

# PSYC 310: Child Psychology

## Augustana College    Spring 2013

**Class schedule:** MWF 11:00-11:50 (MC 257)

**Required reading:** Perry, B. (2006). *The boy who was raised as a dog*. Philadelphia, PA: Basic Books  
and additional articles/chapters available on Moodle

**Moodle enrollment key:** psyc310

**Professor:** Olivia Lima ([olivia.lima@augie.edu](mailto:olivia.lima@augie.edu), 605-274-5440)

**Office hours:** MWF 1-2, R 8-10, or by appointment

### Course Description

Welcome to Child Psychology! This course aims to bring you into the field as an active participant. We will emphasize the research and theory needed to understand children, but also the practical ways we can apply this knowledge to improve children's lives. The course will progress through widening circles of ecology - family, school, and society – to discuss typical development, disorders, and intervention. You will learn about our existing knowledge base - and how we can tackle further questions - through your textbook, supplementary readings, and visits from local professionals (such as school psychologists). In-class activities will give you practice at applying this knowledge: to evaluate research evidence, take a stand on real-life issues, and recommend interventions. A service-learning component will also give you the chance to put theory into practice, interacting with children in our community.

### Learning Goals

*Understand children as active navigators in a complex web of influences*

1. Appreciate the complex interplay between nature and nurture
2. Recognize how children are active learners and shapers of their environment

*Feel empowered to make a difference in a child's life*

3. Know effective ways to support healthy development (and signs of disorders/treatment options)
4. Be able to gather and evaluate research data, and use it to make practical decisions

*Recognize how creative research design can answer more of our questions about children*

5. Be able to identify the methodological challenges inherent in studying childhood topics
6. Appreciate the merit of multiple research strategies

### Tentative Weekly Schedule

| <i>Week of</i> | <i>Topic</i>               | <i>Readings</i>                        | <i>In-class Activities*</i> | <i>Exams</i> |
|----------------|----------------------------|--|-----------------------------|--------------|
| Feb. 6-8       | Introduction               | Perry (ch. 1-4)                        |                             |              |
| Feb. 11-15     | Attachment & Emotion       | Mischel; Diamond; Theraplay; Perry (9) | 2/15 Family meals           |              |
| Feb. 18-22     | Theory & Methods           | Fiese; Miller; Parke                   |                             | 2/22         |
| Feb.25-Mar1    | Nature & Nurture           | DeGregory; Turkheimer; Ellis; Scarr    |                             |              |
| Mar. 4-8       | Parenting & Child Care     | Harris; CPS; Perry (7)                 | 3/8 Spanking                |              |
|                | --- Spring break ---       | --                                     |                             |              |
| Mar. 18-22     | Cognitive Development      | Piaget; Turkheimer; Vygotsky; Rogoff   |                             | 3/22         |
| Mar. 25-29     | Language development       | Whitehurst; Donovan; Kanner            | 3/27 Self-assess due        |              |
| Apr. 1-5       | cont ( <i>Easter Mon</i> ) | Perry (6); Lillard; Kim                | 4/3 Aspergers               |              |
| Apr. 8-12      | Education                  | NASP; Schweinhart                      |                             |              |
| Apr. 15-19     | Achievement                | Quart; Rosenthal                       | 4/15 Infant TV              | 4/19         |
| Apr. 22-26     | Moral development          | Mashburn; Long; Perry (5); Long        |                             |              |
| Apr29-May3     | Peer Groups                | Allen; Mikami; Perry (10, 8)           | 5/3 Depression              |              |
| May 6-10       | Media                      | Lillard; Hofferth; Baumeister          |                             |              |
| May 13-17      | Conclusion                 | Werner; Liben; Perry (11)              | 5/17 Self-assess due        | 5/13         |

*\*Due the following class period*

*Final Exam: Thurs 5/23, 10:30 am*

### **Assignments and Grading**

*Service learning (25%):* To ground your study in the reality of children's lives, you will choose a community activity where you can engage with children for 2-3 hours per week, during at least 10 weeks of the semester. (See me for suggestions and to approve your choice.) You will keep a weekly log of your experience (ten 2-pg entries), in which you must connect your observations and interactions explicitly to course content. (I will also ask your supervisor to assess your work.)

*Activities (25%):* A series of activities (individual and small-group) done both in and out of class will allow you to practice applying course content to complex real-life topics. In some, you will debate controversial questions, evaluate the relevant research, and draw conclusions on best practices. In others, you will read case studies (with relevant background research) and recommend intervention.

*Exams (25%):* Four exams will allow you to assess your grasp of the course material as we progress. Exams will include multiple choice and short answer questions, drawn from the textbook, supplementary readings, and in-class discussions (including visitors). In addition, each exam will include one essay question similar to in-class activities we have done (e.g., evaluating research).

