Psychology 351Q: Applied Developmental Psychology

Spring 2010
Wednesdays: 1:00pm – 3:30pm
Room: McManus 35

Professor: Tiffany Berry, Ph.D.
Office: 1217 Dartmouth
Office Hours: by appointment
Office Phone: 909.607.1540
Email: Tiffany.Berry@cgu.edu

Teaching Assistant: Kate Byrd
Office Hours: by appointment
Email: Katherine.byrd@cgu.edu

Course Description
The field of applied developmental psychology (ADP) seeks to enhance the lives of children and families by tackling some of the most critical social issues facing our society. Through the integration of theory and application, ADP helps inform and improve important programs and polices for children and families. The main objective for this course is to discuss research and practical issues surrounding applied developmental psychology. This class covers the following content, organized around major themes in ADP:

- Defining and describing ADP, including its history and development;
- Understanding the relationship between basic and applied research and examining their similarities and differences;
- Examining how developmental theory supports and interacts with ADP;
- Examining how public policy interacts with ADP;
- Identifying the methodological foundations of (and implications for) ADP;
- Investigating ways to build university-community collaborations to strengthen ADP

To enhance our understanding of ADP, we will draw from real-world examples of applied developmental research. We will use these examples to explore the connections between theory and research as well as examine how different types of programs, policies, or social issues might influence the development of children. Throughout the course, we will discuss a variety of relevant topics within ADP, such as the impact of child care or depression on children, juvenile delinquency, divorce, welfare reform, and/or terrorism. In addition, to allow students an opportunity to explore their own interests, the second half of the course will involve each student developing an applied research proposal that extends his/her knowledge of an important social policy topic that impacts children and families.

Primary Text

Additional readings will be distributed in class and/or posted on the course Sakai website.
**Sakai: Course Website**
We will be using the Sakai course management system to host additional readings.

To log onto Sakai follow these steps:
2. Click the login button.
3. Type in your CGU username and password
4. Choose Claremont Graduate University as your institution and click “Login.”
5. You will see one or more course name tabs at the top left of your screen. Click the one that says “CGU PSYCH 351Q.SP10”
6. Course materials are in the “Resources” folder.

If you have issues with logging in, contact Sunny Chau, Sakai Training Manager at sunny.chau@cgu.edu or the CGU help desk at helpdesk@cgu.edu.

**Course Requirements**

**Participation, Attendance, & In-class Responses (10%)**: To pass this course, students need to attend and participate. This is an advanced graduate seminar that requires active discussion and contribution from each member of the class. To encourage discussion, laptops will not be permitted in class. You will need to take notes, but you are expected to use something other than a laptop or other electronic device to do so. You must read all assigned readings prior to each class meeting and come prepared to discuss and challenge the content covered. If you are unable to come to class (for whatever reason – even a good one), you cannot participate that day and your participation grade will be affected. Three times during the semester there will be an in-class, closed-note response paper on one or two articles assigned for that class session. Each in-class response will require you to summarize the article(s) and evaluate the authors’ argument. Participation and attendance will account for 5 percent of your grade; in-class responses will account for the remaining five percent of your participation grade.

**Careers in Applied Developmental Psychology (5%)**: A valuable part of this class is identifying current jobs that hire applied developmental psychologists. Unfortunately, this will not be as easy as doing a job search on monster.com as no job advertisement will say, “wanted: applied developmental psychologist.” The goal of this assignment is to locate five specific jobs (one may be an academic posting) that you may be interested in applying for once you have completed your degree. I want you to use the Career Placement Office on campus and any other resources available to identify five specific jobs that you find interesting and that involve the application of developmental psychology. You need to have a specific name, address, etc. of a contact person for each job. Some of these might even serve as summer internships for you! Please be prepared to discuss the careers you found in class. This assignment is due February 10, 2010.

**Applied Developmental Topic, Group Project (20%)**: Students will work in groups of three to four to prepare and lead a class discussion on an important applied topic that impacts children and families. Potential topics could include the impact of child care, depression (mental health) effects on children, juvenile delinquency, divorce, welfare reform, or terrorism. Most of these are topics from a special issue of American Psychologist; however, other applied developmental topics could be substituted if you receive prior approval from myself and the teaching assistant. The group will be responsible for selecting the readings, preparing a powerpoint (30 minutes) that gives us a literature review/background on the topic, facilitating a seminar discussion on the topic, and preparing your thoughts on policy recommendations related to the topic. The audience for policy recommendations could be focused on parents, youth, policy-makers, etc., but you have to include some specific research-based recommendations related to your specific topic area. Please note that the readings you select for the class need to be approved by me and/or the TA at least two weeks prior to the scheduled date of your
presentation. Your group will be in charge of class that week, so please plan to lead class for two full hours. You will be graded on the quality of the materials you prepare, your organization and preparation, as well as how well you facilitate discussion from your peers (think outside the box about ways to ask probing questions and/or include a short class activity). Each group member is expected to participate in all parts of the project, although one team member could take the lead for each task.

