



LNDN PSYC 3352
Child Development in a UK Social Context
CAPA LONDON PROGRAM

Course Description

The course begins with an investigation of the aims and principles of developmental psychology as a scientific discipline, and describes the methods used to obtain knowledge about children. The course will also draw upon Childhood Studies by examining childhood from historical, global, socio-cultural and neuroscientific policy perspectives. This is followed by an exploration of the major topics of development that have been investigated by psychologists.

The course presents a multi-level approach to contemporary issues of children's development. The aim is to demonstrate the importance of understanding people in relation to their social world. The impact of global trends, social dynamics and the urban environment on children's lives will be explored. Students will gain an insight into life in the UK – including education and child care practices and policies – and explore how it shapes children's development. Issues such as children's early attachments, early adversity and the transition to adulthood, developmental disorders and the role of play will be examined.

Course Aims

To evaluate the major European theoretical models of child development.

- To develop analytical and research skills in interpreting children's development.
- To promote understanding of childhood in the context of globalization, social dynamics, the environment and brain maturation patterns and explore how these factors shape children's development.

Requirements and Prerequisites

The course caters for those who have no background in psychology as well as those who do.

Learning Outcomes

- a. Students will gain an understanding of the methods used in developmental psychology and childhood studies to understand children's lives and development.
- b. Students will be able to recognize, describe, and interpret examples of the impact of globalization on children's lives.
- c. Students will develop a greater appreciation of cultural differences in concepts of childhood and child-rearing practices.
- d. Students will gain an understanding of how children's lives are shaped by cultural differences, the urban environment, political and historical factors.
- e. Students will develop their ability to critically evaluate theories and research within developmental psychology and childhood studies.
- f. Students will learn communication skills: The ability to receive, interpret, and articulate information and ideas effectively.

Developmental Outcomes

Students should demonstrate: responsibility & accountability by coming to class on time and having done the preparation for class and constructively discussing questions set in class, independence & interdependence, resilience in openness to different ideas, appreciation of differences. They will be able to communicate their ideas and research findings in both oral and written forms.

Students will develop critical thinking; the ability to write analytically; synthesise and evaluate an argument; research and evaluate different kinds of sources.

Class Methodology

The course will involve: lectures; audio-video presentations; group discussions; and fieldtrips.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

The Foundling museum gives an insight into the children's daily lives, taking students through significant Collections of eighteenth century art, period interiors and the story of composer George Frederic Handel's involvement with the Foundling Hospital.

The Freud Museum in Hampstead, London, was the home of Sigmund Freud and his family when they escaped Nazi annexation of Austria in 1938. The centrepiece of the museum is Freud's study, preserved just as it was during his lifetime. Students will be asked to reflect on what the visit tells them about Sigmund Freud and his contribution to our understanding of what makes us who we are.

Final Exam

The final exam consists of:

Two short essays on topics covered in class. The topics are:

1. Theoretical models of child development
2. Understanding Jean Piaget.
3. Childhood in historical and global perspective.
4. Childhood in crisis
5. Early adversity including childhood maltreatment
6. Adolescence
7. Attachment Theory
8. Developmental Disorders

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
				1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation/Small group discussion	10%	a, b, c, d, e	Weekly
Oral Presentation 1 X 10 min. group presentation	20%	a, e	Week 3
Paper assignment	30%	a, b, c, d, e	Week 4
Final Exam Two short essays	40%	a, b, c, d, e.	Week 6

Assignments

Oral presentation: prepare a 5-10 minute presentation (Week 3 10th of June) evaluating a recent study published in a peer reviewed journal. You will be given a list of possible articles to choose from. The purpose of the presentation is for you to develop an understanding of what is involved in carrying out a scientific study - including consideration of ethical issues – and develop your ability to critically evaluate the methods adopted and interpretations of the data.

Your report should consider:

- 1) What did the researchers claim to find?
- 2) Describe the methods used.
- 3) What are the limitations of the methods used?
- 4) What may be possible alternative interpretations of the data?
- 5) What possible changes could be made to the study?

