Psychology 430. Seminar in Developmental Psychology:
Pathways from Child Family Environment to Physical Health
Western Washington University
Winter 2011
Mon,Wed, Fridays 1:00-2:20
AW 410

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Office hours:
Wednesday 9-11 or by appt AIC 497

Office hours:
Tues 9-10:30, Fri 2:30-3:30, or by appt
AIC 178
Phone: 650-2212

Required Texts and Materials
• I will be posting handouts and assignments on Canvas and will use it for announcements, etc. Please check it frequently.

Course Overview
This seminar addresses linkages between child adversity and health, emphasizing the roles of stress, emotion regulation, coping, and resilience. We will have class sessions on each of these topics. In addition, we will complete a research project that uses existing data to examine these topics.

We will start by examining contextual and developmental models for understanding risk and resilience, and studying the effects of childhood adversity (in the form of socioeconomic disadvantage and childhood family adversity) on development. Stressful life events stemming from childhood adversity have implications for children’s emotion regulation and coping. Emotion regulation and coping are, in turn, associated with both physical and emotional development. We will examine these processes, with an emphasis on stress, coping, and resilience.

I am assigning two different types of articles for you to read on most seminar days. When possible, I have combined one or two “user friendly” introductory article(s) with a more technical article. These technical target articles (sometimes there are 2 per day if they are short) are identified with an *. Please do not underestimate the amount of time that it will take you to fully comprehend the technical pieces. If no article is marked with an * they are all equally important.

The class will not meet on most Mondays. Instead, Mondays will be held open for project work and supplemental writing instruction.

Course Goals and Objectives
As part of this course, students will:
• Identify major topics associated with the focus of this course.
• The course content will help students review the current research literature on this topic and will outline essential theoretical frameworks for studying human development (e.g., Bronfenbrenner),
• Student work will emphasize critical analysis and the application of theory and research to community organizations.
• Students will develop research and analysis skills through the application of theory to community organizations.
• Students will discuss (in class discussions and writing) controversial topics with an emphasis on personal conclusions, appropriate to available evidence.
• Class structure will help students develop communication skills. This should occur through class presentations, formal final paper, and class discussions.

Assignments and grades
Class requirements are summarized below, and requirements are elaborated in the sections that follow.

<table>
<thead>
<tr>
<th>Points/Percent</th>
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<tbody>
<tr>
<td>Class Discussion and Participation</td>
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<tr>
<td>Article response papers (8 of them)</td>
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<tr>
<td>Article response questions (2 of them)</td>
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<tr>
<td>Presentation and Discussion Leader</td>
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<td>Logic model presentation</td>
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<td>Paper overview and citations</td>
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<td>Final Paper &amp; Writing</td>
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<td>TOTAL</td>
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**Class Discussion and Participation.** Attendance and active participation in seminar discussions are expected. Please bring your response papers or question to class with you each day so that you may use them to help guide your thoughts during the discussion. I value active and appropriate participation by all students in this class. Participation will include not only actively participating, but also listening and responding to other students’ ideas. Attendance is essential. At 8 points in the quarter (approximately weekly), I will assign a maximum of 2 class participation points. Grades will be assigned according to your level of course involvement: 0 points (no participation), 1 point (minimal participation) 2 points (substantial contributions). You therefore have an opportunity to earn 16 points for class participation.

**Response Papers.** We have 11 class sessions that have assigned research articles, together with a presentation. The assigned articles (usually two of them) will be posted on Canvas, and you should download and read them carefully. On most of these days you will write a response paper that will be turned in via Canvas. You will complete a total of 8 papers; each of which has the potential to earn 2 points. You are not required to turn in a paper on the day you present and lead the class discussion. You may skip two other class sessions (your choice which ones), though you must turn in thought questions (see below) on those two days. Response papers must be uploaded to Canvas by 9:00 am on the day of class.

For each class that you are writing a response paper you should prepare a short analysis (no more than 2 double-spaced pages with standard margin) of the primary article assigned for that day (identified with an *asterisk on the syllabus). Most of the articles are written for psychologists in the field, and they may be somewhat difficult to understand. On the other hand this type of reading does get easier with practice. The response paper is your opportunity to form a reaction to each article.

Response papers that earn full points do not just summarize the article without taking a position or adding a unique analysis. You should make sure that your reactions are not simple agreement with the authors, or even mere praise or criticism. Be clear about why you are responding in the way you are, and draw on the articles to provide specific support for your perspectives. Avoid superficial observations—dig deep! Papers that meet these objectives will earn 2 points, while those that do not will be assigned one point. Zero points will be given to late papers or missing papers.

Use the following questions to help you think about responding to the articles. You don’t have to discuss all (or any) of these, but thinking about them will help you to write good papers and to contribute meaningfully to class discussion.

--How does the topic relate to the course topic, and to the other articles discussed in class? Integrate ideas across papers.
--How does the article relate to health, adversity, stress, coping, and emotion regulation? What do the authors assume about these topics? Do they have explicit or unexpressed assumptions?
--How do these authors view development? What developmental framework(s) are they drawing upon?
--How might the article inform an intervention program or inform policy?
--What are the relative roles of personality and individual differences, environment, emotion, and behavior for these authors?
--Do you agree with the author? You may critique or challenge an argument or methodology.

As with all written assignments, take care to formulate your ideas in your own words. Any plagiarized papers will be given a grade of 0, and an equivalent number of points will be deducted from your final grade. Repeated offenses will constitute major acts of academic dishonesty and will be addressed in accord with University rules.