**Final Exam (30%):** On **April 14, 2010**, an in-class, essay exam will be given. The exam will be closed-book and closed-note, although you can prepare one sheet of notes (double-sided 8 x 11 page notebook paper) to take with you into the exam. No make-up exams will be given. More details about the exam will be provided during class.

**Social Policy Research Proposal (30%):** This project will be your major writing assignment for this class. This paper will involve developing an applied research proposal that extends our understanding of an important social issue relevant to applied developmental psychology. This paper should be approximately 15 pages (excluding references) and be written in APA style. The goal of this assignment is to develop competency in (1) identifying a real-world issue impacting children and/or families, (2) synthesizing an area of research related to that problem, (3) identifying the strengths and weaknesses of that research (including any major gaps in the research), and (4) developing a research study that extends our understanding of a developmental issue. The topic for your paper is due on **March 10, 2010 (the topic needs to be distinct from the topic you used for your group project)**. The final draft of your research proposal for peer review will be due in class on **April 21, 2010**. Your final paper will be due to my box by 5pm on **May 12, 2010**.

**Social Policy Research Proposal Peer Review (5%):** Each student will have his/her social policy research proposal formally peer reviewed by at least one student from class. You will be graded on the quality of your peer review, so please use this as an opportunity to provide critical and constructive criticism to your peer about his/her paper. Remember to point out the strengths that you don’t want changed as well as the flaws that you recommend changing (including how you would recommend they get changed). On **April 28, 2010**, please submit a one to two page single spaced review to your peer (and to us) synthesizing the following six components of their paper (you should have a paragraph or so for each of the following bullets):

- The Opening
- Literature Review
- Proposed Study
- Methods
- Contribution of Study
- Overall Writing Quality (e.g., writing structure, flow, clarity, etc.)

**Course Ethics**

All written products should be the student’s own work, type written, prepared for this course, and conform to APA style, including a title page and complete reference section when appropriate. Students should not submit papers that have been written for prior or concurrent courses. Any student who has a disability that prevents the fullest expression of their abilities should contact the instructors as soon as possible to discuss the appropriate accommodations necessary to complete the course requirements. In addition, all students should review college and/or university policies on plagiarism. Plagiarism is a serious offense, even if unintentional, and is subject to serious sanctions.
Course Schedule: Applied Developmental Psychology

01/20/10: Introduction to Applied Developmental Psychology

01/27/10: Foundations of Applied Developmental Psychology

Chapter 1 in Applied Developmental Science: An Advanced Textbook
Chapter 1: Historical and Theoretical Bases of Applied Developmental Science


02/03/10: Applied Developmental Psychology and Public Policy

Chapter 13 in Applied Developmental Science: An Advanced Textbook
Chapter 13: The politics of children’s issues: Challenges and opportunities for advancing a children’s agenda in the political arena


02/10/10: Applied Developmental Psychology and Public Policy, Continued

***Careers in Psychology due today


Sherrod, L.R. (2002). The role of psychological research in setting a policy agenda for children and

02/17/10: Applied Developmental Topic #1: Student-Led Group Project

02/24/10: Applied Developmental Psychology: Developmental Contextualism and Alternative Theories


03/03/10: Applied Developmental Topic #2: Student-Led Group Project

03/10/10: Enhancing Individual-Context Relations: Ethnicity, Families, Parents, & Schools, ***Topics for Research Proposals due today, prepare to discuss in class

Chapters 6-8 & 10 in Applied Developmental Science: An Advanced Textbook
Chapter 6: Families and ethnicity
Chapter 7: Positive parenting and positive development in children
Chapter 8: Promoting child adjustment by fostering positive paternal involvement
Chapter 10: Reforming education: Developing 21st-century community schools

03/17/10: Spring Break!!

03/24/10: Applied Developmental Topic #3: Student-Led Group Project

03/31/10: Methodological Considerations in Applied Developmental Psychology

Chapter 5 in Applied Developmental Science: An Advanced Textbook
Chapter 5: Participant consultation: Ethical insights into parental permissions and confidentiality procedures for policy-relevant research with youth


04/07/10: Fostering University-Community Collaborations

Chapter 20 in Applied Developmental Science: An Advanced Textbook
Chapter 20: Philanthropy, science, and social change: Corporate and operating foundations as engines of applied developmental science


04/14/10: In Class Final Course Exam

04/21/10: Peer Review of Final Draft of Research Proposal

04/28/10: Applied Developmental Topic Area #4: Student-Led Group Project

***Social Policy Peer Review write-up due today (two copies, one for us and one for your peer)

05/05/10: TBA

05/12/10: Finals Week: Final Research Proposals Due in my box by 5pm today