APD1249: Social and Emotional Development and its Applications
Mondays 1:30 - 4:30 – Winter, 2018

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Office Hours: My office is on the 9th floor of the OISE building in room 9-286. However, I am scheduled to move back to the JICS building at some point. Given that I am not sure where my office will be over the course of this term I suggest that you contact me via email to set up a meeting. I am also generally available during class break or after class if that is easier.
Class Location: OISE 4-426

TA: Sarah Zanette
Email: s.zanette@mail.utoronto.ca

Course Description
This course is designed to build on students' knowledge of children's social and emotional development. Early in the course we will cover some of the key theories that influence thinking about social and emotional development. We will then explore a few applied issues drawing on the theories we discussed earlier in the term. Some of the key goals of the course are to: (1) Provide students with an overview of theory and research on social and emotional development; (2) Critically examine methodological issues in research on social and emotional development and (3) Explore how theory and research in this area are translated into real world applications.

Some of the central themes discussed across the semester focus on:
- Studying children in a contextualized way and examining the interplay between children's predispositions and various environmental influences.
- Exploring various levels of influence on children including peers, siblings, out-of-home care and media.
- Thinking critically about research methodology including questions about validity of methods, generalizability of samples, etc.

Course Delivery
This is a flex-mode course. Students are required to attend class either online or in-person Mondays at 1:30pm. **Students must attend the first class in-person**. For the remaining weeks, students may choose to attend the in-class portion of this course online using Zoom video communication technology (equipment requirements and instructions on how to use Zoom are posted on the course Pepper site). If you cannot attend the first class in-person, please email the course instructor. Students must also attend class in-person on the week of their scheduled debate.

Distribution of course materials, online discussions, and assignment submissions will all take place on the course's Pepper site. Instructions on how to access Pepper will be posted on Blackboard and emailed to students at the beginning of the course.

Evaluation

Students will be graded on the following components:

1) **Policy Briefing Note (25%).** Briefing notes are used to keep decision makers informed about the issues they are responsible for. In government, briefings are the principal means of communication between government managers and their ministers (or other senior officials). Your task is to write a **four-page** (double-spaced, plus references) policy briefing note on an issue related to a topic covered in this course. Separate instruction sheets on how to write briefing note will be posted on Pepper. Students will discuss their *potential* assignment topic in class on **January 29th**, and submit a brief and informal description of their *final* assignment topic on Pepper on **February 11th**. Papers are to be submitted online by **March 4th**. Students will be paired to provide one another with feedback on their papers prior to this due date. Please indicate the name of the classmate who read your proposal on your paper.

2) **In-class debate (worth 25% of the final grade).** Students will select a debate topic and will be randomly assigned to argue one side of the issue. Your task is to present a summary of research that supports your position and critique what is known about the other side's position. Make sure to draw on both theory and empirical work in your presentation. See the grading rubric for more information about expectations. The number of students in each debate will depend on the final number of students who take the course. If there are an odd number of students per debate the "third" person can rebut both sides. A debate sign-up will be posted online in the 2nd week of class.

   Debate topics:
   1. Corporal punishment should be outlawed (Feb 12th)
   2. Couples should stay together for the sake of the children (Feb 26th)
   3. Social media is ruining a generation (March 5th)
   4. The government should provide free early childhood educational services for all families (March 19th)
   5. Certified teachers should staff early childhood education classrooms (March 26th)
   6. Value added models are a good way to assess teacher performance (April 2nd)

   You should draw from scientific writing on your topic and as much as possible present empirically based arguments.

   Each debate will involve the following procedure:
   - One or two students will be assigned to each side. Each student will provide a 10-minute presentation of his/her position. You will lose marks if you go over the allocated time
   - A 5-minute break will allow each side to prepare counter arguments
   - Each side will have a maximum of 10 minutes to present their counter arguments
   - In debate groups that have 3 presenters, each presenter will be allocated 15 minutes
   - Each debate will be followed by a class discussion led by the debaters.

