

PSY 325: APPLIED DEVELOPMENTAL PSYCHOLOGY



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Esbenshade 266B

Office Hours: Tu/Th 2:00-3:00 and W 9:00-11:00
Other hours by appointment

Course Prerequisites: Developmental Psychology (PSY 225)

Description:

This course will examine the applications of developmental theory and research. It will also cover how real world events have informed developmental theory and the path of research. Topics to be covered include: influences of day care, poverty, child abuse, divorce, and mass media on children's development; adolescent identity development, pregnancy, and relationships with parents; assessment and intervention of developmental psychopathology; and aging and cognitive skills.

Of the three general goals of psychologists--description, explanation, and modification--applied developmental scientists are particularly interested in the third one. Applied developmental scientists aim to conduct research on issues of immediate social relevance in real world settings and use the findings to promote optimal development across the life span.

The field of applied developmental psychology (ADP) is defined as that aspect of psychology which bears upon enhancing developmental processes and preventing developmental handicaps. . . As a science-based field of psychology, ADP involves the systematic synthesis of research and applications to describe, explain, and promote optimal developmental outcomes in individuals and families as they develop along the life cycle.
(Lerner & Fisher, 1994, p. 4)

Text Readings:

Pellegrini, A. D. & Bjorklund, D. F. (1998). *Applied Child Study: A Developmental Approach*, 3rd ed. NJ: Lawrence Erlbaum.

Primis (2000). *Reader for Applied Developmental Psychology*. NY: McGraw-Hill. Articles selected from Zigler-Hall's *Child Development and Social Policy* and Parke-Tinsley's *Developmental Psychology Reader*

Additional Readings

Bruck, M. & Ceci, S. J. (1999). The suggestibility of children's memory. *Annual Review of Psychology*, p. 419-eoa.

Beutel, A. M. (2000). The relationship between adolescent nonmarital childbearing and educational expectations: A cohort and period comparison. *Sociological Quarterly*, 41, 297-eoa. (EBSCOHOST)

Booth, A. & Amato, P. R. (2001). Parental predivorce relations and offspring postdivorce well-being. *Journal of Marriage and Family*, 63, 197-eoa. (EBSCOHOST)

Deuel, L. S. (1999). Block scheduling in large, urban high schools: Effects on academic achievement, student behavior, and staff perceptions. *High School Journal*, 84, 14-eoa. (EBSCOHOST)

- Huston, A., C. & Wright, J. C. (1998). Mass media and children's development. In W. Damon (Editor-in-Chief), I. E. Sigel, & K. A. Renninger (Volume Editors), *Handbook of Child Psychology*. 5th edition, vol. 4: Child Psychology in Practice (pp. 999-1058). NY: John Wiley & Sons.
- Kamsner, S. (2000). The relationship between adult psychological adjustment and childhood sexual abuse, childhood physical abuse, and family-of-origin characteristics. *Journal of Interpersonal Violence*, 15, 1243-eoa. (EBSCOHOST)
- Lee, V. E. (2000). Using hierarchical linear modeling to study social contexts: The case of school effects. *Educational Psychologist*, 35, 125-eoa.
- Moore, K. A. & Manlove, J. (1998). Nonmarital school-age motherhood: Family, individual, and school characteristics. *Journal of Adolescent Research*, 14, 433-eoa. (EBSCOHOST)
- Scarr, S. (1998). American child care today. *American Psychologist*, 53, 95-108.
- Secombe, K. (2000). Families in poverty in the 1990s: Trends, causes, consequences, and lessons learned. *Journal of Marriage and Family*, 62, 1094-eoa. (EBSCOHOST)
- Sun, Y. (2001). Family environment and adolescents' well-being before and after parents' marital disruption: A longitudinal analysis. *Journal of Marriage and Family*, 63, 697-eoa. (EBSCOHOST)
- Zigler, E. & Styfco, S. (2000). Pioneering steps (and fumbles) in developing a federal preschool program. *Topics in Early Childhood Special Education*, 20, 67-71. (EBSCOHOST)

Course Policies:

- You are expected to attend and participate in class. This includes being prepared. If you do miss a class, you are responsible for finding out what material was covered and you are accountable for this material. Discussion is an important component of the class experience, so your attendance and participation are important.
- Exam dates are listed on the course outline. Make-ups for exams should be approved in advance, if possible, and may be a different format than regularly scheduled exams.
- Students are reminded that all work in this course is to be their own, or in the case of group work-- a product of all group members. Don't cheat yourself out of an education by cheating and don't let someone else down by not carrying your full load in the group. Please refer to the Elizabethtown College Student Handbook for Pledge of Integrity.

Course Requirements:

Exams:

There will be a mid-term and a final exam; both will consist of essay questions.

Article Critiques:

You are required to complete two critiques of articles that you locate on an applied developmental topic. As the name of this assignment suggests, this is more than a summary of the article. **You need to provide some analysis of the material.** Most of these will be approximately 3 typed pages, but length will depend on the nature of the article. For each one, turn in the original article with your critique. If you plan ahead, you can select articles that you will be using for your research paper.