Discussion Questions. On the two days when you do not write a response paper addressing the articles assigned for the day you should instead write a set of 3 discussion questions or thought provoking points. These questions should promote integration and interaction with the course materials. Be thoughtful with your questions, and use them to help show your understanding of the assigned articles and other course materials. I would expect each question would actually take 2-3 sentences to clearly articulate. 1 point will be provided for each set of 3 questions that demonstrates a thoughtful analysis of the assigned articles for the day. No points will be assigned for incomplete, superficial, or late questions.

Presentation and Discussion Leader. On the day that you will facilitate the class discussion, you will have four major tasks. It is a good idea to see me or the TA for advice on your article, important topics that the class should address, and for clarification on technical details on the articles.
1. Carefully read all of the assigned articles for the day. You will not need to write a response paper, but will need to incorporate the articles into your presentation, discussion questions, and class discussion facilitation.
2. Read the supplementary article you are presenting. Plan a 15 -20 minute presentation summarizing the important points of that article. Students in the class should leave with a working knowledge of the article. You should make an effort to put your article into the context of the overall course and the other assigned readings for the day. Talk with me about this.
3. Prepare and distribute a handout for each student (on your article). This will likely be a copy of your powerpoint slides.
4. Prepare 4-5 questions for class discussion. Your questions might consider how the readings relate to broader course topics, the research hypotheses generated by the articles, implications of the research for our class project, strengths and weaknesses of the study, etc. For this you should emphasize material that was covered in the main article (designated with a *) assigned to the day, but it is fine (and good) to draw connections with other assigned articles, with the new material you are presenting, and with previous course topics. You will lead the class discussion on this day.
   You can earn up to 12 points for your work on this day. Points will be assigned for each of the following tasks: completely describe the article (2 pts), correctly explain all important aspects of the article (2 pts), organize presentation clearly (1 pt), express ideas clearly (verbally; 2 pts), provide a useful handout (1pt), create and share insightful, informed discussion questions (2 pts), and effectively facilitate class discussion (2 pts). Please see handout on Canvas for additional detail on each of these tasks, and allow time to get assistance.

Logic Model Presentation. Each student will make a brief presentation outlining the logic of an intervention program that relates to the topic of this class. Please see addition details on the assignment description on Canvas.
Paper and related assignments. Your final project for this course is a paper. Together, draft assignments and the final paper are worth 40 points.

Late work

Your final paper may be turned in late. If you need to turn this assignment in late, it will be marked down ½ of a letter grade per day (24 hours) it is late, and will not be accepted over 5 days after the due date. Daily response papers will be accepted late if they are submitted online before our class session (but after the time they are due), with a ½ letter grade deduction. They will not be accepted after the start of our class session because the purpose of these papers is to help you gather your thoughts before class!

Academic honesty At a minimum, evidence of cheating or plagiarism on response papers or on your final paper will result in a zero for that assignment and an equivalent number of points will be deducted from your final grade. Evidence major acts of academic dishonesty will result in course failure due to academic dishonesty, and may lead to expulsion from the University. For more details, please refer to Appendix D of the WWU Bulletin. Any item that is used (paraphrased, summarized, quoted, etc.) from any other source, including the Internet, must be cited. Do not take sentences, phrases, or partial sentences from any source without using quotations and citing the source.

Accommodation for disabilities Students with disabilities who require accommodation for this course must provide verification of their needs from the disAbility Resources for Students (DRS) office. Please make the request to me in person, as close as possible to the beginning of the quarter. The DRS office is located in Old Main 110, (360) 650-3083.

COURSE ACTIVITIES

January 8 Overview & Introductions

January 10 Theme: Intro to Dev. Theory & Health


Presentation (Dusti)


January 13 (Monday)

January 15 Theme: Intro to Dev. Theory & Health


Presentation


January 17  Theme: Adversity—Socioeconomic Status


Presentation:


January 20 (Holiday)

January 22  Theme: Adversity—family


Presentation


January 24  Theme: Program Evaluation


**No student presentation this day**

January 27 (Monday) Writing Workshop: Getting Started  @ Writing Center

January 29  Research Project Development

January 31  Theme:  Policy


Presentation:


February 3 (Monday)

February 5  Program logic presentations

February 7  Program logic presentations

February 10 (Monday) Writing Workshop 2: Using Sources @ Writing Center

***Project overview due***

February 12  Theme:  Emotion & Emotion Reg


Presentation:


February 14  Theme:  Control & Emotion Reg


Presentation:

February 17 (Holiday)

February 19 Research Project Development

February 21 Research Project Development

February 24 (Monday)
   ***Annotated Bibliography due***

February 26 Theme: Coping


Presentation


February 28 Theme: Coping and Emotion Regulation


Presentation:

March 3 (Monday) Writing Workshop 3: Editing and Documenting @ Writing Center

***Draft of introduction due***

March 5 Theme: Resilience


Presentation
Werner, E. E. (2006). What can we learn about resilience from large-scale longitudinal studies? (pp. 91-105). In S. Goldstein & R. B. Brooks (Eds.) Handbook of Resilience in Children. New York: Springer

March 7 Research Project Development
***Revised Introduction Due***

March 10 (Monday) Research Project Development

March 12 Research Project Development

March 14 Research Project Recap

FINAL PAPERS DUE BY 12:00 ON TUESDAY MARCH 18th!

Disclaimer! This syllabus is subject to change and/or revision during the academic term. This will allow the instructor to make minor changes to the syllabus such as due dates, altering assignments, etc.