

PSYCH 520 - Adv Developmental Psych

Winter 2018

Section 001: 1150 SWKT on Th from 1:00 pm - 3:50 pm

Instructor/TA Info

Instructor Information

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Course Information

Description

Course Overview

This is a course about how people develop across the lifespan. We will discuss all periods of the lifespan, including infancy, childhood, adolescence, and adulthood. We will learn about domains of development, contexts of development, processes of development, and the ways typical (and in some cases atypical) people at each stage of life think, feel, and behave.

Learning Outcomes

1. Students will understand how developmental psychologists approach the study of the human experience, and be able to compare/contrast the developmental approach from other approaches.
2. Students will understand the basic domains, contexts, and processes of development across the lifespan.
3. Students will understand how people think, feel, and behave at different stages of life.
4. Students will be able to critically think about theory and research using cutting-edge developmental ideas.
5. Students will be able to apply their understanding of human development to enriching their teaching, research, practice, and life.

Learning Activities & Assessments

Readings

You will have three readings per week. For the Review Chapter/Article and the Assigned Empirical Article, in some cases there may be more than one option to choose from. Just pick the one that interests you the most.

- Review Chapter/Article
 - Use the following questions to guide your reading (not all of these questions will apply to all reviews):
 1. What are the predominant theories and methods?
 2. What are the major developmental trends and/or what do people look like at different ages across the lifespan?
 3. What are the developmental processes involved (i.e., how does development happen)?
 4. What are the most salient contexts for and/or outcomes of development in that domain?
 5. What are some of the major controversies in the field and/or major limitations/gaps in the theory/research?

- Use the following questions to guide your reading:
 1. Was the study built on a clear/solid theoretical foundation? In other words, did they draw on developmental theory, or at least theories specific to that domain of development? Did they have clear/justified research questions or hypotheses?
 2. Did the study use appropriate methods/analyses? In other words, did their methods/analyses fit their research questions/hypotheses? How could they have improved their methods/analyses?
 3. In what ways did the study theory and methods/analyses align with relational developmental systems theory?
 4. What are the major take-home messages (general patterns of results; implications for theory, research, and practice/application)?
 5. What relevance does this study have to your research interests, your career goals, and/or your personal life?

- Elective Empirical Article
 - Do your own literature search and find an article that pertains to the topic of the week that is relevant to your research interests. For example, if we are talking about Cognitive Development that week, and you study autism, you might find articles about the development of theory of mind in children with autism.
 - Use the following questions to guide your reading:
 1. Was the study built on a clear/solid theoretical foundation? In other words, did they draw on developmental theory, or at least theories specific to that domain of development? Did they have clear/justified research questions or hypotheses?
 2. Did the study use appropriate methods/analyses? In other words, did their methods/analyses fit their research questions/hypotheses? How could they have improved their methods/analyses?
 3. In what ways did the study theory and methods/analyses align with relational developmental systems theory?
 4. What are the major take-home messages (general patterns of results; implications for theory, research, and practice/application)?
 5. What relevance does this study have to your research interests, your career goals, and/or your personal life?

Here is how you will get credit for readings. Upload a report on Learning Suite no later than noon the day of class, using this template (Psych 520 Homework Template.pdf [Download \(plugins/Upload/fileDownload.php?fileId=91c80224-xa16-ckSu-LDiV-6L1d7a962a9e&pubhash=DNZl63YAfKsIR_IRP-AMYDq8W52OUS9CTJcxAUJuJSXh-YRSSkUzLTYVmcXfxhEjhRftbGhJLJkoVqa88TKfDw==\)\)](#)). Include the following:

- For each of the three readings, provide a self-rating on a 5-point scale based on how prepared you would be to discuss each of the five questions for that reading. So, you will provide three 5-point self-ratings, one for each of the three readings for a given day.
- Write 5 thoughtful discussion questions based on the reading. These are questions we may discuss in class, and I may try to find answers to beforehand if I don't already know the answers.

Paper

- You will be required to do one major writing project for the course.
- The project must have direct relevance to development.
- Projects must be approved by me.
- Projects can be done individually or in groups.
- Projects can have a variety of formats, such as reviews, grant proposals, or empirical studies.
- All projects must be directed to a scientific audience and written in APA style.

- You will give an individual presentation. Ideally it will be based on your paper, but it doesn't have to be.
- The presentation must be directed to a general/lay audience, and can broaden out from your paper. In other words, this is less a conference presentation and more of an Education Week talk.
- Presentations will be about 20 minutes long. Most likely even if you did a group paper I will want you to do an individual presentation, although that's negotiable.

Class (tentative)

- First hour (overview; breadth)
 - Give some context/historical background on the topic.
 - Give brief lecture on the topic.
 - Have discussion about any theories, concepts, key issues, etc.
 - Have q/a, which will include a few of the submitted questions.
 - Take a 5-minute break.
- Second hour (empirical articles; depth)
 - 20 minutes to chat in group about article.
 - 20 minutes for each group to present.
 - Take a 5-minute break.
- Remainder of class (projects; application)
 - Time to work on projects. Must stay in class and must work on project.
 - I will go around and provide guidance and assistance.