Research Paper (literature review):

You will write a literature review of some topic related to applied developmental psychology. The paper should contain the following information, but should not be structured in this format (integrate this information using a narrative format):

- Introduce the topic and your interest. What do you hope to learn? What is your thesis or question? What point are you trying to make?
- Review the literature (the articles) to the extent that they relate to your thesis or question. Thus, you may need to discuss the researcher's problem or question, the design and variables used to study the problem, and the results and implications. Be clear and concise. Through reviewing these research articles, you should strive for a new understanding of the material. Remember that the better informed you are about the work that has been done, the better your own research project will be.
- This part is important: Integrate the research, compare and contrast the theories, the variables manipulated, the ages of the subjects, the method of presentation, the way the data were collected, the results, etc. This is your opportunity to question the research that you read and to support your thesis.
- References

The topic for your research paper, including a brief description of your goals and a tentative list of references, is due prior to spring break (by Feb. 28th).

Journal

You are expected to complete five exercises and record the results in a journal (i.e., a non-scholarly format; no references required). A description of exercises is attached.

Course Grade:

Mid-Term Exam	20%
Final Exam	20%
Article Critiques (10% each)	20%
Research Paper	20%
Journal	15%
Presentation	5%

A distinguishing feature of applied developmental psychology is a focus on how developmental theory, the developmental knowledge base, and developmental science methodologies can be directly used to promote the health and welfare of individuals in our society. Applied developmental psychology thus applies a scientific focus to understand the complex interplay between human development and social intervention, looking at social interaction itself as a process of influence that must be studied. (Lerner & Fisher, 1994, p. 5)

A (94-100) A- (90-93)	An "A" indicates outstanding or excellent work; there are very few ways to improve the quality of the work or understanding of the material.
B+ (88-89) B (83-87) B- (80-82)	A grade in the "B" range indicates an above average level of work in all aspects of the course. Performance is good; there is still some room for improvement.
C+ (78-79) C (73-77) C- (70-72)	A grade in the "C" range indicates adequate completion of all course work; work or understanding is in the average or OK range.
D+ (68-69) D (63-67) D- (60-62)	A grade in the "D" range reflects less than adequate completion of the course requirements. Significant areas of weakness exist; much improvement is needed.
F (</=59)	Indicates failure to complete the course requirements or completion at an unacceptable level.

COURSE OUTLINE

DATE	TOPIC	READINGS
1/15, Tues	Introduction to course and topic	
1/17, Thurs	Applied Child Study; What is <i>Developmental?</i> Behavior in Context	Chapters 1, 2, & 3 of P&B text
1/22, Tues	Applied Issues, Public Policy	Chapters 1 & 2, Primis book (pp. 5-40)
1/24, Thurs	Tests and Performance-based Assessment	Chapter 4, P&B text
1/29, Tues	Methods: Experimental, Observational, Naturalistic	Chapters 5, 6, & 7, P&B text
1/31, Thurs	Learning, Thinking, & Remembering	Chapter 8, P&B text
2/5, Tues	Suggestibility of Children's Memory	Bruck & Ceci article
2/7, Thurs	Mass media and Children's Development	Huston & Wright article
2/12, Tues	Children's Social Competence	Chapter 10, P&B text
2/14, Thurs	Early Intervention FIRST ARTICLE CRITIQUE DUE	Chapter 5, Primis book (41-69) Zigler article
2/19, Tues	Child Care	Chapter 6, Primis book (70-98) Scarr article
2/21, Thurs	Child Health	Chapter 7, Primis book (99-128)
2/26, Tues	REVIEW and DISCUSSION	
2/28, Thurs	MIDTERM EXAM PAPER TOPICS & REFERENCES DUE	
3/5-3/7	SPRING BREAK--NO CLASSES	
3/12, Tues	Child Abuse and Neglect	Chapter 8, Primis (129-156) Kamsner article
3/14, Thurs	Making Schools Work	Chapter 10, Primis (178-208)
3/19, Tues	School effects	Lee article Deuel article
3/21, Thurs	Education for children with special needs Changing face of American Child	Chapter 11, Primis (209-239) Chapter 9, Primis (157-177)

3/26, Tues	Effects of Divorce SECOND ARTICLE CRITIQUE DUE	Primis chapter by Cherlin (240-248) Booth & Amato article Sun article
3/28, Thurs	No class--MONDAY schedule	
4/2, Tues	Effects of Poverty	Primis chapters by Bane et al. & Chafel (249-275) Seccombe article
4/4, Thurs	Adolescent pregnancy and parenthood	Primis chapter by Furstenberg (276-297) Moore & Manlove (1998) article Beutel article
4/9, Tues	Children's Play	Chapter 11 of P&B text
4/11, Thurs	Developmental Problems: Merely off-track or derailed?	Material to be distributed
4/16, Tues	Assessment: Infants, Children	Material to be distributed
4/18, Thurs	Using assessment results for intervention JOURNAL ASSIGNMENTS DUE	Material to be distributed
4/23, Tues	Research Presentations	
4/25, Thurs	Research Presentations	
4/30, Tues	Research Presentations	
5/2, Thurs	Research Presentations RESEARCH PAPER DUE	
5/10, Friday	FINAL EXAM	11:00-2:00