   You will be graded on the:
   - Clarity, organization and cohesiveness of the presentation
   - Quantity and quality of supporting evidence presented in your 20-minutes
   - Quality of the arguments presented and challenges (to your opponents) raised

3) **Participation (20%).**
- **Questions:** Students will individually submit 2 discussion questions each week. One must be based on the readings and the second based on the lecture. These discussion questions will form the basis for the live class discussions on Mondays.
- **Group Discussions:** Students will organize themselves into small discussion groups (4-5 people) during the first week of class. Students are to discuss the readings with their group members online each week and be prepared to share what they discussed in the live class discussion on Mondays.
- **Self-Evaluation:** Students will be asked to self-evaluate their participation both mid-term (February 18th) and at the end of the course (April 8th).

4) **Poster Presentations (30%)**. Students must select one of the theories discussed in the early part of the term (e.g., ecological, systems or attachment theories) and find an empirical paper that is based on or tests this theory. One way of looking for such a paper is to check in PsychInfo where the papers we discuss in class have been cited. Students will then record themselves presenting the theory and empirical paper in poster format. Videos must be uploaded to Pepper on **March 19th** (no earlier, no later). **Recordings must not exceed 5 minutes!!!** Additional instructions about how to put together a poster presentation will be provided in a separate document. From March 20th to April 1st, students are to watch and comment on presentations from **at least 5** other students who are not in their discussion groups.

Timely Submission of Assignments

The instructor expects that all assignments will be submitted by their posted due date. Decisions regarding accepting of late assignments will be made at the discretion of the instructor. Exceptions may be made on the basis of relevant accommodations outlined in a Letter of Accommodation or a Letter of Consideration generated by OISE's Student Services Office, or with other documentation of extenuating circumstances.

Readings

All readings are available on Pepper. Please refer to the course schedule posted on Pepper for a timeline of when each topic will be covered.

The biological underpinnings of behaviour
- Rutter, M. (1997). Nature—Nurture Integration: The example of antisocial behavior. American Psychologist, 52(4), 390-398.
- Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. Child Development. 63(1), p. 1-19.
- Ellis, B.J., Boyce, W.T., Belsky, J., Bakermans-Kranenburg, M.J., Van Ijzendoorn, M.H. (2011). Differential susceptibility to the environment: An evolutionary–neurodevelopmental theory (2011). Development and Psychopathology 23(1), 7-28.

Historical and theoretical overview
- Freud, S. (1927). The ego and the id, 18-29.

- Piaget, J. (1929). The child's conception of the world, 1-32.
- Skinner, B.F. (1971). Beyond freedom and dignity, 96-120.

Theoretical frameworks for understanding environmental influences on children

- Minuchin, P. (1985). Families and individual development: Provocations from the field of family therapy. Child Development. Special Issue: Family development, 56(2), 289-302.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. Developmental Psychology, 22(6), 723-742.
- Heckman, J.J. (2011). The economics of inequality. American Educator, Spring, 31-47.

Attachment theory

- Bowlby, J. (1982). Attachment and loss: Retrospect and prospect. American Journal of Orthopsychiatry, 52(4), 664-678.
- Ainsworth, M.S. (1989). Attachments beyond infancy. American Psychologist, 44(4), 709-716.
- Feldman, R. (2007). Parent-infant synchrony and the construction of shared timing; physiological precursors, developmental outcomes, and risk conditions. *Journal of Child Psychology and Psychiatry,* 48: 3/4, pp. 329-354.

Socialization and parenting

- Grusec & Davidov (2010). Integrating different perspectives on socialization theory and research: A domain-specific approach. Child Development, 81, 687 - 709.
- Eisenberg, N., Fabes, R.A., & Spinard, T.L. (2006). Prosocial development. In N. Eisenberg & W. Damon (Eds.), Handbook of Child Psychology (5th ed., pp. 701-778). New York: Wiley.
- Sanders, M. R., Markie-Dadds, C. and Turner, K. (2003). Theoretical, Scientific and Clinical Foundations of the Triple P-Positive Parenting Program: A Population Approach to the Promotion of Parenting Competence. Brisbane: The Parenting and Family Support Centre.

