

Psychology 435A
Advanced Infant and Child Development
Spring Session 2022 A01
CRN 22727

We acknowledge and respect the lək'əŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

	Instructor
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<i>Office Hours</i>	By appointment (online)

Class Time: 1:00pm – 2:20pm Mondays and Thursdays

Date Range: January 10, 2022 to April 7, 2022

Location: Clearihue (CLE) D131

Required Text: Lerner, Richard. Handbook of Child Psychology and Developmental Science, 4 Volumes, 7th Edition. Available *free* online through UVic library. *Used as a guide.*

Course Website: A course website is available through the UVic Brightspace learning management system

Course ZOOM link: <https://uvic.zoom.us/j/81516346897?pwd=aXJCVDREKzRaY1ZIRzcvQmNxaFZpdz09>

Course Description

This course provides an in-depth examination of seminal theory and research in infant and child development. Students will apply a range of theoretical perspectives in understanding children's social and emotional development and examine how context plays a role in shaping individual competencies. Emphasis will be placed on how we can apply theory and research into developing school-based prevention programs and health promotion approaches.

Prerequisites

- Complete all of PSYC300A and PSYC335; Complete 1 of PSYC336 or PSYC339
- Completed or concurrently enrolled in PSYC300B

Course Requirements and Evaluation

Evaluation	Date	% of Grade
Class Participation	Throughout	15%
Class Presentation	Selected dates	30%
Group Project	March 17 (must select books and plan by February 3)	30%
Final Paper	April 11	25%

Grading Policy

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number:

A+ = 90 – 100%	B+ = 77 – 79%	C+ = 65 – 69%	F = 0 – 49%
A = 85 – 89%	B = 73 – 76%	C = 60 – 64%	N = incomplete*
A- = 80 – 84%	B- = 70 – 72%	D = 50 – 59%	

*If you do not complete each assignment and paper you will receive an “N” for the course.

Online Course Format (January 10-24th): UVic is responding to the changing situation of the COVID-19 pandemic by holding most courses online for the first two weeks of classes. During this brief period, this course will be an online synchronous format. This means that students must attend class virtually during scheduled class times and actively engage in class discussions. As the waitlist for this course is high, failure to attend class can result in losing your spot in this class. In-person classes will resume on **Monday, January 24th**.

Class Participation (15%): This is a discussion-based and interactive seminar-style course and your active engagement will enrich your learning experience. Therefore you are expected to attend class and participate in class discussions. To facilitate engagement with the course material, you must come prepared to class with at least 3 thought questions. These thought questions should reflect the topic of the upcoming class (i.e., based on the reading materials) and you will be asked to discuss your questions in class. The class presentations provide a prime opportunity to participate in class (e.g., by asking your thought questions). Class participation will be evaluated throughout the term based on your attendance (5%), thought questions (5%) as well as the quality of your comments and questions (5%). You must keep a record of your thought questions and submit them in one document by April 7th.

Class Presentation (30%): Students are required to develop one class presentation relevant to the topic of the week and based on the course readings. More details and sign up for presentation dates will be discussed in class. Presentations will take the format commonly utilized at conference settings (20-minute presentation followed by 10 minutes of questions and answers). Students must use PowerPoint slides and must submit a 1-page class hand-out information sheet prior to their presentation. Presentations will be evaluated based on how well presenters facilitate class discussions, integrate current research and discuss the topic in relation to the health and well-being of today's youth.

Group Project (30%): A fundamental goal of this course is to provide a practical understanding of how we can harness child development research to shape educational approaches that support children's diverse needs. In this assignment, you will pair up with another student in class to select a children's picture book that deals with social emotional learning. You will then use these books to create developmentally appropriate lesson plans that elementary school teachers can use as classroom activities to facilitate their social awareness and responsibility curriculum. These topics can range from relational processes (e.g., friendships, how to deal peacefully with peer conflict), respecting diversity and inclusion, to promoting Indigenous cultural resurgence. You can select from a catalogue of books that I have on hand. However, if you would like to select a book that is not on this list, I am able purchase them for you provided that is available from the UVic bookstore. In addition to your lesson plans, your group must also submit a recorded brief presentation of the lesson plans (10-15 minutes). With your permission, teachers from the Greater Victoria School Districts 61 and 62 may view these presentations and the lesson plans will be accessible for them to use in their classrooms.

