Course Syllabus - Fall 2011
Dr. Adam Winsler

Instructor: Adam Winsler, Ph.D.  Office: 2023 David King Hall
Phone: 703 993-1881  Office Hours: MW 10:15-11:30 + by appt.
Email: awinsler@gmu.edu  URL: http://winslerlab.gmu.edu
Schedule MW 9:00-10:15pm  Location: Research Hall 202

Course Description & Goals
Applied developmental psychology is an exciting and broad new discipline that is interested in and/or committed to the following:

- Applied, policy-relevant research on contemporary social/societal issues and optimizing human development
- Ecologically-valid, developmental research in natural settings
- Ethics of developmental research
- Understanding how research and practice reciprocally influence each other
- Understanding the dynamic boundaries between normal and abnormal development
- Understanding the sociocultural context of development and diversity in all its forms
- Constructing and administering developmental assessments
- Designing and evaluating interventions
- University-community partnerships
- A life-span perspective on human development
- Disseminating developmental research findings to parents, professionals, educators, lawmakers, and agencies
- Analyzing the human and economic costs and benefits of social programs
- Forging coalitions with families, professionals, policy makers, and institutions for the benefit of individuals and society

Required Reading
2) Selected articles listed below. (+ indicates optional, * indicates in the text)

Course Requirements, Activities, and Assignments
The activities of this course are designed to provide students with scaffolded learning experiences engaging in the skills and activities required in the cultures of academia and applied developmental practice (i.e. engaging in group discourse, writing scholarly papers, leading discussions, collaborating with others, disseminating research findings...). The course is designed to maximize group discussion and student participation in the learning process. This means that students might be more responsible for both their own learning and for the activities of this course than in other classes.

1) Class Participation. This is an advanced graduate seminar course that requires active discussion and contribution from each member of the class. Each student is expected to have had experience with at least some of the issues discussed in the class and the course will be greatly enhanced if we can benefit from each individual student's expertise. Students' participation grade will be based on the a) the quantity and quality of students' verbal participation in both class and the online discussion, and b) the quality of students' discussion leading activities. Obviously, if you are not in class (for whatever reason - even good ones), you cannot participate that day and your participation grade will be affected.

2) Reflection Papers. Students will turn in their thoughts and personal reflections on the readings for the day. The goals of this activity are many: 1) to serve as a mechanism for students to process and integrate their reading, 2) to give students an opportunity to think critically and reflectively on the articles, 3) to serve as a base of ideas from which we can start our class discussions each week, and 4) to give students multiple opportunities for feedback on their writing. Reflections are intended to be informal, however, ease/flow of reading, coherence, scholarly depth, and grammar/spelling will be taken into account in their grading. Students will turn in a total of eight of these reflection papers. Reflection papers must be turned in on the day that the discussed readings are due, and late/make-up papers will not be accepted. Reflection papers should be 3 pages in length and they must be word-processed, double-spaced, with all margins 1 inch. Students can chose to (and are encouraged to) turn in more than 8 reflection papers if they wish and receive 1-2 extra credit points for each "extra" reflection paper turned in after the required eight. Extra credit points will be added to students' reflection grade.

3) Discussion Leading. Each student will chose 2 class sessions for which s/he will come prepared to lead the discussion or organize any special class activities for that day. Important here is that the person facilitate a real discussion, not give a lecture. Typically, presenting a brief integrative overview/organizational framework of the week's readings combined with bringing good discussion questions and provocative personal reflections or some kind of creative activity will do the trick.
Discussion leaders are required to post discussion questions, notes, or other advance materials to the course website by 10:00 pm the night before their class.

4) **Mini Applied Project.** Students will pick one of the following two projects. This is due on **Tuesday Oct 11.** The topic/content of this assignment must be different from that of the course paper.

   - **Brochure/Pamphlet.** Students may create an information brochure/pamphlet for a lay audience (i.e., parents, teachers, policy makers...) on a topic of concern to the audience that is related to applied child development. The product should include for example background statistics on the problem/issue, what the audience should know about the topic, what they can do about the problem, referral sources, references, and recommended reading. Content needs to be accurate, appropriate, and research-based.

