Psychology 330: Child and Adolescent Psychology

Interim Winter Session 2014-2015 ONLINE
Dates of class Dec 15 – Jan 11

Instructor: Dr. Marilyn Welsh  e-mail: marilyn.welsh@unco.edu
Office: McKee 14L  Office Hours: N/A

Objectives: This course is designed to give more in-depth coverage of the physical, cognitive, social, and emotional development of children and adolescents that is introduced in Human Growth and Development. The textbook material and lectures (via powerpoint) will be supplemented by class discussion (via discussion board) and a fun activity in which you raise your own “virtual” child from birth to 18 years of age, called MyVirtualChild. This course takes a “chronological approach” discussing physical, cognitive, social and emotional development during each major age period, after a more general discussion of child development, theory and research methods, genetics, and prenatal development/birth.

The following School of Psychological Sciences Learning Outcomes are addressed in this course:

1. Students will acquire in-depth knowledge of psychology, including an understanding of the major theoretical perspectives in psychology, the physiological foundations of behavior, and applications of psychology.
2. Students will demonstrate the ability to critically evaluate theories and research in psychology.
3. Students will demonstrate the ability to apply knowledge of psychology in service to the community or university.
4. Students will acquire knowledge and skills that prepare them for careers and/or graduate school in psychology or related fields.
5. Students will demonstrate an understanding of research methods and statistical techniques used in psychology.
6. Students will demonstrate an understanding of diversity in human thinking, experience, and behavior.
7. Students will acquire knowledge of professional and ethical standards in psychology.
Specific Learning Objectives for this Course:

1. Describe the definitions of, and forces on, human development, as well as the nature of change in domains of development.

2. Identify major theoretical foundations of child and adolescent development.

3. Identity various research approaches designed to answer questions regarding human development, and the ethical considerations in conducting research.

4. Identify and apply key concepts regarding the earliest phases of development, including genetic contributions and the phases of prenatal development.

5. Identify and apply key concepts regarding the birth process, risks during birth, and the capacities of the newborn.

6. Identify and apply key concepts about the physical, cognitive, and social/personality development during the infancy phase of development.

7. Identify and apply key concepts about the physical, cognitive, and social/personality development during the early childhood phase of development.

8. Identify and apply key concepts about the physical, cognitive, and social/personality development during the middle childhood phase of development.

9. Identify and apply key concepts about the physical, cognitive, and social/personality development during the adolescence phase of development.

Prerequisite: Psy 230 (or equivalent Human Development course)
**Required Materials:**

**Options at the bookstore:**
To complete this course you can choose either OPTION #1 or OPTION #2:

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>My Virtual Child (included in MyPsychLab)</td>
<td>Registration number: 11430</td>
<td></td>
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</tbody>
</table>

Course Grading

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Notes</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>16 quizzes @ 25 points</td>
<td>400 pts</td>
<td>59%</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>10 pts</td>
<td></td>
<td>2%</td>
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<tr>
<td>Introduce Yourself</td>
<td>5 pts</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Part 1 Discussion</td>
<td>10 pts for original post 5 pts for reply to classmate 3 questions @ 15 pts ea</td>
<td>45 pts total</td>
<td>7%</td>
</tr>
<tr>
<td>My Virtual Child (MVC)</td>
<td>25 pts each age period</td>
<td>100 pts</td>
<td>15%</td>
</tr>
<tr>
<td>Parent Forums</td>
<td>10 pts per original post, 5 points per reply 2 posts @ 10 pts = 20 pts 2 replies @ 5 pts = 10 pts 4 forums * 30 pts</td>
<td>4 x 30 pts per forum 120 pts total</td>
<td>18%</td>
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Chapter Quizzes & Syllabus/MDL Quiz:

16 Chapter Quizzes @ 25 points each
400 POINTS (59% of final grade)

Rather than administering several major exams on multiple chapters each, I am having students take the Chapter Quiz through MyDevelopmentLab after reading each chapter. This should be the time when the material is most fresh in your mind.

I would suggest that you:
- read each chapter thoroughly,
- review the powerpoint presentation,
- look over the chapter again,
- and then take the online Chapter Quiz through MyDevelopmentLab.

That is, I would recommend that you take each chapter exam the same day you finish reading the chapter. [NOTE: there are also other studying tools within MDL that might be helpful].

Important information about the quizzes:
- 16 quizzes @ 25 pts each = 400 pts. 59%
- Quizzes are 25 question multiple choice
- You have one hour to take each quiz
- You will see your score and items right and wrong after quiz, but not correct answer
- You can take the exam a SECOND time, but the questions are a new random set which may only have a few questions from your first try.
- Your HIGHEST SCORE will be recorded.
- Quizzes are NOT OPEN BOOK.
- You must take the quiz if you open it.
Taking the quiz soon after reading the material, should make these quizzes somewhat easier than the traditional 50-question exam over several chapters.

