

Psychology 351Q: Applied Developmental Psychology

Spring 2008
Wednesdays: 9am – 11:50am
Room: McManus 33

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Course Description

The main objective for this course is to discuss issues surrounding applied developmental psychology (ADP). The first half of the class is organized around major themes in ADP, including the following:

- Defining ADP;
- Reconciling differences between basic and applied research;
- 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

The second half of the class will be exploring real-world examples of applied developmental research. We will examine how different types of programs, policies, or social issues might impact the lives of children and families. Four topics to be discussed include the impact of day care on child well-being, the how welfare reform/maternal employment affects children's cognitive and social development, the current state of child welfare issues (such as foster care and adoption), and the impact disasters (like Hurricane Katrina) have on children's development. To allow students an opportunity to explore their own interests, the rest of the second half of the course will involve each student presenting a topic of major social import for children and their families.

Primary Text

Lerner, R.M., Jacobs, F., & Wertlieb, D. (2005). *Applied Developmental Science: An Advanced Textbook*. Thousand Oaks: Sage Publications.

Course Requirements

Participation and Attendance (5%): 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. It is expected that all articles will be read prior to the class meeting for which they are assigned, and that students will come to class ready 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.

Translating Research for Lay Audiences (10%): Many applied developmental psychologists spend their time translating research for lay audiences (including teachers, parents, policy-makers, etc.). To help you develop this skill, students will be required to create an informational brochure/pamphlet for a lay audience on a topic related to applied developmental psychology. The product should include background statistics on the problem/issue, what the audience should know about the topic, what they can do about the problem, as well as referral sources, references, and recommended reading. Be creative on

the format, but the content should equal approximately two pages of text. This assignment is due **February 27, 2008**.

Mid-term exam (25%): On **March 12, 2008**, an in-class mid-term exam will be given. The exam will be open-book, open-note and will reflect content covered over the first seven weeks. No make-up exams will be given. More details about the exam will be provided during class.

Careers in Applied Developmental Psychology (10%): An important part of this class is in identifying actual 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 four specific jobs (one may be an academic posting) that you may be interested in applying for once you have completed your Ph.D. I want you to use the Career Placement Office on campus and any other resources available to identify four specific jobs that you find interesting 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!* This assignment is due **April 2, 2008**.

Social Policy Research Proposal (35%): 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 **February 20, 2008**. If you would like feedback on your paper, I will accept rough drafts on **March 26, 2008**. If you hand in a rough draft, I expect it to be a high-quality draft, free from typos, poor grammar, incomplete sentences, etc. I will return all student papers on **April 2, 2008**. Your final paper will be due to me by 5pm on **May 14, 2008**.

Social Policy Research Proposal Oral Presentation (15%): Each student will present his/her social policy research proposal to the class. The presentations should be approximately 30 minutes in length, and should include an overview of the four major components of the paper described above. The primary goal of the presentation is to educate the class on an important applied developmental issue, its’ policy implications, and the research study you proposed.

Course Schedule: Applied Developmental Psychology

01/23/08: Introduction to Applied Developmental Psychology

01/30/08: Foundations of Applied Developmental Psychology

Chapter 1 in *Applied Developmental Science: An Advanced Textbook*

Chapter 1: Historical and Theoretical Bases of Applied Developmental Science

McCall, R. B., & Groark, C.J. (2000). The future of applied child development research and public policy. *Child Development, 71*, 197-204.

Zigler, E. (1998). A place of value for applied and policy studies. *Child Development, 69*, 532-542.

Schwebel, D.C., Plumert, J.M., & Pick, H.L. (2000). Integrating basic and applied developmental research: A new model for the twenty-first century. *Child Development, 71*, 222-230.

Sigel, I.E. (1998). Practice and research: A problem in developing communication and cooperation. In W. Damon (Ed.), I.E., Sigel, & A. Renninger (Vol Eds.), *Handbook of Child Psychology-5th Edition – Volume 4: Child Psychology in Practice* (pp. 1113-1132). New York: Wiley & Sons.

02/06/08: 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

Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. *Child Development, 45*, 1-5.

Huston, A.C. (2005). Connecting the science of child development to public policy. *Social Policy Report, 19*, 1-19.

Shonkoff, J.P. (2000). Science, policy, and practice: Three cultures in search of a shared mission. *Child Development, 71*, 181-187.

Huston, A.C. (2002). From research to policy: Choosing questions and interpreting the answers. In Higgins-D'Alessandro, A. & Jankowski, K., (Eds.), *Science for Society: Informing policy and practice through research in developmental psychology, New Directions for Child and Adolescent Development, 98*, 29-42.

Sherrod, L.R. (2002). The role of psychological research in setting a policy agenda for children and families. In Higgins-D'Alessandro, A. & Jankowski, K., (Eds.), *Science for Society: Informing policy and practice through research in developmental psychology, New Directions for Child and Adolescent Development, 98*, 85-94.

02/13/08: Applied Developmental Psychology: Developmental Contextualism and Alternative Theories

Lerner, R.M. (1991). Changing organism-context relations as the basic process of development: A developmental contextual perspective. *Developmental Psychology, 27*, 27-32.

Horowitz, D.F. (2000). Child Development and The PITS: Simple Questions, Complex Answers And Developmental Theory. *Child Development*, 71, 1-10.

Scarr, S. (1996). How people make their own environments: Implications for parents and policy makers. *Psychology, Public Policy, and Law*, 2, 204-228.