Grading Scale

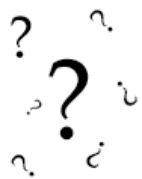
Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Materials

Item

Price (new)

Price
(used)



Developmental Science - *Required*
by Bornstein & Lamb

Assignments

Assignment Descriptions

Theories - Review

Jan
18

Due: Thursday, Jan 18 at 12:00 pm

Theories - Empirical

Jan
18

Due: Thursday, Jan 18 at 11:59 pm

Methods - Review

Jan
25

Due: Thursday, Jan 25 at 12:00 pm

Methods - Empirical

Jan
25

Due: Thursday, Jan 25 at 11:59 pm

Biological - Review

Feb
01

Due: Thursday, Feb 01 at 12:00 pm

Biological - Empirical

Feb
01

Due: Thursday, Feb 01 at 11:59 pm

Cognitive - Review

Feb
08

Due: Thursday, Feb 08 at 12:00 pm

Cognitive - Empirical

08**Personality - Review****Feb
15**

Due: Thursday, Feb 15 at 12:00 pm

Personality - Emperical**Feb
15**

Due: Thursday, Feb 15 at 11:59 pm

Social - Review**Feb
22**

Due: Thursday, Feb 22 at 12:00 pm

Social - Emperical**Feb
22**

Due: Thursday, Feb 22 at 11:59 pm

Mental Health - Review**Mar
01**

Due: Thursday, Mar 01 at 12:00 pm

Mental Health - Empirical**Mar
01**

Due: Thursday, Mar 01 at 11:59 pm

Family - Review**Mar
08**

Due: Thursday, Mar 08 at 12:00 pm

Family - Emperical**Mar
08**

Due: Thursday, Mar 08 at 11:59 pm

Peers - Review**Mar
15**

Due: Thursday, Mar 15 at 12:00 pm

Mar
15

Due: Thursday, Mar 15 at 11:59 pm

Schools, Communities, & Religions - Review**Mar**
22

Due: Thursday, Mar 22 at 12:00 pm

Schools, Communities, & Religions - Emperical**Mar**
22

Due: Thursday, Mar 22 at 11:59 pm

Media & Culture - Review**Mar**
29

Due: Thursday, Mar 29 at 12:00 pm

Media & Culture - Emperical**Mar**
29

Due: Thursday, Mar 29 at 11:59 pm

Presentation**Apr**
12

Due: Thursday, Apr 12 at 11:59 pm

Paper**Apr**
12

Due: Thursday, Apr 12 at 11:59 pm

Categories	Percent of Grade
Review Chapter/Article Report	31.88%
Empirical Article Presentation	31.88%
Projects	36.23%

University Policies**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective

have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 1	Column 2	Column 3
Week 1			
Th Jan 11 Thursday	Introduction to Advanced Developmental Psychology		
Week 2			
Th Jan 18 Thursday	Theories	DS Chap 1 (Lerner et al.; Concepts and Theories of Human Development)	
Week 3			

Th Jan 25 Thursday	Methods	DS Chap 3 (Hartmann et al.; Design, Measurement, and Analysis...) or Schaie - Methodological Issues (in review readings folder) or Wu - Longitudinal Data Analysis (in review readings folder)	
Week 4			
Th Feb 01 Thursday	Biological	DS Chap 4 (Johnson; Developmental Neuroscience...)	
Week 5			
Th Feb 08 Thursday	Cognitive	DS Chap 6 (Bornstein et al.; Perceptual Development) or DS Chap 7 (Bjorklund et al.; Development of Cognitive Abilities) or DS Chap 8 (Hoff; Language Development)	
Week 6			
Th Feb 15 Thursday	Personality	DS Chap 9 (Thompson et al.; The Individual Child...)	
Week 7			
Th Feb 22 Thursday	Social	Eisenberg et al. - Prosocial Development (in review readings folder)	
Week 8			
Th Mar 01 Thursday	Mental Health	Chassin et al. - Substance Use (in review readings folder) or Graber et al. - Internalizing (in review readings folder)	
Week 9			

Th Mar 08 Thursday	Family	DS Chap 10 (Lamb et al.; Parent-Child Relationships...)	
Week 10			
Th Mar 15 Thursday	Peers	DS Chap 11 (Rubin et al.; Peer Relationships)	
Week 11			
Th Mar 22 Thursday	Schools & Communities Religion & Spirituality	DS Chap 12 (Eccles et al.; School and Community) or King - Searching for Sacred (in review readings folder)	
Week 12			
Th Mar 29 Thursday	Media & Culture	DS Chap 2 (Packer et al.; Culture...)	
Week 13			
Th Apr 05 Thursday	NO CLASS - Work on your papers and presentations		
Week 14			
Th Apr 12 Thursday	Presentations		