

Faculty of Health
Department of Psychology
PSYC 4010 3.0 Section B: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
Thursdays/11:30 – 2:30/ Online via Zoom
Fall term/2020

This interactive course will be delivered through by Zoom and there is an expectation that every student will attend every class. Attendance will be taken. Class lectures and discussions will be recorded but not posted or shared.

Instructors

Instructor: Dr. Debra Pepler
Office Hours: by appointment
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Instructor: Bianca Bondi
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

Course website: e-class

All course materials will be available on the course e-class site, which will be your central access point for course materials and assignment submissions.

Course Description

This course will explore research on how and why healthy development depends on healthy relationships. Children and youth cannot develop in an optimal and full way unless they are within relationships in which they feel valued, respected, recognized, trusting, safe, and with open and honest communication. Healthy relationships are those that buffer the inevitable stresses in children and youths' lives and do not add stress to their lives. Relationships impact development from birth through adolescence and adulthood by impacting genetic expression (epigenetics) and brain functioning (neurodevelopment). The primary learning activity for the course will be to develop an empirical outline of one aspect of healthy development through healthy relationships and translate the science into a blog entry that provides guidance for the moment-to-moment interactions between adults and children and youth. In this course, the instructors will model healthy relationships and expect the students to do the same.

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

1. Demonstrate in-depth knowledge of how and why healthy development depends on healthy relationships.
2. Critically evaluate a selected article on healthy development through relationships and find other relevant research on the specific mechanism and impact.
3. Synthesize the research findings in a brief empirical paper and consider implications for adult-child interactions
4. Translate the empirical findings into a blog entry designed for professionals involved in the lives of children and youth wherever they live, learn, play, and work, including parents.

Required Text

There is no required text, but research articles will be provided. Students will conduct a literature review to find other studies on the mechanisms of healthy relationships shaping healthy development.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Brief empirical paper	November 12, 2020	30%
Empirical paper presentation	October 22 – November 5, 2020	15%
Blog entry	December 10th, 2020	20%
Blog entry presentation	November 19 – December 3, 2020	15%
Participation/constructive feedback	September 10 – December 3, 2020	20%
Total		100%

Description of Assignments

1. Brief empirical paper (6-10 pages)

The primary learning activity for the course will be to develop an empirical outline of one aspect of healthy development through healthy relationships. We will provide a list of different aspects of development of concern during this time of COVID-19. All of the topics focus on the mechanisms through which relationships impact children and

youths' development. For each topic, students will select one primary article which the empirical paper should be based on. Primary articles are journal articles that report on an empirical study (e.g., method section with participants, procedure, analyses, discussion). The course instructors will review the selections for approval. Students are expected to find 5 or more other empirical or review papers that provide supporting evidence of the mechanism involved in the link between relationship experiences and children and youths' development. One or more of the papers can focus on the long-term impact of adverse childhood experiences (ACEs) on adult capabilities and life-long health. APA style is expected. A template will be provided for this empirical paper. The assignment will be discussed and workshoped in class with constructive support offered by course instructors and other students throughout the course.

Students may choose to work with a partner or on their own. Notify the instructors by Thursday September 24 of your partner (if applicable) and key article.

2. Presentation of Empirical Paper

Each student (or pair of students) will be responsible for a presentation of their empirical paper, with the goal of teaching the class interactively about the mechanism that links relationship experiences and development. Embedded in the presentation, we are expecting discussion points or activities to engage the other students in thinking critically about the mechanism and the implications for engaging with children and youth. The presentation should be based in power point presentations or another presentation program. Students will be sharing their screens for the presentation.

3. Blog entry

Each student (or pair of students) will take their empirical paper on mechanisms that link relationship experiences and development and translate those into a blog entry. The focus of the blog will be to unpack the developmental science research to highlight its implications for moment-to-moment interactions between caring adults and children and youth. The audience for the blog will be primarily professionals who lead professionals who work with those children, youth, and their families (e.g., principal, psychologist, social worker, doctor, other health care professionals, youth-organization manager, head of daycare, religious leader, etc.). The blog will be approximately 4 to 6 paragraphs. We expect students to write using lay language in a way that engages the readers and motivates them to think about and implement their new understanding. A template will be provided.

4. Presentation of Blog Entry

Each student (or pair of students) will be responsible for a presentation of their blog entry, with the goal of engaging the class interactively about the method they have used to engage readers and help them understand the complex developmental science in an accessible way. The discussion should also focus on implications for moment-to-moment interactions between caring adults and children and youth. The presentation

should be based in power point presentations or another presentation program. Students will be sharing their screens for the presentation.

5. Participation and constructive feedback

We envision this class as a highly interactive learning experience. Given the relational nature of the course and the interactive nature of the assignments, all students are expected to be on video throughout the classes. We expect students to be deeply engaged in the collective learning process; therefore, both attendance and participation will be recorded and count towards the participation grade. The course is designed to be cumulative, with the assignments and presentations building on each other, so that we can support each students' efforts. During class, we expect that students will provide positive and constructive feedback to each other to complement feedback from the instructors.

Class Format and Attendance Policy

The instructors expect that all students will attend all classes through zoom. Given the relational nature of the course and the interactive nature of the assignments, all students are expected to be on video throughout the classes. We will be recording each class and attendance will be taken. The recordings will be kept confidential and deleted at the end of the course.

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 2020-21](#)

Late Assignments:

Because this class is structured so that all students have an opportunity to present and provide feedback, we need all student to complete assignments in a timely fashion to ensure the schedule of presentations is maintained. For late assignments, there will be a deduction of 1% per day. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
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Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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

Turn-it-in submissions through e-class will be used to detect plagiarism.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. Students are expected to be engaged in the classroom discussions at all times and to provide constructive feedback to peers during the presentation classes.

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](#)

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 Psychology 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 Schedule

Date of Class / Due dates	Topic
Thursday September 10 th	Introduction to course and background lecture, key scientific papers
Thursday September 17 th	Canada's children (UNICEF report) Begin article selection (time in class)
Thursday September 24 th	Healthy relationships in infancy and scheduling, workshopping empirical papers and blog (templates), notify instructors of key article selected
Thursday October 1 st	Healthy relationships in childhood and workshopping empirical papers and blog
Thursday October 8	Healthy relationships in adolescence and workshopping empirical paper and blog
Thursday October 15	Reading week
Thursday October 22 nd	Empirical paper presentations
Thursday October 29 th	Empirical paper presentations
Thursday November 5 th	Empirical paper presentations
Thursday November 12 th	Knowledge mobilization and workshopping blogs <i>Empirical paper due</i>
Thursday November 19 th	Blog presentations
Thursday November 26 th	Blog presentations
Thursday December 3 rd	Blog presentations
Thursday December 10 th	<i>Blog entries due</i>