

Psychology 376: Child Developmental (CRN: 41900)

M/T/W/R, 2 - 3:50pm, Lillis 111
June 22nd to July 19th, Summer 2015

Instructors:

Benjamin Nelson, M.S., Doctoral Student, Clinical Psychology
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We are best reached by our email addresses, and will do our best to respond promptly (within 24 hours). ***IMPORTANT*** When contacting the instructors by email, your subject line should always start with “**PSY 376.**” We encourage you to schedule office hours if you have any questions.

Course Description:

Course Objective:

Students in this course will be able to:

1. Develop a psychobiosocial understanding of development from birth to the teenage years, including the theoretical, historical, and empirical background of early development.
2. Demonstrate knowledge of key concepts and terms in developmental psychology.
3. Understand the methodologies used to study infants, children, and adolescents.
4. Understand how knowledge of early development may inform mental health services.

Course Materials:

1. Required Text: Siegler, R., DeLoache, J., & Eisenberg, N. (2011). How Children Develop (3rd ed.). New York, NY: Worth Publishers
2. Required Readings: Supplementary readings available through Canvas under “Files,” in the “Additional Readings” section.
3. Canvas: PowerPoint lecture slides will be posted on Canvas after each lecture. Since announcements of upcoming due dates, exam study guides, and grades will also be posted on Canvas, it is essential that you check Canvas and your uoregon.edu email account every day. To login to Canvas (<https://canvas.uoregon.edu>), use your University of Oregon username and password.

Course Requirements

General

The course requirements include doing the coming to lecture, reading, attending class, writing an essay, completing a group project, writing a scientific translation paper, and taking two tests.

Attendance

We will meet Monday through Thursday 2:00 pm to 3:50 pm June 22nd to July 19th and your attendance is expected. This is not a course to take if you anticipate missing more than one class meeting. Absences should be explained in an email or note to one of the instructors. During class meetings we will combine a variety of activities: lecture, film clips, and small group and class

discussion. We may have a guest lecturer at some point in the term. You will be responsible for all of the material covered in class (your comprehension and retention of which will be assessed through class assignments) and in your reading assignments.

Course Evaluation

Citizenship (50 points)

This is about forming a psychological community over the course of the term. Citizenship means being present in class, as well as being active and engaged. Students who earn high grades for citizenship typically miss few, if any, class periods, always come prepared with readings completed and notes and questions on the day's topics. Students should always display respect and tolerance for their classmates. If a particular student is not comfortable speaking in class, they have an option to post comments to the discussion board (on canvas) each day of lecture to prevent them from losing points.

Science Translation Critique (50 pts)

Mistranslation of scientific research by the media can lead to dangerous misunderstandings by the general public. Using the analytic and critical thinking developed in class, students will compare a news article in the media to the actual peer-reviewed scientific journal article it claims to cover. Students will identify possible disconnects between the news coverage and the primary source. In what ways does the news article fail to report important factors or limitations in the scientists' methodological approach? How might careful consideration of these factors lead to different interpretations than those reported by the news article?

*Critiques should be between 1-1.5 pages, double-spaced, with 1" margins, and 12-point font. Points will be deducted for incorrect formatting. Critiques should be turned in to Canvas by **Monday, 7/5 at 2pm**. Late papers will lose 10% of their grade for each day it is late.*

Essay (100 pts)

Students will write a 4-5 page reaction/reflection essay in response to a scientific research paper of their choosing. The essay will include the following information:

1. Introduction- Provide a conceptual overview of the paper. Why was the study done? What is the theoretical perspective? Is the study justified?
2. Method- What type of study design and methodology did the study use?
3. Results- What were the findings of the study?
4. Discussion- What conclusions did the authors come to?
5. General Impression- This is the most important part of the essay. What did you think of the research? Was information presented clearly? Were there any flaws? Could they have used different methods? Did they use appropriate subjects for their study question? How could the study be improved? Where does research go from here?
6. Citation- Provide a citation in APA format.

For this assignment, students should use Google Scholar, PsychNet, or the UO Library to look up a psychology paper on a topic in child development. The paper must report original research (i.e., not review papers). The journal in which the paper appears must be a scholarly journal, not

something from the popular media or press. The topic must concern some aspect of child development, broadly construed, that is approached from a psychological perspective. This essay cannot be based on any selected readings from the course.

Ideal papers will show that students thought critically about the article that they reviewed. Students should integrate knowledge gained over the first two weeks of the course and demonstrate original thinking, logical flow, and clear, straightforward, and interesting writing. To receive a high grade papers should display correct English grammar, spelling, and punctuation. Serious flaws in comprehension and critical thought will cost students points.

Essays should be no more than 5 pages, double-spaced, with 1'' margins, and 12-point font. Points will be deducted for incorrect formatting. Essays should be turned in to Canvas by Thursday, 7/2 at 5pm. Late papers will lose 10% of their grade for each day it is late.

Team Project (100 pts)

The impact of even the greatest idea is limited by the effectiveness with which it is communicated with others. Students will be assigned to teams based on shared interests in child development topics. Together, teams will choose one of several choices of articles upon which to base a powerpoint presentation to the rest of the class. Teams will present during the last week of class, with each team member responsible for creating one slide (and a maximum of 1-2 minutes of speaking) to correspond to a section of the presentation. Sections are as follows:

Introduction- Provide a conceptual overview of the paper. Why was the study done? What is the theoretical perspective? Is the study justified?

Method- What type of study design and methodology did the study use?

Results- What were the findings of the study?

Discussion- What conclusions did the authors come to?

Implications/Future Studies- What are the possible implications of this research for real life? What are some ways in which future studies might build upon the current findings?