   - **OpEd Piece/Letter to the Editor.** Students may instead find a recent newspaper or magazine article on a child development topic of their choice and respond to, criticize, and/or offer a different, research-based learned perspective on the issue(s) raised or suggestion(s) for practice made in the article. The response will be in the form of a “letter to the editor” opinion/editorial piece. The response cannot exceed 3 pages. This piece could also be self-generated (i.e. not in response to a published article) if desired.

   - 5 extra credit points will be given if either the brochure gets adopted and used by an actual agency, or if the letter to the editor actually gets published by the periodical.

5) **Paper.** Students in this course will write a paper that will both a) review the research literature on an ADS topic of your choice but of importance for some kind of policy or practice, and b) argue for/propose specific policy recommendations that are justified given your research review. Students may wish to model their papers after good/relevant SCRD Public Policy Reports, or APS in the public interest pieces such as those we are reading in the course. Papers are first due on **Monday Nov 7.** Papers will then be graded and returned, and feedback from the instructor will be given. Students are then required to revise/re-write their paper and resubmit it on the final deadline of **Wed, Dec 7** at the beginning of class. Students may work collaboratively with one other student on the paper if they wish and, in fact, they are strongly encouraged to do so. Additional details/guidelines for the course paper will be provided.

6) **Oral Presentation.** On the last two days of class, students will give a 10 min. oral presentation to their fellow class members briefly summarizing their course paper, described above.

7) **Individual Consultation with Instructor.** Before the fourth week of the semester, each student (or dyad if that be the case) is required to meet briefly with the instructor to discuss the students' plans for and/or rough outline of the paper. This meeting is not designed to be a stressful or evaluative event but simply a structured opportunity for the instructor to help each student get started on the paper and to offer whatever guidance may be needed for students to make progress on the work. Of course, while only this one meeting is required, it is hoped that students will seek additional help from the instructor as needed.

8) **Final Activity.** At the university-scheduled time for the final exam, students will complete/turn in/engage in some sort of final, cumulative, integrative review, activity/exercise/exam. The nature and format of this final activity will be decided upon and negotiated as a class and determined as soon as possible.

9) **Online Discussion.** We will be using BlackBoard to facilitate our discourse both inside and outside of class this semester. Students are encouraged to post questions, issues, problems, suggestions, whatever, as often as they like throughout the semester. This open ended, un-moderated, online discussion will be used to discuss the readings and course content, possible venues for the final activity, or questions/problems that come up with course assignments. Student will post discussion questions and materials for the day they are doing the discussion leading.

   **Materials Available**

Examples of reflection papers, brochures, and course papers are available for review.

   **Course Technology Use**

We will be using Blackboard to facilitate our discussion and materials exchange both inside and outside of class this semester. Students are encouraged to post whatever questions, answers, tips, issues, problems, suggestions, whatever, as often as they like throughout the semester. Posts relevant to the topic of the week are particularly encouraged. Access the course website through [https://mymason.gmu.edu](https://mymason.gmu.edu) You will log into this with your own mason account, and from there access the Psyc 780 course page. To do this, simply enter the URL above in any browser, log in with your mason username and password.

1) **Course Materials** - Various course materials (syllabus, notes on readings, guidelines/grading criteria for assignments…) are/will be available from this site.
2) **Online discussion** - Discussion of and reflection on course content, inside and outside of class, is critical for sustained student learning and motivation.

3) **Online Grade Checking Mechanism** - Students may get an update of their current course grades at any time during the course from the website. Students can see their own grades for all assignments earned to date.

4) **Advance posting of discussion-leader materials.** Discussion leaders will post their questions/materials here by midnight the night before their day to be discussion leader.