*Final Exam (20%):* The final exam will give you a chance to demonstrate the new knowledge and skills you have practiced throughout the semester. The content will be cumulative, and the format will be exclusively essay questions. You can bring a crib sheet: it should be your own creation, handwritten on a 3x5 index card, and handed in with the exam. (This is intended to help focus your studying, and prevent brain freeze; it is of course no substitute for a semester spent studying.)

*Self-assessments (5%):* At both mid-term and the end of the semester, you will write a 2-3 p. self-assessment of your progress toward course goals. At midterm, you should include personal aims and plans for the second half of the semester (a template will be provided). At the end, you will integrate what you have learned across activities and how you have changed during the course. These will not be graded on amount of progress claimed, but on honest, thorough self-evaluation.

### ***Policy for late work/absences***

*Activities submitted late will be docked one letter grade (10%) for each day past the deadline. Service learning logs will not be accepted late (however, you can miss up to 5 logs without penalty). If you will miss exams for a recognized school activity, **contact me in advance by email** to request alternate arrangements. If you have a serious, documented emergency, contact me as soon as possible. Documentation is always required. Final exams will not be rescheduled to accommodate travel.*

### **Academic Integrity**

The principles of Respect, Benevolence, and Justice are the core of the ethical code that psychologists have developed to govern their work (see [www.apa.org/ethics/](http://www.apa.org/ethics/)). I pledge to treat all students according to these principles, and I also expect all students to act accordingly, conducting themselves with the highest academic integrity. This includes maintaining the safe climate of free expression appropriate to a college forum, as well as exercising extreme care to give credit where credit is due (see honor code below). If you ever feel these principles have been violated - either by myself or by other students - please see me, or the department chair. **Be aware that any instance of academic dishonesty may result in a failing grade for the course.**

### **Augustana Honor Code – Departmental statement**

“As a community of scholars, the students and faculty at Augustana College commit to the highest standards of excellence by mutually embracing an Honor Code. As a College of the Evangelical Lutheran Church in America, we understand the individual and collective responsibility we have in fostering integrity. Ultimately, our purpose is to be an engaged body of academically excellent, highly articulate, and morally centered persons who learn about and examine the world together. We believe that only when we are honest with each other and ourselves can we begin to contribute to the world in a meaningful manner. To that end we pledge that we will abide by the highest standards of academic integrity, and that we will abide by the decisions of the joint student/faculty Honor Board.

“The Honor Code requires that examinations and selected assignments contain the following pledge statement which students are expected to sign:

*“On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on this assignment has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well.*”

“As a faculty member at Augustana I affirm the Honor System. I acknowledge my responsibility to have a follow-up discussion with any student who does not sign the Honor Pledge for any exam or assignment or who brings forward an academic integrity concern. I also acknowledge my responsibility, after this discussion with the student, to further investigate any academic integrity policy complaint and proceed as deemed appropriate.”

### **Disability Services – Departmental statement**

“Any student who needs to discuss reasonable accommodations for a documented disability, please make an appointment to see me as soon as possible and no later than the end of the second week of class. Students with questions regarding disability services including appropriate documentation and coordination of reasonable accommodations should contact Susan Bies at the Student Academic Support Service Office located in the Career Center Suite, Room 100. The office phone number is 274-4403 or e-mail her at [susan.bies@augie.edu](mailto:susan.bies@augie.edu). Students who discover the need for accommodation during the semester should meet with me to discuss the matter as soon as possible.”

## Tentative Daily Schedule

### 4 February - 10 February

#### W - Introduction

#### F - Emotion, attachment & attachment disorders

DSM-IV Reactive attachment disorder

Perry (ch. 1-4)

SERVICE LOG: Week 1 - Introduction

### 11 February - 17 February

#### M - Self-regulation

Mischel, Shoda, & Rodriguez (1989)

Diamond (2007) Tools of the mind

Diamond (2007) supplement

Tools of the Mind brochure

#### W - Activity: Family meals (Identifying methodological challenges)

Perry (ch. 9)

#### F - Debrief activity

Family meals activity DUE IN CLASS

Fiese & Schwartz (2008) Policy brief on meals

Miller (2012) Testing meals

Post questions for Monday's guest speaker

SERVICE LOG: Week 2 - Attachment & Emotion

### 18 February - 24 February

#### M - Guest speaker: Kristi Miller (Therapist)

Theraplay website (Core Concepts)

Sioux Falls Psychological website

SERVICE LEARNING FORMS DUE

#### W - Assessment & diagnosis

Parke & Gauvain (2007) Developmental psychopathology

DSM-IV Introduction

#### F - EXAM 1

Exam 1 study guide, Sample essay question (additional methodology practice)