Peers and children's friendships: implications for social and emotional development

- Rubin, K., Coplan, R., Nelson, L., Cheah, C. & Lagace-Sequin, D. (2001). Peer relationships in childhood. In Bornstein and Lamb (Eds.). Developmental Psychology, 4th edition. Mahwah, NJ: LEA.
- Pallini, S., Baiocco, R., Schneider, B. H., Madigan, S., & Atkinson, L. (2014). Early child–parent attachment and peer relations: A meta-analysis of recent research. *Journal of Family Psychology*, *28*(1), 118.

Exposure to anger, conflict and divorce

- Perlman, M., Lyons-Amos, M., Leckie, G., Steele, F., & Jenkins, J. (2015). Capturing the temporal sequence of interaction in young siblings. *PLOS ONE*, *10*(5), e0126353.
- Amato, P.R. (2001). Children of divorce in the 1990s: An update of the Amato and Keith (1991) Meta-Analysis. Journal of Family Psychology, 15(3), 355-370.
- El-Sheikh, M., Harger, J., & Whitson, S. M. (2001). Exposure to interparental conflict and children's adjustment and physical health: The moderating role of vagal tone. *Child Development, 72*(6), 1617-1636

Media influences on children's aggression and other social and emotional outcomes

- Jordan, A. (2004). The role of media in children's development: An ecological perspective. Developmental and Behavioral Pediatrics, 25(3), p. 196 – 206

- Anderson, C.A., Shibuya, A., <u>Ihori, N., Swing, E.L.</u>, <u>Bushman, B.J.</u>, <u>Sakamoto, A.</u>, <u>Rothstein, H.R.</u>, <u>Saleem, M.</u> (2010). Violent video game effects on aggression, empathy, and prosocial behavior in eastern and western countries: a meta-analytic review. Psychological Bulletin, 2010, 136 (2), 151-173.
- Ferguson, C.J. & Kilburn, J. (2010). Much ado about nothing: the misestimation and overinterpretation of violent video game effects in eastern and western nations: comments on Anderson et al (2010) Psych Bulletin, 136 (2), 174-178.
- Ferguson and Kilburn (2009). The public health risks of media violence: a meta-analytic review. Journal of Pediatrics, 2009, 154, 759-763.

Out-of-home care: What are its effects on children's affective and social development
- Perlman, M., Falenchuk, O., Fletcher, B., McMullen, M., Beyene, J., Shah, P (2016). A Systematic Review and Meta-Analysis of a Measure of Staff/Child Interaction Quality (the Classroom Assessment Scoring System) in Early Childhood Education and Care Settings and Child Outcomes. *PLOS ONE.*
- Scarr, S. (1998). American child care today. American Psychologist, 53(2), 1998, 95-108.

Early Childhood Education Policy: The Ontario policy landscape.
- Cooper, H., Allen, A. B., Patall, E. A., & Dent, A. L. (2010). Effects of full-day kindergarten on academic achievement and social development. *Review of Educational Research*, *80*(1), 34-70.
- Elicker, J., & Mathur, S. (1997). What do they do all day? Comprehensive evaluation of a full-day kindergarten. *Early childhood research quarterly*,*12*(4), 459-480.

Early Childhood Education Policy: The Ontario policy landscape.
- With our best future in mind: Implementing Early Learning in Ontario, Charles Pascal. Available Online at: http://ywcacanada.ca/data/research_docs/00000001.pdf

Learning Environment

I strive to create a learning environment that is inclusive and positive. For this to happen we have to work together to make our time together as constructive as possible. Positive learning involves gaining and sharing knowledge in a respectful manner just as will be necessary in the context of professional practice. If you have any concerns about the learning environment, please contact me.