Final Paper (25%): Each student will be required to submit a final research paper/report by April 11th. The paper should be between 8-10 pages, typed and double-spaced, not counting references or tables. Papers should adhere to APA formatting standards. The paper can take the form of

- a review of the recent literature on a topic related to infant and child development and its relevance to working with children in a school or clinical setting.
- a theory-based proposal for a study or prevention program targeting children's physical or mental health, or engagement in community.
- the development of a research proposal based on previous literature and class readings and discussion.

Papers will be evaluated based on how well students summarize and incorporate empirical research, and discuss implications for future directions in the field of child development research. It is your responsibility to check in with me periodically throughout the term for assistance on how to write an academic paper.

Tentative Schedule of Classes

Readings are subject to change as we finalize the presentation dates.

Date	Topic
January 10*	Course Overview
January 13*	<p>Introduction to lifespan development</p> <p>Lerner, R. M. (1982). Children and adolescents as producers of their own development. <i>Developmental Review</i>, 2(4), 342-370.</p>
January 17*	<p>Lifespan methodology</p> <p>Collins, L. M. (2006). Analysis of longitudinal data: The integration of theoretical model, temporal design, and statistical model. <i>Annu. Rev. Psychol.</i>, 57, 505-528.</p> <p>Lerner, R. M., & Tolan, P. H. (2016). On the qualitative transformation of developmental science: The contributions of qualitative methods. <i>Qualitative Psychology</i>, 3(1), 120.</p> <p>OPT: Brownell, C. A., Lemerise, E. A., Pelphey, K. A., & Roisman, G. I. (2015). Measuring socioemotional development. In M. E. Lamb & R. M. Lerner (Eds.), <i>Handbook of child psychology and developmental science: Socioemotional processes</i> (pp. 11–56). John Wiley & Sons, Inc.. https://doi.org/10.1002/9781118963418.childpsy302</p>
January 20,*24, 27	<p>Biology and child development</p> <p>OPT: Lickliter, R., & Honeycutt, H. (2015). Biology, development, and human systems. In W. F. Overton, P. C. M. Molenaar, & R. M. Lerner (Eds.), <i>Handbook of child psychology and developmental science: Theory and method</i> (pp. 162–207). John Wiley & Sons, Inc.. https://doi.org/10.1002/9781118963418.childpsy105</p> <p>Conradt, E., Hawes, K., Guerin, D., Armstrong, D. A., Marsit, C. J., Tronick, E., & Lester, B. M. (2016). The contributions of maternal sensitivity and maternal depressive symptoms to epigenetic processes and neuroendocrine functioning. <i>Child Development</i>, 87(1), 73-85.</p> <p>Lehrner, A., & Yehuda, R. (2018). Cultural trauma and epigenetic inheritance. <i>Development and Psychopathology</i>, 30(5), 1763-1777.</p> <p>Sage, C., & Burgio, E. (2018). Electromagnetic fields, pulsed radiofrequency radiation, and epigenetics: how wireless technologies may affect childhood development. <i>Child Development</i>, 89(1), 129-136.</p>
January 31	<p>Cognitive neuroscience and child development</p> <p>OPT: Marshall, P. J. (2015). Neuroscience, embodiment, and development. In W. F. Overton, P. C. M. Molenaar, & R. M. Lerner (Eds.), <i>Handbook of child psychology and developmental science: Theory and method</i> (pp. 244–283). John Wiley & Sons, Inc.. https://doi.org/10.1002/9781118963418.childpsy107</p> <p>Cartwright, K. B. (2012). Insights from cognitive neuroscience: The importance of executive function for early reading development and education. <i>Early Education & Development</i>, 23(1), 24-36.</p>
February 3	<p>Social cognitive neuroscience and child development</p> <p>Lieberman, M. D. (2007). Social cognitive neuroscience: a review of core processes. <i>Annu. Rev. Psychol.</i>, 58, 259-289.</p> <p>Gunnar, M. R., & Hostinar, C. E. (2015). The social buffering of the hypothalamic–pituitary–adrenocortical axis in humans: Developmental and experiential determinants. <i>Social neuroscience</i>, 10(5), 479-488.</p>
February 7	<p>The development of social understanding</p> <p>Striano, T., & Reid, V. M. (2006). Social cognition in the first year. <i>Trends in cognitive sciences</i>, 10(10), 471-476.</p>

