

Faculty of Health
Department of Psychology
PSYC 4010 3.0 Section A SEMINAR IN DEVELOPMENTAL PSYCHOLOGY

Monday 7:00 PM, Location: MC 211

Fall 2019 (academic year 2019-20)

Instructor

Instructor: Dr. Ehud Emanuel Avitzur

Office:

Office Phone:

Office Hours: by appointment

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Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2110 3.00 (Developmental Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

Course Description

Course Description and Objectives

This course aims at deepening the existing knowledge and understanding of developmental processes in an experiential way. It will focus on the emotional, personality, and social aspects of the mental development. The personal and professional growth of the students is an aim in itself. Active involvement of students is of major importance.

The course focuses around a case study: The student will interview a person and strive to understand this person's development using psychological theories.

The structure of the course:

Class members will refresh developmental theories learned in previous courses.

Students will

- 1) find a suitable interviewee
- 2) get an approval from course director to interview that person.
- 3) Participate in a mandatory Interviewing workshop
- 4) Interview the interviewee, trying to assess the connection between this person's adulthood and his/her childhood by using developmental-psychology theories.

Groups of students will present their insights based on the interview and their knowledge of developmental theories. The research questions are: how childhood impact adulthood in that particular case; how developmental theories apply to describe the connections between childhood and adulthood; how current research in developmental psychology connects with these findings.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in developmental psychology.
2. Critically evaluate, synthesize and resolve conflicting results in developmental psychology.
3. Articulate trends in developmental psychology.
4. Locate research articles and show critical thinking about research findings in developmental psychology.
5. Express knowledge of developmental psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.

Required Text

The students will use their existing psychology texts, learned in previous courses. Additional texts will be required in the context of the project described above.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weight
Submit a description of interviewee on time	October 7th	4%
A Presenting a Developmental Theory in class (10%) A hand out: a summary plus a bibliography (11%)		21%

Assessment	Date of Evaluation (if known)	Weight
A Group Presentation of one interview		25%
A Paper		25%
Positive contribution in class		25%
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Total		100%

Description of Assignments

Presenting a Developmental Theory in class:

Each student will present a theory on emotional, personality or social development. If the theory is big: a part of a theory, previously learned in courses of psychology. This would be a 15 minutes presentation, after which the student will distribute a brief (1-2 pages long) summary of the theory including a reference list. The summary should be reflective of your academic writing skills, therefore, be written in paragraphs, not in a points-format.

Rubric: The presentation should be clear, correct portrayal of the theory, interesting, and address a current perspective about that theory. The student will also prepare questions/particular observations that one can ask an interviewee, which relate to that theory.

The summary will be graded according to clarity, academic writing skill (60%) and content (40%). Keep in mind that the content cannot be conveyed unless the academic writing is good enough.

A Case Presentation:

The length of the presentation depends on the number of students in class. Usually it is 45 minutes long.

Three parts: Description of the interview “in vivo”, i.e., the interaction between the interviewee and the interviewer, the interviewee’s behaviours while addressing various topics, description of the interviewee’s life story, analyzing connection between past experiences and adulthood using psychological theory and contemporary research in psychology.

A class’ discussion: Classmates are encouraged to share their thoughts and insights about this case study.

Criteria of presentation evaluation/ Rubric

Effective use of the allocated time; ability to describe the subject as a real “round”, multi-faceted, person; correct usage of theoretical concepts; demonstrating ability to integrate wide knowledge in developmental psychology; sufficient addressing of methodological issues (case study, imperfect interview); ability to relate to developmental lines; critical thinking; depth; demonstration of constructive approach to relevant questions, criticism and contributions of class members.

Portfolio and Final Paper:

After each class the student will write a reflection memo, in which you articulate what you learned in that class, your thoughts and insights.

On the basis of these reflections, a personal paper will be handed in.

This will be a short paper, illustrated with examples. An APA style title, quotations, and minimum seven references are required. In the paper you will describe what you have taken in from this learning experience. It should be 2-3 pages long, excluding references. You will describe your gained knowledge through this active experiential learning, your gained insights from the case study, and from connecting past and present using developmental theories. Include in the paper some of your insights about the methodology of case-studies. Optional- describe your own personal growth while working on the project. The paper will be written in “first person”, addressing examples of your experiences and insights. Theoretical Insights relating to theories or research findings should be addressed in a formal academic fashion, with APA quotations, and reference list.

Criteria of paper evaluation:

60% academic writing skills, 40% content (Keep in mind that content cannot be conveyed unless writing skill is good).

General academic writing standards: Clarity (sentences and paragraphs should be clear), connecting between the paragraphs, in-text quotations when appropriate (APA); title, introduction, elaboration, summary; specific APA style: title and references. Reference list should be of seven appropriate items (textbooks and websites are not considered appropriate in an academic paper).

Content: demonstration of class-related knowledge in developmental psychology, interesting, deep, original.

Positive Contribution in Class:

The quality of this experiential learning seminar depends on students’ active contribution as well as on listening and taking-in others’ contributions. Therefore, missing, being late/ leaving early will impact the contribution factor of your grade. One cannot contribute unless fully present in class.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2019-20](#))

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf> may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Papers are to be handed in by December 2. Students handing in the paper in a delay will be penalized (one letter grade per day). Students presenting their work during the last week of classes will be automatically granted with a seven-day extension.

Add/Drop Deadlines

For a list of all important dates please refer to <https://registrar.yorku.ca/enrol/dates/fw19>

Last date to add a course without permission of instructor	Sep. 17
Last date to drop course without receiving a grade	Nov. 8

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Electronic Device Policy

Electronic devices are not allowed in class.

Attendance Policy

Mandatory in a seminar class

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

Course materials are designed for use as part of the 4010 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Tentative Schedule:

Lesson #	Topic	Reading Assignment	Assignment/presentations for next class
1 Sep 9	Introduction to the seminar How to find an interviewee? Allocation theories for presentation	Your reading material from previous courses in developmental psychology and social-personality.	Try to find an interviewee Start preparing a theory presentation and a hand out.
2 Sep 16	A Workshop: How to interview		Find an interviewee. Prepare a description of your candidate to hand in on October 7 . Prepare a theory presentation and a hand out. Team up!
3 Sep 23	Theories presentation		Hand in the interviewee's description for approval
4 Sep 30	Rosh Hashana: No Class		
5 Oct 7	Theories presentation		Hand in the description of your interview candidate. A late submission will not get credited.
6 Oct 21	Theories presentation		

7 Oct 28	This is an interviewing period: Class will be devoted to Q&A		
8 Nov 4	Q&A		
9 Nov 11	Case study presentations		
10 Nov 18	Case study presentations		
11 Nov 25	Case study presentations		
12 Dec 2	Case study presentations		