Professional Conduct and Civility in the Classroom

Students should approach this course with the same level of professionalism expected in practice and professional settings. This means students should arrive on time for class (whether it be online or in-person), be prepared to participate in the class discussion, and show respect for one another's opinions. Academic settings provide freedom to explore new ideas. In the classroom, this allows for opportunities to share perspectives, experiences and ideas and to provide respectful space for those of others. A course brings together a group of diverse individuals with various backgrounds. We expect to learn from each other in an atmosphere of positive engagement and mutual respect.

Use of Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use

of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used during live class time for non-academic reasons. This includes emailing, texting, social networking, and use of the Internet.

Course Evaluation: Student Feedback Matters

Since this is the first time this course is offered in flex-mode, student feedback is greatly appreciated and encouraged not just at the end of the term, but throughout the course as well. To facilitate this, a section called *Student Feedback* has been created on Pepper, where students may <u>anonymously</u> provide feedback on what they would like the instructor to *start*, *stop*, or *continue* to do in teaching this course.

Formal course-end evaluations for this course will be completed through an online system. You will receive an email invitation at your **mail.utoronto.ca** email address that will direct you to where you can complete the evaluations for all courses that are in the online system.

The University of Toronto has updated course evaluation procedures to make them more convenient for students. Course evaluations are very important to ensuring the quality of education at this Faculty and informing the development of its curriculum.

The survey used to evaluate this course have been developed in collaboration between faculty and students and the university's teaching and learning experts to ensure that it will provide information about teaching and learning that can be used to enhance and assure the quality of education here at the University of Toronto.

Academic Integrity & Plagiarism

Students in graduate studies are expected to commit to the highest standards of integrity, and to understand the importance of protecting and acknowledging intellectual property. It is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism. Common examples of problematic academic practices that lead to consequences for plagiarism include:

- Copying and pasting from a source and providing a citation but forgetting to put quotation marks around the content;
- Using material from a source and making changes in specific words or sentence structure but not citing the original source.
- Using ideas from a source without citing the original source.

Graduate students are understood to be capable of expressing ideas that are original and distinct from those of the sources to which they refer. The consequences for academic dishonesty are very high at the graduate level; suspected plagiarism is immediately reported to the Associate Dean's Office and referred to the School of Graduate Studies. Please take the time to review your work carefully to avoid these consequences.

Two excellent documents: *How Not to Plagiarize* http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize and the *Code on Behavior and Academic Matters* is available for you to review on the FIFSW web site or at http://www.sgs.utoronto.ca/calendar/Pages/Policies-and-Guidelines.aspx

Additional Information from the Department

Academic Support for Students
OISE Student Success Centre (OSSC) offers a range of services, including one on one writing, math and French language support. For more see:
http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_%28OSSC%29/index.html - overview

Procedures & Policies
(OISE follows the University Assessment and Grading Practices Policy – Please consult as needed)

a. **Final Grade Determination**
Assignments are graded in accordance with the evaluation criteria set out by the University – please refer to Grading & Transcripts: University Assessment & Grading Practices Policy
http://www.sgs.utoronto.ca/facultyandstaff/Pages/Policies-and-Guidelines.aspx

Excerpt: 1.2.2. Graduate Studies uses a truncated refined letter grade scale (as follows) A+, A, A- , B+, B, B-, FZ.

b. **Academic Integrity**
It is important to familiarize yourself with the University of Toronto's policies and procedures on academic matters. The Code of Behaviour on Academic Matters pertains to all students and faculty at the University of Toronto. This document states that it is an offence for a student knowingly "to represent as one's own any idea or expression of an idea or work of another in academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism". It also defines a number of other offences, which the University expects all students to know about and avoid. Please review the complete document online: www.governingcouncil.utoronto.ca/policies/behaveac.htm. The University of Toronto also has a website dedicated to Academic Integrity and associated UofT resources, www.utoronto.ca/academicintegrity that includes: 1) Definitions of Academic Offenses at http://www.utoronto.ca/academicintegrity/academicoffenses.html, 2) "How Not to Plagiarize" at http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize, and 3) "Standard Documentation Formats" http://www.writing.utoronto.ca/advice/using-sources/documentation

c. **Freedom of Information and Protection of Privacy**
As of June 10, 2006 all Ontario universities have been covered by the *Freedom of Information and Protection of Privacy Act (FIPPA)*. This Act supports access to University records and protection of privacy, including the protection of personal information about individuals that is held by the University and the provision of access for individuals to their personal information. Students will be contacted by using only their utoronto email address."

