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: hnbailley@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


Sept Interplay of Genetic and Environmental Contributions to Development: II


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


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


Oct 21 Anti-Social Behaviour and Aggression


and adolescents with serious conduct problems. Journal of Child Psychology and Psychiatry, 55, 532-548. 1


Oct 28  Emotion Regulation


Nov 4  Executive Function and Cognitive Control


Nov 11  Neglect and Maltreatment


Nov 18  Resilience


Nov 25  Language Development


Dec 2 Summing Up

(Individual appointments to discuss proposals)

Course Assignments and Tests:

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

<table>
<thead>
<tr>
<th>Assignment or Test</th>
<th>When and How to Submit</th>
<th>Schedule for Interim Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions regarding assigned readings</td>
<td>Evening before each class: upload to Dropbox on Courselink</td>
<td>Interim grades will be posted twice, after receiving 2 and 5 submissions.</td>
</tr>
<tr>
<td>Participation in seminar discussions</td>
<td>During each class</td>
<td>Interim grades will be posted twice, after 2 and 5 seminar discussions.</td>
</tr>
<tr>
<td>Presentation materials</td>
<td>Evening before scheduled presentations; upload to Dropbox on Courselink</td>
<td>Evaluations will be shared within a week of each presentation.</td>
</tr>
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<td>Presentation and discussion facilitation</td>
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</table>

**Grading Criteria**

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.

Discussion participation will be evaluated on the following:

(a) quality of individual contributions to discussion:
- demonstrates familiarity with readings;
- contributions are conceptually complex and well-reasoned

(b) contribution to quality of group discussion:
- responds to others’ contributions in a constructive way (e.g., qualifies or elaborates, respectfully disagrees, challenges);
- listens actively (e.g., engaged listening, paraphrasing, leaving time for others’ responses)

Presentation materials will be graded on the following:

(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.

(b) information is well-organized, clearly presented, and visually engaging

The style and delivery of presentations 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.

Discussion facilitation will be evaluated based on presenters’ ability to motivate participation, encourage divergent thinking, and understand and integrate knowledge to answer questions.
### 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

<table>
<thead>
<tr>
<th>Research proposal</th>
<th>Monday, Dec. 7 at 11:59pm; upload to Dropbox on Courselink</th>
<th>N/A. Please feel free to consult with the instructor during the research and writing process.</th>
</tr>
</thead>
</table>

**Grading Criteria**

Proposals will be graded using a [thesis/dissertation proposal rubric from the University of Northern Iowa](http://web.uri.edu/assessment/files/ResearchProposalRubric.2.17.12_0001.pdf). This rubric also is posted under Content on Courselink.

Late submissions result in a 5% penalty per day, including weekends.
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 Friday, November 6.
For regulations and procedures for Dropping Courses, see the Academic Calendar:
Current Graduate Calendar