

Syllabus

Advanced Developmental Psychology (PSYC21H3)

Fall 2006

Tuesdays 2:00 – 4:00

Room BV340

Instructor: David Haley

Office: SW421C

Phone: (416) 208-4896

E-mail: haley@utsc.utoronto.ca

Office Hours: Thursdays 12:00 – 2:00 or by appointment

Teaching Assistant: Lisa-Marie Collimore

Office: H302E

Phone: (416) 287-7451

E-mail: lcollimore@oise.utoronto.ca

Office Hours: By appointment

Course Description:

A matrix of psychological, social, and biological processes influences development from infancy to adulthood. How “successfully” or “unsuccessfully” we develop or how “slowly” or “rapidly” we age may depend in part on the nature of early relationships, which have long term effects on how we cope with stress and relate to others. The text book for this course provides an overview of the study of adult development and aging. The reader contains chapters and research articles on developmental and attachment theory, memory, and stress physiology. The goals of the course are to understand some of the psychological, social, and biological processes that affect how we age and to spur an in-depth perspective on some of the developmental processes that affect our mental and physical well-being across the lifespan.

EVALUATION	CONTENT or Frequency	BREAKDOWN
Midterm	Weeks 1-5	20 %
Participation	Weekly	25 %
Reviews	Weekly	25 %
Final Exam	Weeks 6-12	30 %

Required Texts (available at the bookstore):

Whitbourne, S. K. (2005). *Adult development & aging: Biopsychosocial perspectives*. Wiley: John Wiley & Sons, Inc: USA.

Class Reader. The class reader contains seven articles:

Scarr, S. (1992) Developmental theories for the 1990's: Development and individual differences. *Child Development*, 63, 1-19.

Lovallo, W. R. & Thomas, T. L. (2000). Stress hormones in psychophysiological research: Emotional, behavioral, and cognitive implications. In J. T. Cacioppo, L. G. Tassinary, and G. G. Bernston (Eds.), *Handbook of Psychophysiology*, 2nd ed, chapter 13, pages 342-367. Cambridge University Press: USA. (ISBN 0 521 62634)

Kemeny, M. E. (2003). The psychobiology of stress. In G. Miller and E. Chen (Eds.) *Readings from the Current Directions in Health Psychology*, 55-63. Pearson Education. New Jersey. (ISBN 0 13 155112 4)

Adler, N. E. & Connor-Snibbe, A. (2003). The role of psychosocial processes in explaining the gradient between socioeconomic status and health. In G. Miller and E. Chen (Eds.) *Readings from the Current Directions in Health Psychology*, 64-71. Pearson Education. New Jersey. (ISBN 0 13 155112 4)

Uchino, B. N., Uno, D., Holt-Lunstad, J. (1999). Social support, physiological processes, and health. In G. Miller and E. Chen (Eds.) *Readings from the Current Directions in Health Psychology*, 72-77. Pearson Education. New Jersey. (ISBN 0 13 155112 4)

Shors, T. J. (2006). Stressful experience and learning across the lifespan. *Annual Review of Psychology*, 57, 55-85.

Main, M. (1996). Introduction to the special section on attachment and psychopathology: 2. Overview of the field of attachment. *Journal of Consulting and Clinical Psychology*, 64, 237-243.

Participation: Raising and answering questions during the lecture and participating in class discussion is an important part of this course. Contribution will be evaluated by having students share 1 or 2 thoughts or questions generated by the reading, which they will share in class discussion. These thoughts or questions can be included in the weekly review piece (see below).

Reviews: For each weekly reading, there will be a 1-page, single-spaced review assignment. The goal of the review is to provide a critical reflection on the readings. This does not entail simply summarizing the text, but rather offering insights, concerns, reactions, and questions about it. There are many ways of reviewing a text. One way is to elaborate on the following questions: 1) what is it trying to show (main ideas, assumptions, models, methods)? 2) how convincing is it (evidence, arguments used, consistency)? and 3) what significance does it have to society (what is its application, its usefulness, its ethical implications)?

Exams: The midterm and final exams will be multiple choice and short answer essays.

Course Schedule:

DATE	TOPIC	READINGS
Week 1: Sept 12	Introduction	
Week 2: Sept 19	Principles and Models of Aging	Chapter 1 and 2
Week 3: Sept 26	Models of Development	Scarr
Week 4: Oct 03	Physical Changes and Health	Chapters 4 and 5
Week 5: Oct 10	Stress Physiology	Lovallo
Week 6: Oct 17	Midterm	
Week 7: Oct 24	Health Psychology	Kemeny; Adler; Uchino
Week 8: Oct 31	Stress and Memory	Chapter 6 and Shors
Week 9: Nov 07	Personality and Relationships	Chapters 9 and 10
Week 10: Nov 14	Mental Health	Chapter 11
Week 11: Nov 21	Attachment	Main
Week 12: Nov 28	Death and Creativity	Chapters 13 and 14