d. **Access and accommodation**
Students with diverse learning styles and needs are welcome in this course. The University of Toronto recommends that students immediately register with Accessibility Services http://www.studentlife.utoronto.ca/as/new-registration. In particular, if you have a disability or health consideration that may require accommodation, please approach the instructor and/or the Accessibility Services Office as soon as possible. This course works with the assumption that access is always an issue and needs to be negotiated by all those involved in the course. This negotiation includes considering the consequences of our many conceptions of 'disability', as these relate to the classroom at the level of individual rights and needs, and as they relate to scholarly inquiry and research.

For more information on services and resources available to instructors and students and/or if you have a learning need that requires an accommodation, please register with Accessibility Services at http://www.studentlife.utoronto.ca/as/new-registration and directly with Jeananne Robertson, Student Success Specialist at jt.robertson@utoronto.ca (OISE Rm. 8-226).

OISE has accessible washrooms on the ground floor and fifth floor, containing barrier-free access via automated door (with touch to open, lock & unlock), gender-neutral signage, space for adequate maneuvering of a variety of mobility devices, automated fixtures at a universalized level, and assistance required signage. Another accessibility washroom located within the main floor of the OISE library, is accessible during library hours.

e. **Continuity Planning in Case of Disruption to Classes and/or Field relevant in the event of an interruption of classes.**
   In the event of an interruption of classes, please refer to Pepper for information about all course assignments, evaluation rubrics and/or marking schemes and any additional instructions that may be relevant.

f. **Coursework Extension**
   A coursework extension may be appropriate if academic (e.g., unexpected problems of research in a course) or non-academic (e.g., illness) reasons make it impossible for you to complete course requirements on time.

   You may apply for an extension by submitting the course extension form to your graduate unit prior to the deadline for completion of course work.

   If you have been granted a course extension, the graduate unit will assign the temporary non-grade report SDF (Standing Deferred) until your final grade report is received. During an approved coursework extension, you will continue to pay tuition fees according to your program status (i.e., full-time or part-time, domestic, or international).

   If you are unable to complete the required coursework during the extension period, you may apply to your graduate unit for a continuation of the extension. Second coursework extensions must also be considered by SGS. Second coursework extension requests must be made before the expiry date of the first extension period.
   https://www.sgs.utoronto.ca/calendar/Pages/Registration-and-Enrolment.aspx

g. **Respect for Diversity**
   We believe diverse perspectives enrich the conversation and enliven the research process. In that spirit, we intend to conduct this course in a manner that clearly respects the diversity of students and their perspectives. Through course content, activities, and various materials, we will provide examples that respect and value a wide variety of perspectives. We welcome and appreciate any feedback and/or suggestions you might have to increase the value of diversity in this course.
   Over the course of the semester, you may have religious holidays or observances that conflict with the class schedule. We support your celebration of religious holidays and observance of religious events. To the extent possible, we will give you a reasonable amount of time to make up any academic assignment missed due to participating in a religious observance. Please inform me within the first week of the semester of any intended absences for religious observances.

Copyright

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been interpreted and applied by the courts.

For guidance on whether or not fair dealing applies to the material you would like to use in your scholarly work, please consult the University of Toronto's Copyright Fair Dealing Guidelines: http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/26.pdf

You are encouraged to contact your Liaison Librarian (http://oise.library.utoronto.ca/aboutus-staff-directory) or UTL's Scholarly Communications and Copyright Office (copyright@library.utoronto.ca) for assistance with any copyright questions or issues.