

Faculty of Health
Department of Psychology
SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
PSYC 4010 3.0 M S2 2020
Monday and Wednesday 2:30 PM via Zoom

Instructor: Dr. Ehud Emanuel Avitzur

Office Hours: Every class offers a Q&A section. One on one office hour, for personal matters will be offered by appointment Monday and Wednesday 4:30-5PM

Email: eavitzur@yorku.ca Make sure to put **4010M** in the subject line. *Emails will be read and replied on Mondays and Wednesdays 1:30-2PM.*

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

The core of the course is the question: How childhood impact adulthood. While exploring this question, this course aims at deepening and expanding your knowledge of developmental processes in an experiential way. It focuses 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 involves a case study: The students will apply developmental theories to an individual with whom a *basic developmental interview* will be conducted.

The structure of the course:

Class members will revisit and refresh developmental theories learned in previous courses and may also learn new theoretical models.

Each student will find a suitable subject for a short developmental study.

Students will explore the life of the subject trying to assess the connection between that person's adulthood and his/her childhood while employing developmental theories addressed in class.

Groups of students will present their insights based on that study: How childhood seems to impact adulthood in a particular case. How developmental theories apply to describe the connections between childhood and adulthood. In addition, students will also address the question *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.

Specific Learning Objectives:

Deepening the understanding of fundamental theories in developmental psychology. Specifically: How the temperamental foundation of the personality (nature) impacts later experience (nurture); The complex context of development (Ecological Systems Theory); Attachment processes in childhood and adulthood; Inferiority and its impact (Adler's Theory); Sex and its impact (Feminist Approach); and the development of the self and its vulnerability (Self Psychology Approach).

Application of the theories to a case study would result in an insightful comprehension of developmental psychology, in particular, regarding the impact of childhood on adulthood.

Another objective of our course: Increasing the capacity for complex psychological thinking.

Required Text

Course Kit for HH/PSYC 4010 3.0M Summer 2020.

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weight
Submit the name of the subject of your developmental study, age, family status, work/ occupation and how you found that person. In order to be granted with 3% this assignment has to be submitted on the due date.	Class #3	3%
A ten-minute presentation of a peer-reviewed research-paper that relates to a theory/concept learnt in class (11%); A hand out: a summary plus a bibliography for further reading (11%). This will be a three-student project.		22%
A personal journal “What did I learn today” after each class.	After every class	12%
Six in-class quizzes: Did you do the readings for class?	First five minutes in every class with reading assignments.	12%
A 20 minutes presentation on a case study: How childhood effects adulthood. This will be a four-student project.	See tentative outline	20%
Final paper: How my interviewee’s adult life was impacted by temperament and childhood experiences.	August 12, 2020	31%
Total		100%

Description of Assignments

First Assignment:

**irPresentation: of an empirical study inspired by a developmental theory:
ir=independent research**

Each ir group will present an empirical study in response to a theory/model/concept inspired by a theoretical issue addressed in class. The presentation will bring that issue to today’s state of the arts by means of a recent peer-reviewed publication, in a

high quality journal (that is a “high impact”* publication). The students will describe that research and explain how it relates to our core issue: How childhood impacts adulthood. Rubric to evaluate the presentation will be available ahead of time.

After the presentation, the students will distribute a brief (1-2 pages long) summary of the theory including a reference list.

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

*** A high impact publication refers to scientific journals with a high “Impact Factor” score. Please check online for the meaning of “impact factor” of scientific journals.**

Our Main Project: A Case Study (cs)

In Three Parts: Developmental Interview, A Case Study Presentation, Paper

1. The interview:

How to choose an interviewee:

Criteria:

1. That individual will not be in the student’s social or family cycles: two degrees of separation are required (i.e., your mother’s co-worker’s mother).
2. Has not endured any trauma.
3. Has not been diagnosed with any psychiatric illness.
4. Can be interviewed while keeping the current regulations regarding COVID-19 pandemic (if social distancing is required, interview by Zoom, or phone).
5. The individual will be 40+ years old.

Once you have found a suitable person, write a description of him or her, including age, occupation family status, and how you found that person. Add any available knowledge about trauma and psychiatric history that you may be aware of.

After receiving an approval from me, you can meet the interviewee either in person, or remotely. Have the interviewee read, understand and sign (in person or by email) a document Informed Consent Form (Link. XXX) . Establish your status vis-à-vis the interviewee and ask him/her the questions (link XXX).

2. A Case Presentation (a teamwork)

The presentation is 30 minutes long.

For the purpose of the csPresentation students will be divided into csGroups.

Based on the selection of csGroup's interviews the team members will choose a single interview to be in the centre of the csPresentation. All group members will work in collaboration to psychologically understand the development of a single interviewee (the one chosen).

The presentation will have three parts, each about ten minutes long.

1. Description of the interviewee appearance, the interviewee's behaviour during the interview ("in vivo", i.e., the interaction between the interviewee and the interviewer, the interviewee's behaviour while addressing various topics may indicate changes in mood, comfort level, etc).

This part will be presented by the interviewer.

2. description of the interviewee's life story.

This part will be presented by another student or two students

3. Analysis: Each of the remaining team members will present next, analyzing connections between temperament and past experiences on the one hand and adulthood on the other hand. You will be using psychological theory addressed in class and contemporary relevant research in psychology, when applicable.