	<p>OPT: Carpendale, J. I. M., & Lewis, C. (2015). The development of social understanding. In L. S. Liben, U. Müller, & R. M. Lerner (Eds.), <i>Handbook of child psychology and developmental science: Cognitive processes</i> (pp. 381–424). John Wiley & Sons, Inc.. https://doi.org/10.1002/9781118963418.childpsy210</p>
February 10	<p>Theory of mind and false belief understanding</p> <p>Scott, R. M., & Baillargeon, R. (2017). Early false-belief understanding. <i>Trends in Cognitive Sciences</i>, 21(4), 237-249.</p> <p>Imuta, K., Henry, J. D., Slaughter, V., Selcuk, B., & Ruffman, T. (2016). Theory of mind and prosocial behavior in childhood: A meta-analytic review. <i>Developmental Psychology</i>, 52(8), 1192–1205. https://doi.org/10.1037/dev0000140</p>
February 14, 17	<p>Social interaction, culture, and language in the development of social understanding</p> <p>OPT: Hughes, C., & Devine, R. T. (2015). A social perspective on theory of mind. In M. E. Lamb & R. M. Lerner (Eds.), <i>Handbook of child psychology and developmental science: Socioemotional processes</i> (pp. 564–609). John Wiley & Sons, Inc.. https://doi.org/10.1002/9781118963418.childpsy314</p> <p>Schick, B., De Villiers, P., De Villiers, J., & Hoffmeister, R. (2007). Language and theory of mind: A study of deaf children. <i>Child Development</i>, 78(2), 376-396.</p> <p>Herrmann, E., Call, J., Hernández-Lloreda, M. V., Hare, B., & Tomasello, M. (2007). Humans have evolved specialized skills of social cognition: The cultural intelligence hypothesis. <i>Science</i>, 317(5843), 1360-1366.</p>
February 21-25	<p>Reading week – no class</p>
February 28 March 3	<p>Prosocial behavior and moral development</p> <p>Paulus, M. (2014). The emergence of prosocial behavior: Why do infants and toddlers help, comfort, and share? <i>Child Development Perspectives</i>, 8(2), 77-81.</p> <p>Dahl, A. (2019). The science of early moral development: On defining, constructing, and studying morality from birth. <i>Advances in Child Development and Behavior</i>, 56, 1-35.</p> <p>OPT: Carpendale, J. I., Hammond, S. I., & Atwood, S. (2013). A relational developmental systems approach to moral development. In R. M. Lerner & J. B. Benson (Eds.), <i>Embodiment and epigenesis: Theoretical and methodological Issues in understanding the role of biology within the relational developmental system Part B: Ontogenetic dimensions</i>. Elsevier Inc.: Academic Press, 125-153.</p>
March 7, 10	<p>Emotional regulation, aggression, peer rejection</p> <p>Alink, L. R., Mesman, J., Van Zeijl, J., Stolk, M. N., Juffer, F., Koot, H. M., ... & Van IJzendoorn, M. H. (2006). The early childhood aggression curve: Development of physical aggression in 10 - to 50 - month - old children. <i>Child Development</i>, 77(4), 954-966.</p> <p>Ettekal, I., & Ladd, G. W. (2020). Development of aggressive-victims from childhood through adolescence: Associations with emotion dysregulation, withdrawn behaviors, moral disengagement, peer rejection, and friendships. <i>Development and Psychopathology</i>, 32(1), 271-291.</p> <p>Sukhawathanakul, P., & Leadbeater, B. (2020). Trajectories of peer victimization in elementary school children: Associations with changes in internalizing, externalizing, social competence, and school climate. <i>Journal of Community Psychology</i>, 48(6), 1751-1769.</p>
March 14, 17	<p>Peer relationships</p> <p>Hawley, P. H., & Bower, A. R. (2018). Evolution and peer relations: Considering the functional roles of aggression and prosociality. In W. M. Bukowski, B. Laursen, & K. H. Rubin (Eds.), <i>Handbook of peer interactions, relationships, and groups</i> (pp. 106–122). The Guilford Press.</p>