**Grading Procedures**

Students' final grades will be determined as follows:

- **Reflection Papers** 25%
- **Paper** 30%
- **Brochure/Letter** 15%
- **Participation/Discussion Leading** 10%
- **Presentation** 10%
- **Final Activity** 10%

**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon - Aug 29</td>
<td>Introduction/Overview of the Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Theoretical Foundations/Definitions of ADS</td>
<td>• McCall &amp; Groark (2000)</td>
</tr>
<tr>
<td></td>
<td>- Basic and Applied Research</td>
<td></td>
</tr>
<tr>
<td>Mon - Sept 5</td>
<td>LABOR DAY – NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Wed – Sept 7</td>
<td>- Science, Policy, &amp; Practice</td>
<td>• Shonkoff (2000)</td>
</tr>
<tr>
<td></td>
<td>- Dissemination and the Media</td>
<td>• Thompson &amp; Nelson (2001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• McCabe &amp; Browning (2010)</td>
</tr>
<tr>
<td>Mon – Sept 12</td>
<td>- University-Community Partnerships</td>
<td>• Denner et al. (1999)</td>
</tr>
<tr>
<td></td>
<td>- Community-Based Research</td>
<td>• McCall et al. (1998)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guerra &amp; Leidy (2010)</td>
</tr>
<tr>
<td>Wed Sept 14</td>
<td>Program Evaluation</td>
<td>• Schweigert (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• McCartney &amp; Weiss (2007)</td>
</tr>
<tr>
<td>Mon – Sept 19</td>
<td>Evidence-Based Policy and Practice</td>
<td>• Slavin (2008)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• McCall (2009)</td>
</tr>
<tr>
<td>Wed Sept 21</td>
<td>Social Policy, Methods, and Child Development</td>
<td>• Phillips &amp; Styfco (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cappizano &amp; Stagner (2005)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Romich (2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fisher &amp; Fried (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Laosa (1990)</td>
</tr>
<tr>
<td>Wed Sept 28</td>
<td>Culture and Ethnicity</td>
<td>• Göncü (1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shweder et al. (2006)</td>
</tr>
<tr>
<td>Mon Oct 3</td>
<td>Minority Child Development</td>
<td>• Fisher et al. (2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Garcia Coll et al. (1996)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quintana et al. (2006)</td>
</tr>
<tr>
<td>Wed Oct 5</td>
<td><strong>Contemporary Social Issues and Child Development</strong></td>
<td>• Gershoff, Aber &amp; Raver (2005)</td>
</tr>
<tr>
<td></td>
<td>- Poverty, Neighborhood, and Lead</td>
<td>• Keels (2008)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cole &amp; Winsler (2010)</td>
</tr>
<tr>
<td>Tues Oct 11</td>
<td>Early Childhood Intervention</td>
<td>• Meisels &amp; Shonkoff (2000)</td>
</tr>
<tr>
<td></td>
<td><strong>(Brochure/Letter Due)</strong></td>
<td>• Eckenrode et al. (2005)</td>
</tr>
<tr>
<td>Wed Oct 12</td>
<td>Marital Conflict and Children's Adjustment</td>
<td>• Cummings &amp; Merrilees (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Margolin et al. (2001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hetherington (2006)</td>
</tr>
<tr>
<td>Mon Oct 17</td>
<td>Divorce, Custody, and Law</td>
<td>• Goodman et al. (1998)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Emery, Otto, &amp; O'Donohue (2005)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kelly (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Velez et al. (2011)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mon Oct 24</td>
<td>Child Maltreatment and Abuse</td>
<td>• Cicchetti &amp; Toth (2006) &lt;br&gt;• Chu et al. (2011) &lt;br&gt;• Thomas Zimmer-Gembeck (2011)</td>
</tr>
<tr>
<td>Wed Oct 26</td>
<td>Child Abuse, Memory, &amp; Eyewitness Testimony</td>
<td>• Bruck, Ceci, &amp; Principe (2006) &lt;br&gt;• Poole et al. (2011) &lt;br&gt;• Goodman et al. (1998)</td>
</tr>
<tr>
<td>Mon Oct 31</td>
<td>Foster Care</td>
<td>• ChildTrends (2011) &lt;br&gt;• Pinderhughes et al. (2007) &lt;br&gt;• Goodman et al. (1998)</td>
</tr>
<tr>
<td>Mon Nov 7</td>
<td>Adoptive Families</td>
<td>(Papers Due) &lt;br&gt;• Goodman et al. (1998) &lt;br&gt;• Grotevant &amp; McRoy (2009) &lt;br&gt;• Gunnar et al. (2007)</td>
</tr>
<tr>
<td>Mon Nov 14</td>
<td>Gay Teens - Victimization and Other Issues</td>
<td>• Bouris et al. (2010) &lt;br&gt;• Toomey et al. (2010) &lt;br&gt;• Rosario et al. (2009)</td>
</tr>
<tr>
<td>Wed Nov 23</td>
<td>NO CLASS - THANKSGIVING</td>
<td></td>
</tr>
<tr>
<td>Wed Nov 30</td>
<td>Parenting Interventions</td>
<td>• Lamb, Chuang, &amp; Cabrera (2005) &lt;br&gt;• Bornstein (2005) &lt;br&gt;• Brotman et al. (2011)</td>
</tr>
<tr>
<td>Mon Dec 5</td>
<td>• Student Presentations</td>
<td></td>
</tr>
<tr>
<td>Wed Dec 7</td>
<td>• Student Presentations</td>
<td>Final Papers Due &lt;br&gt;• Integrative Review Activity/Final Exam – TBA</td>
</tr>
</tbody>
</table>