In addition, you must submit a **500 word written summary** of your proposal.

Paper assignment:

Choose one of the following questions, answering in no more than **1250 words**. The paper must be uploaded by 17th of June

- Discuss the significance of social relationships and cultural context in children's development.
- How does childhood maltreatment increase vulnerability for psychopathology later in life?
- What is the significance of early relationships for later development?
- Is 'childhood' a universal concept that has always existed?
- What has Piaget contributed to our understanding of children's minds?
- How does adolescent brain development contribute to an elevated risk for psychopathology in young people?
- What are the advantages and disadvantages of a categorical approach to psychopathology?
- How can displacement, war and poverty affect a child developmentally, in terms of mental and physical development?

Dress Code No requirements

Course Materials

Required Readings:

One of the following textbooks:

Fundamentals of Developmental Psychology by Peter Mitchell and Fenja Ziegler, 2013.

Introducing Child Psychology by H. Rudolph Schaffer. Blackwell Publishing, 2004,

Understanding Children's Development by Peter K. Smith, Helen Cowie and Mark Blades. Blackwell Publishing, 2003.

Recommended Reading(s):

Understanding Jean Piaget.

Jean Piaget by Saul McLeod

<https://www.simplypsychology.org/piaget.html>

Theoretical models of child development

Handbook of Cultural Developmental Science

<http://lchc.ucsd.edu/People/MCole/Cognition.pdf>

Childhood in crisis

UNICEF, Child poverty in perspective: An overview of child well-being in rich countries

http://www.unicef-irc.org/publications/pdf/rc7_eng.pdf

BBC News, Is the Teen Rebel a Dying Breed?

<http://www.bbc.co.uk/news/magazine-19786264>

Attachment Theory

Breuer, Revisiting the Myth of the First Three Years

<http://blogs.kent.ac.uk/parentingculturestudies/files/2011/09/Special-briefing-on-The-Myth.pdf>

Developmental Disorders

DSM 5 Is Guide Not Bible—Ignore Its Ten Worst Changes by Alan J Frances M.D.

<https://www.psychologytoday.com/us/blog/dsm5-in-distress/201212/dsm-5-is-guide-not-bible-ignore-its-ten-worst-changes>

Childhood in historical and global perspective.

Philippe Aries

<http://www.representingchildhood.pitt.edu/pdf/aries.pdf>

Weekly Course Schedule

Please Note: indicative only. Field studies and activities may be subject to change

WEEK 1		27 May
Lesson title	Theoretical models of child development	
Meeting time and Venue	10am Richmond Room	
In-class activity	We will discuss what it means to be a 'child' and explore different theoretical models of child development.	
Readings	Read the selected chapters from <i>one</i> of the textbooks: -Mitchell & Ziegler, chapter 1 (Themes and perspectives in developmental psychology) and chapter 11 (The Role of heredity and environment in intelligence). -Schaffer, chapter 2 (The Nature of Childhood) and chapter 7 (The child as apprentice: Vygotsky's theory of socio-cognitive development) -Smith et al, chapter 2 (Biological and cultural theories of development) and chapter 15 (Learning in a social context).	
Lesson title		
Understanding Jean Piaget.		
Meeting time and Venue	2pm Richmond Room	
In-class activity	We will evaluate Piaget's contribution to developmental psychology by observing video footage of his famous tests and adaptations of his tests and evaluating what they tell us about children's minds.	
Readings	Read the selected chapters from <i>one</i> of the textbooks: -Mitchell & Ziegler, chapter 3 (The development of thinking) & chapter 4 (Does Piaget's theory stand up to examination?) & chapter 5 (What children understand about the mind). -Schaffer, chapter 6 (The child as scientist: Piaget's theory of cognitive development) -Smith et al, chapter 12 (Cognition: Piaget's theory) and chapter 14 (Children's understanding of mind).	
WEEK 2		03 June
Lesson title	Attachment Theory	
Meeting time and Venue	10am Richmond Room	
In-class activity	We will critically evaluate Attachment Theory.	
Readings	Read the selected chapters from one of the textbooks: -Mitchell & Ziegler, chapter 14 (Parenting and the development of love and attachment) -Schaffer, chapter 4 (Forming relationships) -Smith et al, chapter 4 (Parents and families) and chapter 17 (Deprivation and enrichment: risk and resilience)	
Lesson title		
Adolescence		
Meeting time and Venue	2pm Richmond Room	
In-class activity	This lecture will discuss social and affective development that are taking place during adolescence, and discuss the underlying brain structure and brain function changes.	
Readings	Read the selected chapter from: -Schaffer, chapter 10 (Towards adulthood) and pp. 73-81, pp. 314-317. And this article: -Blakemore, S-J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? <i>Annual Review of Psychology</i> , 65, 187-207. doi: 10.1146/annurev-psych-010213-115202	
Notes	In advance of the class, think about your idea of a 'typical teenager'.	
WEEK 3		10 June
Lesson title	Research methods in developmental psychology and childhood studies.	

