Psychology 325 (A1): Fall 2014

Applied Research in Developmental Psychology

Instructor: Dr. Wendy Hoglund
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Office Hours: By appointment

Course Website: Access through eClass Moodle: https://eclass.srv.ualberta.ca/portal/

Class Meetings: T R 11:00am – 12:20pm
Location: BS G-114


Specific chapters from the assigned textbook and additional readings are listed in the reading list. The additional readings are available as permanent links through the U of A Libraries.

Course Overview:

The field of Applied Developmental Science (ADS) seeks to enhance the lives of children and families by tackling critical social issues facing our society. Through the integration of theory and application, ADS helps to inform and improve important programs and policies for children and families. The main objective of this course is to provide students with an understanding of the complex relations between research in Developmental Science and practical problems in the development of infants, children and adolescents. Developmental theory and research are integrated with practical applications designed to support the healthy development of infants, children and adolescents.

This course is designed as a community-service learning (CSL) course. To gain practical insights about development in infancy, childhood or adolescence, students work directly with infants, children or adolescents as volunteers at local not-for-profit agencies. Students are required to volunteer for 2-4 hours per week at a community agency, for a minimum of 20 hours over the semester. The goals of this volunteer work is for students to integrate their in-class learning with their practical experience at their volunteer placement and to contribute to the capacity of local agencies to promote the healthy development of infants, children or adolescents.

Course Objectives:

Describe and discuss practical issues in the development of infants, children and adolescents.
Critically evaluate how theoretical perspectives and research contribute to our understanding of and practical approaches to support the healthy development of infants, children and adolescents.

Develop the research skills to critically appraise how prevention programs and interventions are implemented and evaluated and the written and oral skills to demonstrate these skills.
Integrate and apply in-class learning of development in infancy to adolescence with the practical experience gained during volunteer work.

Contribute to the capacity of local agencies to support the healthy development of infants, children or adolescents.

Prerequisites: 

PSYCO 223

Evaluation: 

% of Final Grade:

Volunteer Commitment 5%
Class Participation & Weekly Comments 5%
Reflection 10%
Quizzes (2) 20%
Assignments (2) 40%
Presentation & Interview 20%

Grading:

A+ = 92-100%  B+ = 78-83.99%  C+ = 65-69.99%  D+ = 53-54.99%
A  = 88-91.99%  B  = 74-77.99%  C  = 60-64.99%  D  = 50-52.99%
A-  = 84-87.99% B-  = 70-73.99% C-  = 55-59.99% F  = 0-49.99%
A- to A+ = Excellent B- to B+ = Good C- to C+ = Satisfactory D to D+ = min. pass

Fifty-percent (50%) is required to pass. Rounding is to the third decimal place. While attending classes is at your discretion, you are responsible for meeting all course requirements and for all course material that is covered in the seminars. Failure to complete any one of the course requirements will result in a grade of zero for that assignment.

Volunteer Commitment (5%):

Students are required to serve as volunteers at a local not-for-profit community agency to work directly with infants, children, and/or adolescents throughout the term. Each student is required to commit 2-4 hours per week beginning in late September/early October and continuing until the end of classes in December, for a minimum of 20 hours over the semester. The goals of the volunteer experience are to provide students with practical opportunities to: 1) better understand the complexity of processes that can affect the development of infants, children or adolescents; 2) apply their in-class learning; and 3) contribute to the capacity of local agencies to promote the healthy development of infants, children or adolescents.

Information about volunteering and options for placement will be provided in class and is available through the UofA Community-Service Learning (CSL) portal: http://www.csl.ualberta.ca/. Students are not expected to contact any agencies until placement opportunities are discussed in class. Students’ performance as volunteers will be evaluated by their supervisor(s) at their agencies. This evaluation will assess students’ participation (including attendance) and contributions to their placement. Evaluations must be received by the instructor by Monday December 8th, 2014.