SERVICE LOG: Week 3 - Diagnosis and Treatment

### 25 February - 3 March

#### M - Documentary: "The Wild Child"

DeGregory (2008) The girl in the window

#### W - Nature vs. Nurture

Turkheimer (2003) The three laws of behavior genetics

Ellis & Boyce (2008) Orchid children

#### F - Nature vs. Nurture, part II

Scarr (1992) Presidential address

Scarr (2009) Festschrift autobiography

SERVICE LOG: Week 4 - Nature & nurture

### 4 March - 10 March

#### M - Parenting

Harris (1995) Parents vs. peers

Post questions for Wednesday's guest speaker

#### W - Guest Speaker: Brodrick Stolsmark (Child Protective Services)

CPS Informational slides

DSS-CPS Website

**F - Activity: Spanking**

Spanking activity [ANSWER QUESTIONS 1-3 \*ONLY\* BEFORE CLASS]  
Lynch et al (2006) Punishment [BRING TO CLASS: DO NOT READ BEFORE]]  
Perry (ch. 7)  
SERVICE LOG: Week 5 - Parenting and Childcare

**11 March - 17 March**

SERVICE LOG: Week 6 - OPEN (Spring Break)

**18 March - 24 March**

**M - Piaget**

Piaget (1961) Stage lecture  
Piagetian tasks  
SPANKING ACTIVITY DUE

**W - Vygotsky**

Vygotsky (1978) Learning and development  
Radziszewska & Rogoff (1991) Guided participation

**F - EXAM 2**

Study guide: Exam 2  
SERVICE LOG: Week 7 - Cognitive development

**25 March - 31 March**

**M - Language assessment & support**

Zevenbergen & Whitehurst (2003)

**W - Autism**

Kanner (1943) Autism  
Donvan & Zucker (2010) Autism's first child  
See accompanying video (5 min)  
MIDTERM SELF-ASSESSMENT DUE

**F - Easter Friday**

SERVICE LOG: Week 8 - Language

**1 April - 7 April**

**M - Easter Monday**

**W - Activity: Asperger's**

DSM-IV Autistic spectrum  
Perry (ch. 6)

**F - Fitting education to child psychology**

Lillard (2005) Montessori  
Kim (2011) Creativity  
ASPERGER'S ACTIVITY DUE  
SERVICE LOG: Week 9 - OPEN (Easter)

**8 April - 14 April**

**M - ADHD**

DSM-IV Attention disorders  
Post your questions for Wednesday's guest speaker

**W - Guest speaker: Matt Reese (School psychologist)**

Slideshow: National Association of School Psychologists

**F - Assessing & enhancing intelligence**

Schweinhart (2005) Perry Preschool Summary report  
SERVICE LOG: Week 10 - Education

**15 April - 21 April**

**M - Activity: Infant TV/Videos**

**W - Expectancy effects**

Rosenthal (1994) Theory of expectancy effects  
INFANT TV/VIDEO ACTIVITY DUE

**F - EXAM 3**

SERVICE LOG: Week 11 - Achievement

**22 April - 28 April**

**M - Promoting moral development**

Mashburn, et al (2008) CLASS

**W - Conduct disorders**

DSM-IV Conduct disorder & ODD  
Long (2012) I am Adam Lanza's mother  
Perry (ch. 5)

Post your questions for Friday's guest speaker

**F - Guest Speaker: Judy Knadel (Child care center director)**

Campus Learning Center website  
Long, Fecser, & Brendtro (1998) LifeSpace Crisis Intervention  
SERVICE LOG: Week 12 - Moral development

**29 April - 5 May**

**M - Friendship & play**

Allen (2004) Two sides to popularity

**W - Fixing peer rejection**

Mikami et al (2005) Middle school intervention  
Perry (ch. 10)

**F - Activity: Case study in depression**

Perry (ch. 8)  
SERVICE LOG: Week 13 - Peer Groups

**6 May - 12 May**

**M - Media**

Lillard & Peterson (2011) Media use & executive function  
Hofferth (2010) Home media use  
DEPRESSION ACTIVITY DUE

**W - Eating disorders**

DSM-IV Eating Disorders

**F - Self esteem**

Baumeister (2003) Review of self esteem  
SERVICE LOG: Week 14 - Media

**13 May - 19 May**

**M - EXAM**

**W - TBA (Student choice)**

Forum Brainstorming topics for TBA date Forum  
FINAL SELF-ASSESSMENT DUE

**F - Conclusion**

Werner (1989) Kauai study of resilience  
Shonkoff (2000) Science, policy, and practice  
Perry (ch. 11)  
SERVICE LOG: Week 15 - Conclusion