be responsible for integrating his or her reading(s) with the readings assigned to the whole class (designated by a \*). Seminar leaders will serve as “experts” on the research that is reported in their presentations.

The PowerPoint presentations will be posted on Courselink the evening before the class meeting. In order to provide structure for the seminar discussions, as well as to encourage critical and thoughtful evaluation of the material, each member of the class is required to generate two written questions about the readings assigned to everyone in the seminar (designated by a \*). These questions will be posted on Courselink the evening before the class meeting.

Students must consult with the instructor about the content and organization of the PowerPoint slides they will use their seminar at least one week in advance of the date of presentation. Each member of the seminar will be required to present two seminars.

**Research Proposal:** 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 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.

## **Course Resources**

### **Required Readings:**

A list of topics is presented below 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 Interim Feedback
Questions regarding assigned readings	Evening before each class: upload to Dropbox on Courselink	Interim grades will be posted twice, after receiving 2 and 5 submissions.
	<p><b>Grading Criteria</b> Questions will be evaluated on the extent to which they (a) demonstrate an understanding of the readings, and most importantly, (b) reflect the student's critical thinking about the material. Examples include but are not limited to questions about processes, mechanisms, research perspectives, limitations, implications, and integration with other research and theory.</p>	
Participation in seminar discussions	During each class	Interim grades will be posted twice, after 2 and 5 seminar discussions.
	<p><b>Grading Criteria</b> Discussion participation will be evaluated on the following:</p> <p>(a) <i>quality of individual contributions to discussion:</i></p> <ul style="list-style-type: none"> <li>- demonstrates familiarity with readings;</li> <li>- contributions are conceptually complex and well-reasoned</li> </ul> <p>(b) <i>contribution to quality of group discussion:</i></p> <ul style="list-style-type: none"> <li>- responds to others' contributions in a constructive way (e.g., qualifies or elaborates, respectfully disagrees, challenges);</li> <li>- listens actively (e.g., engaged listening, paraphrasing, leaving time for others' responses)</li> </ul>	
Presentation materials	Evening before scheduled presentations; upload to Dropbox on Courselink	Evaluations will be shared within a week of each presentation.
	<p><b>Grading Criteria</b> Presentation materials will be graded on the following:</p> <p>(a) quality of information provided about the research: the most relevant content from the article(s) is captured, together with a thoughtful critique, e.g., integrating findings within the broader research context, evaluating strengths and limitations, considering potential applications or alternatives.</p> <p>(b) information is well-organized, clearly presented, and visually engaging</p>	
Presentation and discussion facilitation	Varies based on schedule (student sign-up)	Evaluations will be shared within a week of each presentation.
	<p><b>Grading Criteria</b> (a) The <u>style and delivery of presentations</u> will be evaluated based on presenters' ability to use time wisely; speak with good pacing; make eye contact; and use an engaging tone and vocabulary.</p> <p>(b) <u>Discussion facilitation</u> will be evaluated based on presenters' ability to motivate participation, encourage divergent thinking, and understand and integrate knowledge to answer questions.</p>	



Research proposal	Monday, Dec. 7 at 11:59pm; upload to Dropbox on Courselink	N/A. Please feel free to consult with the instructor during the research and writing process.
	<p><b>Grading Criteria</b> Proposals will be graded using a <a href="http://web.uri.edu/assessment/files/ResearchProposalRubric.2.17.12_0001.pdf">thesis/dissertation proposal rubric from the University of Northern Iowa</a>: <a href="http://web.uri.edu/assessment/files/ResearchProposalRubric.2.17.12_0001.pdf">http://web.uri.edu/assessment/files/ResearchProposalRubric.2.17.12_0001.pdf</a> This rubric also is posted under Content on Courselink.</p> <p>Late submissions result in a 5% penalty per day, including weekends.</p>	

### [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](mailto: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 Friday, November 6. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Graduate Calendar](#)