[See instructions for taking these quizzes on MDL on page 7 of this syllabus. NOTE: you will be able to go directly to each quiz when you are ready to take it by using the Assignment Calendar function in MDL.]

**THE SYLLABUS/MDL QUIZ IS REQUIRED.**

10 POINTS (2%)

This quiz ensures that you have read both the SYLLABUS and the MDL REGISTRATION INSTRUCTIONS carefully. You must take this quiz on BlackBoard during the first few days of class, but you may take it as many times as is necessary to earn all 10 points possible. You will earn 10 points on this quiz or 0 points. If you do not get all the items correct, you will earn zero points. If you get all the items correct, you will earn 10 points. This quiz has no time limit.

**Introduce Yourself Paragraph:**

5 POINTS (1%)

Every student should post a paragraph about him- or herself on the discussion board. Just tell us a little about you: your year in school, major, plans post-graduate, hobbies, pets, etc. Feel free to respond to other students’ introduction posts, just to be friendly!

**MyVirtualChild (MVC):**

25 points for each age periods (4)

TOTAL POINTS = 100 (15%)

All students will be required to participate in the MyVirtualChild activity that is administered through MyDevelopmentLab (AKA MyPsychLab).

In this activity, which takes about 7 hours to complete, you will raise your virtual child from Birth through age 18 years by answering a series of multiple-choice questions and deciding how to deal with many situations across the life of your child. (NOTE: you will only need to answer the multiple-choice questions to continue through the program; you do not need to answer the open-ended questions).

By registering for MyDevelopmentLab AND registering for MyVirtualChild (note that there are TWO different registration numbers) your participation in this activity will be recorded automatically and I will have a running record of where you are in terms of raising your child. You will be given the percentage of total points that represent the percentage of the activity that you complete by each due date.
MVC Parent Forums on the Discussion Board:
10 points for each response to Forum question set = 20 pts per forum
5 points for each response to one classmate’s post (2 max for pts) = 10 pts per forum
4 PARENT FORUMS @ 30 POINTS EACH = 120 (18%)

There will be FOUR Parent Forums set up on the Discussion Board for students to discuss the development of their virtual children based on specific questions posted for the forum. For each Parent Forum, you must select TWO of the three question sets to answer, post your responses, and respond to (at least) ONE of your classmates’ responses for each question set you answer.

Discussion Board Activities for Part One:
10 points for posting a response to Discussion Question
5 points for responding to one classmate’s post
3 ACTIVITIES @ 15 POINTS EACH = 45 (7%)

There will be ONE discussion question for each of the four chapters in Part One. You are responsible for posting a short paragraph answer to THREE of four of these questions (i.e., a response for three of the four chapters). In addition, you must respond to one of your classmate’s posts for three of the four chapters.

Rubric for all discussion board posts (Part One and Parent Forums):
- Posts (10 pts): a 10 pt post answers all parts of the question (4), is thoughtful (2) and includes connections to the text material (4).
- Responses (5 pts): a 5 pt response refers directly to the content of the post (3) and exhibits thought and efforts (2; doesn’t not just say “I agree with what was said”).

Grading and Course Policies:
A total of 680 points (excluding possible extra credit) are available in this course. Grades will be assigned based on the following distribution: A (93%+), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), F (below 60%).

Some Student Resources:
Psychology Department, McKee 0014, 1-2957
Tutorial Assistance, Michener L-120, 1-1905
Counseling Center, Gordon Hall, 1-2496

Schedule of topics, assignments and exams:
NOTE: In general you can move more through this class at your own pace, reading and taking quizzes BEFORE the deadline, if you wish (but you cannot take the quizzes AFTER the deadlines). You will need to participate in the Discussion Board activities (e.g., Parent Forums) during the designated weeks.
so that there are other student posts to respond to. I strongly recommend that you read the chapters and take the quizzes consistently throughout each of the four weeks (a chapter about every other day) for the best results. If you leave all the chapter reading and quiz-taking until the day of the deadline, it will not be much fun (and just like cramming for a test)!

**NOTE:** Each Part of the course is covered in only about 5 days (7 days for Part One). Therefore, you are reading, discussing, and testing on 3 chapters per week (4 chapters for Part One). Discussion Board Activities/Parent Forms, and Quizzes will be due at the end of each Part (see Schedule of Activities on BlackBoard).

See the detailed schedule and folders for each week on Blackboard.

**IMPORTANT INFORMATION, BELOW!**

**Using Blackboard (Bb):**
Your login is the FIRST 8 CHARACTERS OF YOUR BearMail ADDRESS and your password is your STUDENT number. For example, if my account were alco7234@blue.unco, then my login would be alco7234 and my password would be my student number.

