

# **Psychology 3130A - Advanced Issues in Child Development**

**Department of Psychology  
The University of Lethbridge  
Spring 2008**

## **Location:**

MW F, 12:00-12:50, AH118

## **Instructor:**

Dr. Margaret Forgie

Phone: 329-2437 (department: 329-2235)

Office: D850

email: [forgie@uleth.ca](mailto:forgie@uleth.ca) (preferred contact)

Office Hours: By individual appointment at a mutually convenient time.

## **Teaching Assistant:**

Ms. Erin Zelinski, BSc.

Phone: 394-3937

Office: EP1268

email: [erin.zelinski@uleth.ca](mailto:erin.zelinski@uleth.ca)

Office Hours: TBA

## **Course Description:**

This course is designed to expand on the material covered by Psychology 2110 (Introduction to Child Development) by providing an in-depth analysis of current theories and research in the area of abnormal child development. In keeping with the chosen theme of “normal development gone awry”, text readings in “Developmental Psychopathology”, our in-class discussions (lectures and student presentations), and assignments will focus on disordered development in a chronological fashion, from conception to adolescence, as time permits. Topics will be addressed from an interactionist perspective that considers multiple factors in the pathology of mental illness. Thus, students will be expected to understand biological, cognitive, social, emotional and environmental influences on the disorders that are discussed.

## **Course Prerequisite(s):**

The prerequisites for this course are Psychology 2110 and one additional 2000-level course (3.0 credit hours) in Psychology or Neuroscience. Regardless of specific background, all students are expected to have a solid foundation in the study of normative human development, and the scientific approach to understanding human behaviour.

**Required Texts:**

Wenar, C., & Kerig, P. (2007). *Developmental Psychopathology*, Fifth Edition. McGraw-Hill: New York, NY.

Northey, M., and Timney, B. (2007). *Making Sense in Psychology and the Life Sciences. A student's guide to research and writing*, Fourth Edition. Oxford University Press: Don Mills, ON.

**Recommended Text:**

In addition to the required texts, it is strongly recommended that students have access to a comprehensive, introductory level text in child or human development. I recommend the Cole et al. (2005) text as it has been used for Psychology 2110 at the U of L for several semesters, and thus, should be readily available in used form. This specific textbook is not essential (and no new copies have been ordered for this course), however, so if you have access to a different textbook (as long as it is recent), that should be sufficient for background review.

Cole, M., Cole, S.R., & Lightfoot, C. (2005). *The Development of Children*, Fifth Edition. Worth Publishers: New York, NY.

**Course Requirements:**

- (1) Tests. There will be three short exams, approximately every 4 - 5 weeks during the semester (see the attached schedule of deadlines), and will account for a total of 45% of your final grade (15% from each exam). The last exam will take place on the last day of classes. There is no final exam in this course.
- (2) Presentations. Students will be responsible for giving a short, conference length presentation (= total of 10 minutes for presentation; 3 minutes for question period, with length of time strictly enforced by the instructor). Students will present in groups of three. This presentation will be worth 20% of your final grade with 10% accorded to the group, and 10% to each individual's contribution. All students will be required to submit a one paragraph statement of interest and then groups will be assigned based on matched interests. A handout will be distributed for this assignment and will be discussed class.
- (3) Annotated Bibliographies. Each student will submit a separate annotated bibliography to accompany their presentation. This will be worth 15% of your final grade. A handout will be distributed regarding content and will be discussed in class.
- (4) Journal Assignment. There will be a written assignment consisting of an essay explaining a single, original research article concerning any topic in the area of developmental psychopathology. Approaches from all levels of psychological analyses are encouraged (e.g., molecular processes in brain development, clinical diagnosis, and treatment of the

disorder, management of behaviour etc.). The only caveat is that your target article **MUST** be a primary research paper that is published in a peer-reviewed/referred journal. Your submission will be worth 20% of your final grade. Following initial grading, students will be given the option of submitting a revised version for regrading. A handout for the assignment and regrading procedure will be provided.

**NB.**

Late submissions of the Journal Assignment or the Annotated Bibliography will result in a 25% penalty per day. In the case of the journal assignment, you will also forfeit your opportunity to submit a revised version.

Failure to deliver your part of the in-class presentation will result in a grade of zero for both portions of the mark. Your group will be graded without your result.

All assignments will be graded with the assumption that all students have read and understood the contents of the second required text by Northey and Timney (2007).

**Students with Special Needs:**

If you have a documented condition that prevents you from fully participating in this course, including evaluation procedures, it is your responsibility to contact me if special arrangements are necessary to accommodate your individual situation. Please note that you must contact Counseling Services to acquire an official letter concerning your situation. No accommodations will be given without official notification from that office.

**Grading:**

Letter grades will be assigned to final percentages according to the following scale:

A+ (90+)	B+ (77-79)	C+ (67-69)	D+ (56-59)
A (85-89)	B (73-76)	C (63-66)	D (50-55)
A- (80-84)	B- (70-72)	C- (60-62)	F (< 50)