Class Participation & Weekly Comments (5%):

Class Participation: Students are expected to come to each class prepared to discuss the issues introduced in the readings, to raise thoughtful questions, ideas or issues from the readings that they think are particularly important or compelling, and to articulate how these issues relate to their practical experiences. Class participation will be based on students’ overall contributions to the class discussions throughout the semester (this includes both attendance in class AND verbal contributions to class discussion). The only way to receive full marks is to attend class consistently and to contribute consistently
(with relevant comments and questions) to class discussion. Students who miss classes and/or do not contribute to class discussion will be deducted marks accordingly.

**Weekly Comments & Questions:** Students are responsible for completing 1-2 assigned readings each week and for posting one brief comment (~3-5 sentences) for each reading. The goals of the weekly readings and comments are to provide opportunities for students to raise thoughtful ideas or issues from the readings that they think are particularly important or compelling and to promote discussion of common points. Comments that simply state your enjoyment or dislike of the article are not appropriate. The comments should indicate some degree of insight into the reading. **Starting week 2 (September 9th) and through to week 13 (December 2nd), each student is required to read the assigned articles and to submit one brief comment for each reading each week.** COMMENTS ARE TO BE POSTED ON THE ECLASS DISCUSSION BOARD BY 7PM ON THE MONDAY PRIOR to the classes that the readings will be discussed. Comments submitted after this deadline will not contribute toward participation marks. Class participation AND weekly comments across the semester will be graded out of 5 points.

**Quizzes (20%):**

Students are required to complete two quizzes to demonstrate their understanding of course materials and the achievement of course objectives. The two quizzes will include course material covered immediately before that quiz. Quizzes may consist of multiple-choice, true-false, definition and short answer questions. **You are responsible for all course material covered in the readings and class discussions and lectures. All class material is considered appropriate for testing.** Quizzes will take place during the first 20 minutes on the scheduled day. For students who must miss a quiz because of an incapacitating illness or family affliction, their grade from the other quiz will comprise 20% of their final grade. **NO MAKE-UP QUIZES OR ALTERNATIVE ASSIGNMENTS WILL BE GIVEN.**

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Quiz 1 (10%)</td>
<td>Oct. 9 (10/09/14)</td>
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<tr>
<td>Quiz 2 (10%)</td>
<td>Dec. 2 (12/02/14)</td>
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**Reflection (10%):**

Students are required to prepare one reflection paper documenting their volunteer experiences across the semester (~5 pages, double-spaced). The goals of the reflection paper are to enable students to: 1) reflect on and articulate any rewarding and challenging experiences they faced at their volunteer placement, how their placement has contributed to their learning, and how their in-class learning relates to their volunteer experiences; and 2) to practice your writing skills. Students should not identify any colleagues or clients in their reflections (i.e., not use any names).

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Length</th>
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<tr>
<td>Dec. 2 (12/2/14)</td>
<td>~5 pages, double-spaced</td>
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**Assignments (40%):**

The overall goals of the assignments are to provide opportunities to: 1) develop your research skills; 2) enhance your skills articulating an argument; and 3) practice your writing skills. **YOU HAVE THE OPTION OF COMPLETING THE ASSIGNMENTS WITH A CLASSMATE.**

**Assignment 1: Development of Lesson Plan/Program Activity.** Students are required to develop a structured lesson plan or program activity for the children or adolescents at their volunteer agency (~5-6 pages, double-spaced). The lesson plan/program activity should be appropriate for the children or adolescents at the students’ volunteer agency and be of sufficient length to engage children or
adolescents for a 15-20 minute period. The overall goals of the lesson plan/program activity are to provide opportunities to: 1) apply your knowledge of a specific area of child development to benefit children or adolescents; 2) generate an activity that contributes to the capacity of your volunteer agency in their work with children or adolescents; and 3) practice your critical thinking and writing skills.

The lesson plan/program activity should specifically target one area of children’s or adolescents’ development (e.g., literacy skills, emotion regulation, social skills). The lesson plan/program activity should be guided by empirical evidence from a minimum of 2 peer-reviewed, original research studies (not review papers of other’s research). The empirical support for the focus of the lesson plan/program activity should be discussed in an introductory section. The introduction section should address how and why this lesson plan/program activity is expected to benefit children/adolescents. The remainder of the paper should clearly detail the lesson plan/program activity that the student has developed (i.e., what are you asking the children to do and specifically how the lesson plan/program activity should be implemented with children or adolescents (i.e., what are the steps to implementation). Students should generate ideas for a lesson plan/program activity that could be realistically implemented at their volunteer agency. Ideally students will discuss these ideas with their supervisor at their volunteer placement and the instructor.

Assignment 2: Implementation of Lesson Plan/Program Activity. Using the lesson plan/program activity that students developed (and incorporating any suggested edits from the instructor), students are required to implement the lesson plan/program activity with children or adolescents and to informally evaluate how well the lesson/activity can be implemented. Ideally, students will implement the lesson or activity with children or adolescents at their volunteer agency. Students are required to prepare a brief paper discussing the ease with which the lesson/activity was implemented (e.g., describe what went well, challenges, how engaged the children were, etc.) and recommended amendments to the lesson/activity.

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<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Length</th>
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<tr>
<td>Assignment 1 (20%)</td>
<td>Oct. 16 (10/16/14)</td>
<td>~5-6 pages, double-spaced</td>
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<tr>
<td>Assignment 2 (20%)</td>
<td>Nov. 20 (11/20/14)</td>
<td>~5 pages, double-spaced</td>
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Detailed instructions for the papers will be provided in advance of the due dates through eClass. Students who do not submit a paper on-time will receive a grade of zero. HARD COPIES OF THE PAPERS ARE DUE AT THE START OF CLASS ON THE DUE DATES. NO LATE PAPERS OR PAPERS SUBMITTED BY EMAIL WILL BE ACCEPTED.

Presentation and Interview (20%):

During their volunteer activities, students will learn about their agencies or schools, the role of volunteers, the population served, and challenges the agency or school may face in working with their clients and also their rewarding experiences. Students will also learn about the effectiveness of practical approaches to working with infants, children or adolescents. The goals of the group presentations are to provide students with opportunities to: 1) practice your oral presentation skills; 2) practice your research skills by conducting an interview with your supervisor(s); 3) integrate your in-class learning and empirical evidence with your volunteer experiences and supervisor interview; and 4) to learn about other students’ volunteer experiences and observations.

Interview: To inform their presentations, students are required to conduct a ~15 minute interview with their supervisor(s) at their placement about any particular challenges faced by the agency in working with their specific population, the benefits or rewarding aspects of their work, and any particular strategies that the agency uses to work effectively with their clients. The interviews should also focus on the topic that students plan to present on. Students need to generate their interview questions and submit a copy of their interview questions (along with an outline of their presentation topic) to the instructor for approval.
a minimum of one week prior to the interview. Students should generate ideas and questions for their interview and discuss these with the instructor.

Presentation: Presentations will be given by 2-3 students per group who identify similar topics related to their volunteer placements and research interests. The group presentations should focus on a specific topic in the development of infants, children or adolescents that is relevant to students’ volunteer placement. Presentations should explain how their volunteer experiences relate to their topic; discuss the challenges faced at the agency and also rewarding aspects of the agency’s work (as identified by their supervisor interview); integrate empirical evidence from a minimum of 2 peer-reviewed studies that are relevant to the topic and that may inform the agency’s work with the particular population; and present implications for future prevention or intervention program designed to address the developmental topic. Presenters are required to submit an electronic copy (pdf version) of their presentation to the instructor a minimum of 1 day in advance for posting on eclass. Presentations will be for 25 minutes + 5 minutes for discussion that the presenters are expected to lead. It is ideal if the presenters integrate class discussion throughout their presentation and also conclude with one or two questions for the class to generate discussion.

Detailed instructions for the group presentations will be provided in advance of the due dates through eClass. Students who do not actively participate in a group presentation will receive a grade of zero. Class presentation dates and topics will be selected on September 30th.


Course Outline:

The course schedule is presented below. The majority of the classes will be structured in seminar format. Lectures will be in powerpoint format. PDF copies of most powerpoint lectures will be made available on the course website through eClass. The purpose of the seminars is to enhance and extend the course readings. You are responsible for reading the assigned readings.

Tentative Schedule for Seminars and Important Dates:

<table>
<thead>
<tr>
<th>Dates</th>
<th>General Topic / Assignment</th>
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<tbody>
<tr>
<td>August 29th</td>
<td>Introduction to ADS, CSL and Volunteer Placements</td>
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<tr>
<td>September 4th</td>
<td>Applied Developmental Science &amp; Mentoring</td>
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<td>September 7th</td>
<td>Developmental Psychopathology &amp; Resilience</td>
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<td>September 14th</td>
<td>Prevention Science</td>
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<td>September 18th</td>
<td>Early Intervention &amp; Poverty</td>
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<td>September 22nd</td>
<td>Child Maltreatment &amp; Controversies in Parenting</td>
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<tr>
<td>October 1st</td>
<td>Quiz 1</td>
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<td>October 6th</td>
<td>Assignment 1 Due</td>
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<td>October 3rd</td>
<td>Early Childhood Education (Guest Lecture, T. Mejia)</td>
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<td>October 8th</td>
<td>Homelessness</td>
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<td>October 10th</td>
<td>Autism (Guest Lecture, Dr. V. Smith) &amp; Group Presentations</td>
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<td>October 17th</td>
<td>Fall Term Class Break</td>
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<tr>
<td>October 20th</td>
<td>Group Presentations</td>
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<tr>
<td>October 24th</td>
<td>Bullying Prevention &amp; Group Presentations</td>
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<tr>
<td>November 2nd</td>
<td>Assignment 2 Due</td>
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<tr>
<td>November 6th</td>
<td>Group Presentations</td>
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<tr>
<td>November 10th</td>
<td>Closure &amp; Volunteer Debriefing</td>
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<tr>
<td>November 14th</td>
<td>Quiz 2 and Reflection Due</td>
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Email:
Please enter “Psych 325” in the subject line in your emails to me and the TA. We will respond to your emails as soon as possible, generally within 1-2 days. For lengthier questions please ask these during class time or following class or schedule an appointment. Questions that are asked via email may be responded to during class time to benefit all students rather than via email. If you do not attend class you run the risk of missing the answer to your question.

Appeals:
The Department of Psychology policy is that students must initiate a request for reevaluation of term work prior to the posting of final grades. Term work will not be revisited after final grades are posted.

Academic Integrity and Offences:
Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Plagiarism is using someone else’s work and presenting it as your own, whether it comes from the web, a friend, or some other source. COPYING SOMEONE ELSE’S WORDS IS PLAGERISM (UNLESS APPROPRIATE CITATION IS USED). For more information, see: http://www.plagiarism.org/.

Cheating is obtaining information from another student or unauthorized source or having someone else represent you during an exam. It is an equal offence to deliver information to another student, in any form, in the course of an exam.

UNDERSTAND THAT PLAGERISM CAN TAKE PLACE ON ASSIGNMENTS AS WELL AS ON PAPERS. IT IS EXPECTED THAT YOU WILL BE THE SOLE AUTHOR OF YOUR OWN WORK, INCLUDING ASSIGNMENTS.

Writing and Learning Resources and Student Support Services:
University of Alberta Student Success Centre offers effective learning and writing resources. http://www.uofaweb.ualberta.ca/academicsupport/index.cfm

University of Alberta Libraries offers informational technology and writing resources. http://www.library.ualberta.ca/
http://www.library.ualberta.ca/services/students/index.cfm
http://www.library.ualberta.ca/guides/index.cfm

University of Alberta Instructional Technology and Resources Lab in the Psychology Department offers Information Literacy Tutorials (component of PSYCO 104/105 Courses). These include APA style tutorials. http://www.psych.ualberta.ca/~ITL/index.html