

**YORK UNIVERSITY
FACULTY OF HEALTH
DEPARTMENT OF PSYCHOLOGY
HH/PSYC 4010.03 – SECTION M
SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
SUMMER 2014**

Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00.

Course credit exclusions: AK/AS/HH/SC/PSYC 4010 6.00, AK/PSYC 4140 3.00 (prior to Summer 2002), GL/PSYC 4510 3.00.

Seminar Meeting: Tuesdays and Thursdays 2:00 – 5:00 p.m. in 103 Founders College

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Office Hour: After class

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COURSE DESCRIPTION

This course is designed to help students deepen their knowledge and understanding of human development through a comprehensive and analytical study of current thinking and research in developmental psychology. There will be special focus on applying developmental psychology to real-world problems. We will explore physical, cognitive and social-emotional development and look at how real-world experiences impact different aspects of development.

Seminar meetings will interweave theories, methods, findings, issues and applications in exploring particular areas of development in depth. The required readings present a sample of some of the contemporary and specialized research in the field and will be used to capture some of the enduring conceptual issues in developmental psychology.

COURSE COMPONENTS

Seminar participation: 20%

Midterm test (**July 15**): 30%

Individual presentation: 20%

Term paper (**due Aug 5**): 30%

❖ **SEMINAR PARTICIPATION (20%)**

Students are expected to participate in seminar discussions, demonstrating familiarity with the assigned reading(s) and attention to the seminar presentations.

2% per session – June 26, July 3, July 17, July 24, July 29, July 31, August 5

3% per session – July 8, July 10

❖ **MIDTERM TEST (30%)**

The midterm test will consist of 5 or 6 short essay questions worth 10 marks. The test will cover material from the seminar meetings, assigned readings and class discussions.

❖ **INDIVIDUAL PRESENTATION (20%)**

All students are required to complete an individual presentation. Instructions for the term presentation will be handed out at the first seminar meeting.

❖ **TERM PAPER (30%)**

All students are required to complete a term paper. Instructions for the term paper will be handed out at the first seminar meeting.

COURSE DROP DEADLINE

The last day to drop this course without receiving a grade is **Friday, July 18, 2013**.

MISSED TEST

Make-up tests will be allowed with appropriate documentation. Students who miss the test must contact the course director by email within 24 hours of the original test. If you cannot contact the course director during this 24-hour period, subsequent documentation accounting for the delay **must** be provided. Tests missed due to medical circumstances must be supported by an attending physician's statement or a statement by a psychologist or counselor. The physician's statement **must** include the following:

- i. full name, mailing address, telephone number of the physician.
- ii. state the nature of the illness and its duration (i.e., specific dates covered), and
- iii. an indication of whether the illness and/or medication prescribed would have SERIOUSLY affected the student's ability to study and perform over the period in question.

NOTE: the physician's office may be contacted to verify that the forms were completed by the physician.

Tests missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. Having to work at the time of a test is not considered a valid excuse for missing the test. A conflict with another course during the time of the make-up is not an acceptable reason for missing the make-up (unless there is an examination in the other course at that time).

NOTE: Only extremely unusual circumstances would warrant a second chance at a make-up. Permission from the course director is required before a second make-up can be scheduled.

CHEATING/PLAGIARISM/IMPERSONATION

The University does not look favorably on cheating of any kind and the penalties for doing so are very harsh. Become familiar with the rules and regulations regarding cheating/plagiarism. You can find them listed on pages 6 – 7 of the *Undergraduate Psychology Supplemental Calendar*.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm (see Reports, Initiatives, Documents -> Student Information Sheet)

COURSE SCHEDULE

Meeting Date	Topic
Tuesday June 24 Seminar 1	<p><i>Evidence-Based Practice</i></p> <p>Required Readings: Hunsley, J. (2008). Addressing key challenges in evidence-based practice in psychology. <i>Professional Psychology: Research and Practice</i>, 38, 113-121.</p> <p>Wertz, F. J. (2014). Qualitative inquiry in the history of psychology. <i>Qualitative Psychology</i>, 1, 4-16.</p>
Thursday June 26 Seminar 2	<p><i>The Social Construction of the Mind</i></p> <p>Required Readings: Gauvain, M., Munroe, R. L., & Beebe, H. (2013). Children's questions in cross-cultural perspective: A four culture study. <i>Journal of Cross-Cultural Psychology</i>, 44, 1148-1165.</p>
Thursday July 3 Seminar 3	<p><i>Attachment</i></p> <p>Required Readings: Cassidy, J., Jones, J. D., & Shaver, P. R. (2013). Contributions of attachment theory and research: A framework for future research, translation and policy. <i>Development and Psychopathology</i>, 25, 1415-1434.</p> <p>Joseph, M. A., O'Connor, T. G., Briskman, J. A., Maughan, B., & Scott, S. (2014). The formation of secure new attachments by children who were maltreated: An observational study of adolescents in foster care. <i>Development and Psychopathology</i>, 26, 67-80.</p>
Tuesday July 8 Seminar 4	<p><i>Self-Regulation</i></p> <p>Required Reading: Drake, K., Belsky, J., & Fearon, R. M. P. (2014). From early attachment to engagement with learning in school: The role of self-regulation and persistence. <i>Developmental Psychology</i>, 50, 1350-1361.</p>
Thursday July 10 Seminar 5	<p><i>The Role of Children's Play in Development</i></p> <p>Required Reading: Sutherland, S. L., & Friedman, O. (2013). Just pretending can be really learning: Children use pretend play as a source of acquiring generic knowledge.</p>

	<p><i>Developmental Psychology</i>, 49, 1660-1668.</p> <p>Kochanska, G., Kim, S., Boldt, L. J. & Nordling, J. K. (2013). Promoting toddlers' positive social-emotional outcomes in low-income families: A play-based experimental study. <i>Journal of Clinical Child and Adolescent Psychology</i>, 42, 700-712.</p>
Tuesday July 15	Midterm Test (30%)
Thursday July 17 Seminar 7	Presentations – Topic: Social Development
Friday July 19	<i>Last day to drop the course without academic penalty</i>
Tuesday July 22 Seminar 8	No class
Thursday July 24 Seminar 9	Presentations – Topic: Cognitive Development
Tuesday July 29 Seminar 10	Presentations – Topic: Physical Development
Thursday July 31 Seminar 11	Presentations – Topics: Role of the Family in Development
Tuesday August 5	Presentations – Topics: Role of Media and Technology in Development