You can find more info about your classes, and about this class in particular, if you go to URSA (go to UNC’s homepage at www.unco.edu then select “current students,” type in your URSA log-in info. From there you can check your course schedule, and the info for this ONLINE class (including login info) is there for you. This will also take you directly to Blackboard if you like, or you can get there by going to bb.unco.edu.

You can also visit URSA to determine your BearMail address.

**Using MyDevelopmentLab:**
You will use MDL to take all of your Chapter Quizzes. After registering for MDL and for MVC, you will find that one of the most important parts of MDL will be the “Assignment Calendar” function.

*It is critical that you change the default TIMEZONE TO MST so that your calendar will show the correct due dates for your quizzes.*

When you click on Assignment Calendar on the left side of the screen, it will bring you to a calendar for all of your assignments and due dates for quizzes, discussion board posts, and Parent Forums. When you click on a date with an icon for assignments that need to be completed, you will see the list of quizzes, as well as notes from me about other tasks to be done by that date (e.g., June 2nd).
Importantly, you can click right on the quiz on the list and MDL will take you directly to that quiz.

You should not open the quiz until you are prepared to take it (and have 60 minutes available to take it). Remember that you are given the opportunity to take a quiz on a chapter TWICE (it is not the identical quiz) and I will be recording your HIGHEST score.

**Technical Issues:**
I can answer SOME technical questions, but your best bet is the UNC HELP DESK, which is available to answer questions about everything 24/7/365. Their local phone number is 970-351-HELP (970-351-4357). They also have a toll free number which is 1-800-545-2331 and you can get help online at https://help.unco.edu/ics/support/default.asp?deptID=15212&_referrer= Have your Bear number handy when you call.

**Academic Honesty:**
In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals. The University of Northern Colorado’s Student Code of Conduct and Honor Code strictly prohibit any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication.

Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals. All incidents of alleged plagiarism or other forms of academic dishonesty will be investigated and violations of academic integrity will result in a consequence that may be as severe as an F in the class and a recommendation for expulsion.

For more information on plagiarism and appropriate paraphrasing, please see:
http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf
http://www.unco.edu/dos/honor_code/index.html

**Disability Access and CEBS Diversity Statement:**
Students with disabilities who believe they may need accommodations in the class are encouraged to contact Disability Support Services at (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion. Please submit forms to me prior to quizzes and exams. You do not need to share with me specific details about your disability unless you choose to do so. I will respect your privacy.

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood,
respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in…educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in…educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm)

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

**Communication between Students and the Instructor:**
Students are encouraged to stay in contact with the instructor to ensure that all questions are answered and all assignments are clearly understood. The following procedures are recommended for communicating with the instructor:

- Use the **discussion board forums** to ask questions or make comments about the textbook, the material that we are covering, or about upcoming exams, CD-ROM exercises, and Internet assignments, if the questions, and their answers, are likely to be of interest to the other students in the class. The instructor will attempt to answer all questions posted on the discussion board within 24-36 hours. Students are welcome to respond to other students’ questions and comments that are posted on the discussion board.

- Send e-mail to the instructor to ask questions about private issues, such as a score that you received on an exam or project. **I would recommend sending your emails to me through BlackBoard, but if you send an email to me outside of BlackBoard, always include “PSY 330 online” in the subject line of the message.**
  - marilyn.welsh@unco.edu

- The instructor will post important information, such as revised deadlines or reminders of tasks that need to be done, on the **Announcements** page of UNC’s blackboard. Check the announcements regularly.

- No online chat sessions are planned for this class. However, students are free to use the online chat feature of blackboard if they choose to do so.

**Additional Instructions/Pointers/Troubleshooting Information:**

**General Strategies for Success**
If you have taken a course in a condensed semester format before, you know that a primary challenge is simply keeping up with the faster pace, relative to a 15 week semester. I am giving you some flexibility with regard to turning in assignments and taking exams, but it is important that you discipline yourself to work on this class almost every day throughout the interim session.
Take careful note of the due dates for the requirements for each Unit. Do not be late in completing class requirements.

Communicate with the instructor by email and discussion board regarding your questions and concerns.

**E-Mail Addresses:**
I cannot be responsible for e-mails that you do not receive because you're checking an e-mail account that is other than your UNC/BearMail account.

**Blackboard Test-Taking Tips (for the Syllabus Quiz only):**
Use a computer with a fast internet connection, if possible. Computers with slow, dial-up connections are not recommended, although I have been told that they will work.

**Some Student Resources:**
- Psychology Department, McKee 0014, 1-2957
- Tutorial Assistance, Michener L-120, 1-1905
- Counseling Center, Gordon Hall, 1-2496