Teams will be graded on several important facets at the intersection of science and communication (actual rubric to follow soon). A high quality presentation is interesting (but non oversensational), accurate, complete, and makes effective use of visual aids. Students will also earn credit toward the Team Project based on the feedback they give and receive from other students in the class.

Tests (200 pts)

In effort to assess your knowledge across the course, you will be given two tests, each containing around 50 multiple-choice questions (2 points each) and possibly 1-2 short answers. These are closed book and note tests. Each test will be worth 100 points.

We will not provide review sheets for the tests. You are responsible for making your own review sheets by regularly coming to class and discovering what is punctuated as important by way of lecture, class discussions, and readings. We encourage you to keep a running list of topics that are emphasized in each section and work with your peers in preparing for exams. We will also regularly share in class what you should focus on within your readings to prepare for these tests.

BREAKDOWN OF REQUIREMENTS & BASIS FOR GRADES IN THE CLASS

Assignment	Points	Percentage
Citizenship -2.5pt attendance per lecture -15pts active engagement, respect	50	10%
Science Translation Critique	50	10%
Essay - Article Review	100	20%
Group Project Presentation	100	20%
Exams (Midterm and Final; 100 pts each)	200	40%
Total	500	100%

Course Schedule

Week	Date	Topic(s)	Readings	Assignments Due
Instructor: Ben Nelson				
1	6/22	Syllabus Themes/Research Design and Methodologies		
1	6/23	Pre- and Early Postnatal Development	-Ch. 2 -Selected Reading: How to read a scientific paper	
1	6/24	Nature, Nurture, Epigenetics, and Brain Development	Ch. 3 pg. 85-118	
1	6/25	Perceptual, Physical, Cognitive, and Language Development Science Translation Overview	-Ch. 5 pg. 171-211 -Ch. 6 pg. 215-256 -Science Translation Reading TBD	
2	6/29	Discussion of science translation Family	Ch. 12	Discuss science translation

2	6/30	The Impact of Attachment on Emotional and Regulatory Development	-Ch. 10 pg. 383-413 -Ch. 11 pg. 425-438	
2	7/1	Child Maltreatment, Developmental Psychopathology, and Interventions	Selected Readings TBD	
2	7/2	Exam 1 Assign science translation critique project		Essay 1 Due
Instructor: Arian Mobasser				
3	7/6	Intelligence, IQ, Academic Skills Science Translation Discussion	TBD	Turn in Science Translation Critique
3	7/7	Social Development	TBD	
3	7/8	Peer Relationships	TBD	
3	7/9	Conceptual Development	TBD	
4	7/13	Moral Development *Group Presentations	TBD	
4	7/14	Self, Ethnic, Sexual, Gender Identity *Group Presentations	TBD	
4	7/15	Development of the Self *Group Presentations	TBD	
4	7/16	Exam 2		

Policies

Respect for Diversity

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national

origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment. Some of the readings in this class do not adequately address diversity so we will be discussing how we might be able to make clinical practices more sensitive to diversity.

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- No bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the learning community

Cell Phones & Laptops

Because cell phone use (e.g., text messaging, internet browsing, playing games, Facebook, etc.) is often disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced or set to vibrate. Only emergency-related use of cell phones is allowed during class.

Laptops and similar electronic devices (tablets, etc.) may used during class, but should not be used for anything other than course related material.

Learning Accommodations

The University of Oregon is working to create inclusive learning environments. Please notify us if there are aspects of this course that create barriers to your participation. If you have a documented disability, please provide your notification letter and meet with me as soon as possible to discuss accommodations. Students without a documented disability who are experiencing learning difficulties are encouraged to consult the *Accessible Education Center* (<http://aec.uoregon.edu/>) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu. In addition, tutoring services and study skills training are available through the University Teaching and Learning Center (68 PLC; 346-3226; <http://tlc.uoregon.edu/>).

Student Conduct

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University. While we don't anticipate there will be any problems with plagiarism or cheating, if we suspect any such behavior, you may receive a zero on the paper or test in question or a failing

grade in the class. All suspected Academic Misconduct will be reported to Office of Student Conduct. If you have any questions around this policy, don't hesitate to ask us.

Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has "reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child." UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains "credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring." "Prohibited discrimination" includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>
- <http://around.uoregon.edu/mandatoryreporting>

There is one other important thing to keep in mind. The instructor and GTF may be required to let the Office of the Dean of Students or the Office of Affirmative Action & Equal Opportunity know about discrimination, harassment, or physical and sexual assault students disclose in our presence.

A Special Note about The Nature of Discussions in this Class

In this class we will be discussing issues, which may have, at times, an intense personal significance for some members of the class. There are no taboos for discussion topics in this course. We will exercise and respect freedom of speech. At the same time, we must take responsibility to ensure that we are respectful of everyone's opinion and that we stay on topic. If you find you are troubled by material while taking this course, and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service. A sample of counseling and social service resources follows.

Disclaimer: We do not assume any responsibility for the quality of services offered by the following organizations.

<i>Local Crisis Lines</i>	
University of Oregon Crisis Line	541-346-3227
Sexual Assault Support Services Crisis Line	541-343-7277
Whitebird Clinic Crisis Line	541-687-4000
Womenspace Crisis Line	541-485-6513

<i>Local Counseling</i>	
University of Oregon Counseling Center	541-346-3227
Center for Community Counseling	541-344-0620
Options Counseling Services	541-687-6983
Sexual Assault Support Services (SASS)	541-484-9791
Center for Family Therapy	541-346-0923
<i>Some Additional Campus Resources</i>	
UO Women's Center	541-346-4095
Office of Affirmative Action	541-346-3123
Student Advocacy	541-346-3722
Multicultural Center	541-346-4321
LGBT Educational and Support Services	541-346-6105