	<p>Berndt, T. J. (2004). Children's friendships: Shifts over a half-century in perspectives on their development and their effects. <i>Merrill-Palmer Quarterly</i> (1982-), 206-223.</p> <p>OPT: Hartup, W. W., & Stevens, N. (1999). Friendships and adaptation across the life span. <i>Current directions in psychological science</i>, 8(3), 76-79.</p>
March 17	Group Project Due
March 21, 24	<p>Social emotional learning in schools</p> <p>Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children's social and emotional competence: A randomized trial of the preschool "PATHS" curriculum. <i>The Journal of Primary Prevention</i>, 28(2), 67-91.</p> <p>Blair, C., McKinnon, R. D., & Daneri, M. P. (2018). Effect of the tools of the mind kindergarten program on children's social and emotional development. <i>Early Childhood Research Quarterly</i>, 43, 52-61.</p>
March 28, 31	<p>School-based peer victimization prevention</p> <p>Leadbeater, B. J., Thompson, K., & Sukhawathanakul, P. (2016). Enhancing social responsibility and prosocial leadership to prevent aggression, peer victimization, and emotional problems in elementary school children. <i>American journal of community psychology</i>, 58(3-4), 365-376.</p> <p>Kärnä, A., Voeten, M., Little, T. D., Poskiparta, E., Kaljonen, A., & Salmivalli, C. (2011). A large - scale evaluation of the KiVa antibullying program: Grades 4–6. <i>Child development</i>, 82(1), 311-330.</p>
April 4, 7	<p>Children, their parents and greater socioeconomic context</p> <p>Raikes, H. A., & Thompson, R. A. (2008). Attachment security and parenting quality predict children's problem-solving, attributions, and loneliness with peers. <i>Attachment & Human Development</i>, 10(3), 319-344.</p> <p>Mesman, J., van IJzendoorn, M. H., & Bakermans - Kranenburg, M. J. (2012). Unequal in opportunity, equal in process: Parental sensitivity promotes positive child development in ethnic minority families. <i>Child Development Perspectives</i>, 6(3), 239-250.</p>
April 11	Final paper due

*Note: These are the classes in which we will meet synchronously on ZOOM. This schedule is tentative and any changes will be discussed in class and posted on Brightspace. OPT: Optional but highly recommended reading.

Important Notes

1. Please feel free to talk with me anytime during the semester. If there is a problem that is negatively affecting your course performance, contact me as early as possible so that we can develop a plan to help you succeed in this class.
2. It is your responsibility to check your registration status by the drop deadline to ensure that you are registered in the course. The last day to add courses is **January 26th**.
3. Please consult the Department's important course policy for additional details.

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2022

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar January 2022.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

- ***What to do if you miss the final exam scheduled during the formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you miss an exam other than one scheduled during the formal exam period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources <https://www.uvic.ca/library/help/citation/plagiarism/index.php>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf