

PSYD23
Dyadic Processes in Psychological Development
Winter 2025

Instructor David Haley (d.haley@utoronto.ca)
Course Meetings Fridays, 1:00 PM–3:00 PM
Room KW 262
Zoom attendance link is on Quercus Home Page
Office Hours Tuesdays, 12:00 PM–2:00 PM

COURSE DESCRIPTION

Mutual recognition is one of the hallmarks of human consciousness and psychological development. This course explores mutual recognition as a dyadic and regulatory process in development, drawing on diverse theories from developmental science, social psychology, neuroscience, philosophy, literature, psychoanalysis, and gender studies.

PARTICIPATION EXPECTATIONS

This is an advanced undergraduate seminar in which enthusiastic class participation is Important. Participation involves punctuality and attendance and coming to class prepared by having done the assigned readings and being prepared to discuss them. It is important to complete your written assignments (see below) and to prepare questions about the readings before you come to class. Participation also involves facilitating discussion, presenting a research proposal, paying careful attention to classmates' presentations and comments, showing respect for others' contributions, and offering constructive feedback, critical questions, and comments after each presentation. To help create a stimulating, safe, equitable discussion environment, each of you should try balance your capacity to listen with your capacity to respond to others.

COURSE EVALUATION

Reading reflections (10%) and presentation reflections (15%)	25%
Group presentation + facilitated discussion	15%
In-class essay exam	20%
Final project	40%
<ul style="list-style-type: none">• Research topic & annotated bibliography (5%)• Individual presentation (3MT format, online, final 3 weeks) (10%)• Research proposal (25%)	

Reading and presentation reflections

Reading reflections (10%)

To stimulate critical thinking about the reading material and to help you prepare for the

seminar discussions of readings in weeks 3 through 9, I will ask you to prepare a brief critical reflection on each week's readings (in advance of each class meeting). To structure your reflections, please answer the following questions:

- What does the text say? What are its specific claims or arguments, and what evidence does it present?
- What are its weaknesses and strengths?
- What are the implications to society of the data, findings, theories, and/or arguments it presents?

You should aim for approximately 150 words (+/- 50 words) for each paper reflection.

One reading is assigned each week in weeks 3 through 9 (not including Reading Week); you are asked to write reflections on *4 of the 6 readings* (2.5% percent each, for a total of 10%).

Reading reflections should be submitted on Quercus by 11:59 pm each Wednesday before the class for which the reading is assigned.

Presentation reflections (15%)

To further stimulate critical thinking and reflection about the presentations (group and individual), I will ask you to prepare critical reflections on the presentations that you and your classmates will lead during weeks 3 to 12. To structure your reflections, please review the assignment description and rubric on Quercus.

There will be approximately 6 group presentations and approximately 20 individual presentations. You must complete written reflections on 4 of the 6 group presentations and 11 of the 20 individual presentations (not including your own) *for a total of 15 presentation reflections* (1% each).

Presentation reflections should be posted to the class Discussion Board on Quercus by 11:59 pm each Wednesday after the class in which the presentation takes place.

Group presentation + facilitated discussion (weeks 3–9)

The group presentation and facilitated discussion consists of a short, small-group slide presentation (8–10 minutes) to the class followed by a structured, group-facilitated class discussion (12–15 minutes). Each group presentation and discussion will be focused on one reading chosen from the readings assigned on this syllabus in weeks 3 through 9.

I will ask each of you to sign up for a reading on the second week of class; group presentations and facilitated discussions will begin in the third week of class.

Each discussion group must submit their presentation slides in PDF format on Quercus by 8:00 pm on the day before their presentation.

In-class essay exam

To help review the key ideas from the readings, we will have an in-class, in-person essay exam that will be worth 20% of your final grade. The duration of the exam will be 90 minutes, and the exam will include at least two long-answer questions. Each answer should be 2 to 3 hand-written pages, single-spaced. For this exam, you may bring paper copies of the readings as well as two pages of notes.

The essay exam will be held in class in room KW 262 on March 13.

Final project

To enhance your understanding of research into social development and dyadic processes, I will ask you to write a research proposal. You may develop a topic and question that is relevant to our understanding of dyadic processes across the lifespan. I will provide ample opportunities in class to discuss potential topics and will provide some suggested topics to help spur your interests.

All topics are to be submitted on Quercus by 11:59 pm on February 7 for my approval.

There are three components to the final project:

1. Annotated bibliography (5%) (due on Quercus on February 14)

For this component of the assignment (5% of your final grade), you will conduct a literature review and choose 5 to 7 references related to your topic. First, provide a description of your research topic and question in 3 to 4 sentences. Next, cite each reference in APA format. Underneath each listed reference, please provide:

- Two to three sentences describing **what** that resource is about
- Two to three sentences describing **how** it relates to your research proposal topic and question as either a) the background for your research rationale/hypothesis or b) relevant information for your methods.

The annotated bibliography should be submitted on Quercus by 11:59 pm on February 14.

2. Individual class presentation (10%) (due date TBD; see below)

The individual presentations will take place during weeks 11–13; you will sign up for a presentation date during the first week of class on Quercus. The individual class presentations provide you with an opportunity to present your research topic and question to the class, to discuss the relevant literature you are drawing from, and to gather their feedback. Presentations will be online and should follow the 3MT (3-minute thesis) format (see <https://ecampusontario.pressbooks.pub/scientificcommunication/chapter/the-3-minute-thesis> and <https://www.cgpd.utoronto.ca/public-scholarship/3mt/> for information).

Because all individual presentations will be online, we will meet exclusively on Zoom during weeks 11–13.

3. Research proposal (25%) (due April 8)

The research proposal should include a background, hypothesis, methods, and discussion. The research proposal should be 7 pages long, double-spaced, not including the cover note, title page, or annotated bibliography. More information about the research proposal can be found on Quercus.

In addition, you should prepare a cover note that summarizes the key points from the feedback you received on your presentation and in a point-by-point manner explain how you addressed this feedback in your research proposal. The cover note should be no more than 2 pages, single-spaced.

The research proposal should be submitted on Quercus by 11:59 pm on April 8.

COURSE READINGS AND SCHEDULE

Week 1 (January 10) Introductions

Week 2 (January 17) Group presentation sign-up and suggested topics

Week 3 (January 24) Attachment, Sensitivity, and Mutual Regulation

Braungart-Rieker JM, Zentall S, Lickenbrock DM, Ekas NV, Oshio T, Planalp E. (2014). "Attachment in the making: mother and father sensitivity and infants' responses during the Still-Face Paradigm." *J Exp Child Psychol*. 2014 Sep;125:63-84. doi: 10.1016/j.jecp.2014.02.007.

Week 4 (January 31) Early Dyadic Relationships

Tronick, E. Z. (1998). "Dyadically expanded states of consciousness and the process of therapeutic change." *Infant Mental Health Journal*, 19(3), 290–299.

Week 5 (February 7) Dyadic Consciousness and Psychological Change

Swider-Cios, E., Turk, E., Levy, J., Beeghly, M., Vroomen, J., & van den Heuvel, M. I. (2024). "The association of maternal-infant interactive behavior, dyadic frontal alpha asymmetry, and maternal anxiety in a smartphone-adapted still face paradigm." *Developmental Cognitive Neuroscience*, 66, 101352–101352. <https://doi.org/10.1016/j.dcn.2024.101352>

****Research proposal topics due****

Week 6 (February 14) Neural Synchrony in Parent-Child Attachment

Nguyen, T., Kungl, M. T., Hoehl, S., White, L. O., & Vrtička, P. (2024). "Visualizing the invisible tie: Linking parent-child neural synchrony to parents' and children's attachment representations." *Developmental Science*, 27, e13504. <https://doi.org/10.1111/desc.13504>

****Annotated bibliographies due****

Week 7 (February 21) READING WEEK (No Class)

Week 8 (February 28): Neural Synchrony in Mother-Infant Interactions: A Critical Look

Roche, E. C., Redcay, E., & Romeo, R. R. (2025). "Caregiver-child neural synchrony: Magic, mirage, or developmental mechanism?" *Developmental Cognitive Neuroscience* 71, 1-14 pages.

Week 9 (March 6): Mutual Recognition in Mother-Infant Interactions

"The First Bond." In *The Bonds of Love*, by Jessica Benjamin. New York: Pantheon, 1988. Chapter 1, pages 11–50.

Week 10 (March 13): In-Class Essay Exam

Week 11 (March 20): Individual presentations week I (online)

Week 12 (March 27): Individual presentations week II (online)

Week 13 (April 3): Individual presentations week III (online)

April 8: **Research Proposal due**

Department and University Policies

AccessAbility Services

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach the

Late Work Policy

Late work is not accepted. Any work submitted after the due date and time will receive a score of 0%. For work missed due to extenuating circumstances, please see the Psychology Department Missed Term Work Policy below. instructor and/or the AccessAbility Services Office (in SW-302) as soon as possible. You instructor will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. AccessAbility Services contact information Phone: (416) 287-7560 Email: ability@utsc.utoronto.ca

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. Behaviours that constitute academic dishonesty and the processes for addressing academic offences are outlined in The University of Toronto's

Code of Behaviour on Academic Matters:

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

Potential offences include, but are not limited to: • On tests and exams: (a) Using or possessing unauthorized aids; (b) Looking at someone else's answers during an exam or test; (c) Misrepresenting your identity. • In academic work: (a) Falsifying institutional documents or grades; (b) Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters.

Psychology Department Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Notes:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>

- • Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office:
<https://www.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form**

(<http://uoft.me/PSY-MTW>) and email it to Keely Hicks at keely.hicks@utoronto.ca ,

and

2. **Declare your absence** on ACORN (Profile & Settings > Absence Declaration)

Deadline: You must complete the above steps **within 3 business days** of the missed work.

Note: For this semester, we do not require any additional supporting documentation (ex. Medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form**

(<http://uoft.me/PSY-MTW>), choosing "Other" as your reason for missed work and explaining the conflict in the space provided.

2. Take screenshots of your course homepages that demonstrate the conflict.

3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts.

Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form**

(<http://uoft.me/PSY-MTW>), choosing "Other" as your reason for missed work and noting "Religious conflict" in the space provided.

2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>).
 2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation.

Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided. Completion of this form does not guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations. (E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form and declare your extended absence on ACORN.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.