**02/20/08: Enhancing Individual-Context Relations: Ethnicity, Families, Parents, & Schools,
***Topic for Social Policy Report Due today**

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

02/27/08: Methodological Considerations in Applied Developmental Psychology

*****Assignment Due Today: Translating Research for Lay Audiences**

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

McCartney, K., & Rosenthal R. (2000). Effect size, practical importance, and social policy for children. *Child Development*, 71, 173-180.

McCall, R.B., & Green, B.L. (2004). Beyond the methodological gold standards of behavioral research: Considerations for practice and policy. *Social Policy Report*, 18, 1-19.

Thompson, R.A. (1990). Vulnerability in research: A developmental perspective on research risk. *Child Development*, 61, 1-16.

03/05/08: 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

Sherrod, L.R. (1999). "Giving child development knowledge away:" Using university-community partnerships to disseminate research on children, youth, and families. *Applied Developmental Science*, 3, 228-234.

Lerner et al. (1996). Training applied developmental scientists for community outreach: The Michigan State University model of integrating science and outreach for children, youth, and families. In Fisher, C.B., Murray, J.P., & Sigel, I.E. (Eds.), *Applied Developmental Science: Graduate Training for Diverse Disciplines and Educational Settings (pp.163-188)*. New Jersey: Ablex Publishing Corporation.

Jensen, P., Hoagwood, K. & Trickett, E. (1999). Ivory towers or earthen trenches? Community collaborations to foster "real world" research. *Applied Developmental Science*, 3, 206-212.

Takanishi, R. (2002). Where are you from? Child advocacy and the benefits of marginality. In Higgins-D'Alessandro, A. & Jankowski, K., (Eds.), *Science for Society: Informing policy and practice through research in developmental psychology, New Directions for Child and Adolescent Development*, 98, 17-28.

03/12/08: In Class Mid-Term Exam

03/19/08: Spring Break!!!

03/26/08: Applied Developmental Topic Area #1: Type and Quality of Child Care

*****Rough Drafts of Research Proposal Due today**

Lamb, M.E. (1998). Nonparental child care: Context, quality, correlates, and consequences. In W. Damon (Ed.), I.E., Sigel, & A. Renninger (Vol Eds.), *Handbook of Child Psychology-5th Edition – Volume 4: Child Psychology in Practice* (pp. 135-210). New York: Wiley & Sons.

Scarr, S. (1998). American child care today. *American Psychologist*, 53, 95-108.

Brauner, J., Gordic, B., & Zigler, E. (2004). Putting the child back into child care: Combining care and education for children ages 3-5. *Social policy report*, 18, 1-15.

Belsky, J. et al. (2007). Are there long-term effects of early child care? *Child Development*, 78, 681-701.

04/02/08: Applied Developmental Topic Area #2: Welfare Reform

*****Careers in Applied Developmental Psychology Due Today**

Yoshikawa, H. (1999). Welfare dynamics, support services, mothers' earnings, and child cognitive development: Implications for contemporary welfare reform. *Child Development*, 70, 779-801.

Morris, P.A., Gennetian, L.A., & Duncan, G.J. (2005). Effects of welfare and employment policies on young children: New findings on policy experiments conducted in the early 1990's. *Social Policy Report*, 19, 1-18.

04/09/08: Applied Developmental Topic Area #3: Child Maltreatment, Foster Care, and Adoption

Chapters 18 in *Applied Developmental Science: An Advanced Textbook*

Chapter 18: Child welfare: Controversies and Possibilities

Harden, B.J. (2004). Safety and stability for foster children: A developmental perspective. *Future of Children*, 14, 31-47.

Goodman, G.S., Emery, R.E., & Haugaard, J.L. (1998). Developmental psychology and law: Divorce, child maltreatment, foster care, and adoption. In W. Damon (Ed.), I.E., Sigel, & A. Renninger (Vol Eds.), *Handbook of Child Psychology-5th Edition – Volume 4: Child Psychology in Practice* (pp. 775-876). New York: Wiley & Sons.

**Read pp. 776-778, 797-852*

Linares, L.O., Li, M., Shrout, P.E., Brody, G.H., & Pettit, G.S. (2007). Placement shift, sibling relationship quality, and child outcomes in foster care: A controlled study. *Journal of Family Psychology*, 21, 736-743.

04/16/08: Applied Developmental Topic Area #4: Disasters and Terrorism

Hoven, C.W. et al. (2004). Exposure to trauma and separation anxiety in children after the WTC attack. *Applied Developmental Science*, 8, 172-183.

Osofsky, J.D., Osofsky, H.J., & Harris, W.W. (2007). Katrina's children. Social policy considerations for children in disasters. *Social Policy Reports*, 21, 3-19.

Stein, B.D. et al. (2004). The emotional and behavioral impact of terrorism on children: Results from a national survey. *Applied Developmental Science*, 8, 184-194.

Gershoff, E.T., & Aber, L.J. (2004). Assessing the impact of September 11th, 2001 on children, youth, and parents: Methodological challenges to research on terrorism and other nonnormative events. *Applied Developmental Science*, 8, 106-110.

04/23/08: Student Presentations in Class, Applied Developmental Topic Area continued...

04/30/08: Student Presentations in Class, Applied Developmental Topic Area continued...

05/07/08: Student Presentations in Class, Applied Developmental Topic Area continued...

05/14/08: Final Research Proposals Due in my box by 5pm today