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

Criteria of presentation evaluation/ Rubric

Keeping within the presentation timeframe: not too long and not too short. Ability to describe the in-vivo aspects of the interview and the methodological challenges of the interview (case study, imperfect interview); Describing the subject as a real "round", multi-faceted, person; describing the subject's life story coherently ; correct usage of theoretical concepts; demonstrating ability to integrate knowledge in developmental psychology; ability to relate to developmental lines connecting childhood with adulthood; critical thinking and depth(sophisticated and complex approach to psychological theory and research); demonstration of constructive approach to relevant questions, criticism and contributions of class members. This will be a teamwork, and there will be a natural interdependence among all team members. Presentation will be evaluated as a whole.

3. A Final Paper on a Case Study:

Although the csPresentation focused on a single, chosen, interview per team, here each student will write a paper on his/her own interviewee. This will be an APA paper with an APA style title, correct APA citations, and reference list.

Paper sections:

Title

Abstract

Introduction

Start by describing the purpose of your study (in essence: finding the connection between childhood and adulthood, applying developmental theories to the life of an interviewee). Shortly address the theories or issues you found most relevant to your case.

Methods

How did you find the interviewee, shortly describe him/her, shortly describe the setting of the interview. Address the methodological shortcomings of the interview situation that may have impacted the reliability or the validity of the finding about your interviewee's life.

Results: Focus on facts

Describe your interviewee's appearance and behaviour. Move to describe his/her life story. Focus on the relevant information to create a description of a whole, multi-faceted person (about 2 pages long).

Discussion: Focus on theoretically informed speculations

Here is an analysis the interviewee's development using psychological theories and research discussed in class. Each theory will be addressed on a separate page and subtitled "Insights relating to theories of temperament", "Brofrenbrenner's Ecological Systems perspective", "Attachment Theories Perspective", "Adlerian's Perspective", "Feminist Perspective", "Self-Psychology Perspective" (around six pages).

You'll conclude with your own 'take home' conclusions regarding your insights about the impact of childhood on adulthood (one page).

References.

Criteria of paper evaluation:

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

General academic writing standards: Clear paragraphs, connections between the paragraphs, clear and correct language. Specific APA style: title and references.

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](#)

Missed Tests/Midterm Exams/Late Assignment:

There are no makeups for missed quizzes. Only four out of five quizzes will be taken into account towards your grade.

Add/Drop Deadlines

For a list of all important dates please refer to: [Summer 2020 Important Dates](#)

	SU	S1	S2
Last date to add a course without permission of instructor (also see Financial Deadlines)	May 25	May 15	June 29
Last date to add a course with permission of instructor (also see Financial Deadlines)	June 8	May 26	July 10
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	July 17	June 8	July 29
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	July 18 - Aug. 12	June 9 - June 22	July 30 - Aug. 12

***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.*

Information on Plagiarism Detection

The university has subscribed to the Turnitin service which helps professors identify internet plagiarism and helps students maintain academic integrity. The work submitted by you in this course will be submitted through Turnitin via moodle.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) as permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination.

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 by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

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 university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims

to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4010 3.0M 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 June 29	Introduction to the seminar How to find a study's subject? Allocation theories for presentation Introduction to temperament: Thomas and Chess' classical study. The case of rhythmicity.	Read about temperament in your developmental psychology textbook	Try to find a subject for your study. Team up for presentation #1 Start preparing for your presentation and a handout.
2 July 1	Foundation: temperament: Activity, approach withdrawal, adaptability, threshold of responsiveness. Goodness of fit	Read and think about temperament and its importance: Thomas and Chess	Find an interviewee. Quiz1 Prepare a theory presentation and a handout.

			Team up for presentation #2
3 July 8	Foundation: temperament: Intensity of reaction, quality of mood, distractibility, attention span and persistence. Can we deduct from behaviour to temp? Principle of OD		Hand in the interviewee's description for approval ir (independent research) Presentations: irGroup1 and irGroup2: Studies on temperament
4 July 13	Ecological Systems and the Principle of Over-Determination	Ecological Systems reading	Quiz2 Presentations: Sociological (irGroup3) Cultural (irGroup4) influences on development
5 July 15	Attachment in Childhood and Adulthood	Read the two chapters on attachment in the course kit	Quiz3 Presentations: Correlates of childhood attachment and adults' life (irGroup5 and irGroup6).
6 July 20	Striving to superiority: Adler Focus on Sex and Gender	Read the chapter on Alfred Adler in the course kit Read Gilligan's Chapter	Quiz4 (Adler) Presentation: Relationships with siblings and adults' life (irGroup7). Quiz5 (Gilligan)
7 July 22	The development of the self: Kohut	Read the paper by Kohut and Wolf	Quiz6 Presentation on: Sex or Gender (irGroup8).
8 July 27	Prep for csPresentations	Prior to class, discuss with your team the interviews and figure out which of them will be most suitable to present.	Presentation on: Self-Object (irGroup9). Prepare your team's presentation
Lesson #	Topic		

9 July 29	csPresentations	Three groups presentations	1 2 3
10 August 5	No class today: my son's wedding ☺!		
11 July 10 12 July 12	csPresntations		1 2 3 1 2 3