The Honor Code

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor Code. [http://academicintegrity.gmu.edu/honorcode/](http://academicintegrity.gmu.edu/honorcode/) For purposes of clarity, the following guidelines for plagiarism will be used in this course for the writing of the paper:

Plagiarism =
- Copying, word for word, greater than about 25% of a sentence from someone else's work and having the words appear to be your own words. [Note: This is regardless of 1) the type of other person's work (whether or not it was published) and 2) whether or not you have given the person a citation after the text or a reference in the bibliography].
- Using greater than 25% of the words in someone else's sentence by switching around the order of words or phrases and having the words appear to be your own words (same notes apply, as above).
- Paraphrasing someone else's ideas or findings or sentences without giving them a citation and reference.
- Using the same paper for this course which has been (or will be) turned in for another course.

4
Students are encouraged to collaborate and study together as much as possible throughout the course. For collaborative papers, both students must contribute equally to the project, including relatively equal contributions to the actual writing. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to GMU procedures.

**Accommodation for Students with Disabilities**

It is the policy of the University and this instructor to make reasonable accommodations for qualified individuals with disabilities. Students who may have special needs because of a physical or learning disability are encouraged to contact the Disability Resource Center ASAP http://ods.gmu.edu. All academic accommodations must be arranged through that office. Such requests will be accommodated within the reasonable constraints of fairness and timeliness with regard to the instructor and the other students enrolled in the course.

**Reading List**

**Overview/Scope of Applied Developmental Psychology**


**Disseminating Science to Policy, Practice, and the Public and the Media**


**University-Community Partnerships and Community-Based Research**


**Program Evaluation**


**Evidence-Based Policy and Practice**


Social Policy and Child Development


Ethical Issues in Applied Developmental Research


Culture and Ethnicity


Minority Child Development


Poverty, Neighborhood, and Lead


Early Childhood Intervention


Marital Conflict and Children's Adjustment


Divorce, Custody, and Law


Sleep and Child Development


Child Maltreatment and Abuse


Abuse, Memory, and Testimony

Foster Care


Juvenile Justice and Child Welfare


Adoptive Families


Children of Gay & Lesbian Parents


Gay Teens - Victimization and Other Issues


**Developmental / Early Childhood Assessment**


**Alternative Approaches to Assessment**


**Understanding Parenting and the Family: Assessment and Implications for Intervention**


**Parenting Interventions**