Meeting time and Venue	10am Richmond Room
In-class activity	We will summarize and evaluate different methodologies. We will view video footage of different methods (qualitative and quantitative) used in developmental psychology and childhood studies and evaluate their strengths and weaknesses.
Readings	Read the selected chapters from <i>one</i> of the textbooks: -Mitchell & Ziegler, chapter 2 (Methodological approaches) -Schaffer, chapter 1 (Finding out about children) -Smith et al, chapter 1 (Studying development).
Notes	In class, we will design our own developmental psychology study. Before class, brainstorm what you would like to investigate and bring your idea to class.
Lesson title	Oral presentations
Meeting time and Venue	2pm Richmond Room
Assignments	10-minute presentations summarizing and evaluating a recent research paper that has been published in a peer reviewed journal (see more detailed description above, under Assignments).
WEEK 4 17 June	
Lesson title	Foundling Museum
Meeting time and Venue	Time TBD Russell Square tube – Check Canvas the week before.
Out-of-class activity	Visit to the Foundling Museum and complete the field trip assignment.
Readings	http://www.foundlingmuseum.org.uk/
Notes	Consider what the museum tells us about childhood in different historical periods.
Lesson title	Nature vs. Nature – Dr. Kate Merritt (KCL)
Meeting time and Venue	2pm Richmond Room
In-class activity	Guest lecturer Dr. Kate Merritt from King’s College London will give a talk on “Psychosis; What is it and what causes it?” and use the example of psychosis to explore the nature vs. nature debate in developmental psychology and shed light on factors such as genetics, childhood experiences and immigration in the development of psychosis. Kings College London has one of the biggest research centres on psychosis studies in the UK (https://www.kcl.ac.uk/ioppn/depts/ps/index.aspx)
Readings	Please read: - https://www.theguardian.com/science/2016/apr/15/what-are-the-risks-of-taking-cannabis And - Schaffer, chapter 3 (Our Inheritance, p-38-50) And - Meier, M. H., Hall, W., Caspi, A., Belsky, D. W., Cerdá, M., Harrington, H., ... & Moffitt, T. E. (2016). Which adolescents develop persistent substance dependence in adulthood? Using population-representative longitudinal data to inform universal risk assessment. <i>Psychological medicine</i> , 46(4), 877-889.
WEEK 5 24 June	
Lesson title	Fieldtrip to the Freud Museum, West Hampstead
Meeting time and Venue	Time TBD Finchley Road tube station.
Out-of-class activity	Please check announcement of worksheet on Canvas.
Readings	<u>None.</u>
Lesson title	

	Multilevel individual differences in developmental pathways of psychiatric risk and resilience – Dr. Christina Carlisi (UCL)
Meeting time and Venue	2pm Richmond Room
In-class activity	Adolescence can be a difficult period during which many common mental health problems emerge including anxiety, depression and conduct problems. These problems range from mild to severe, but many questions remain: why do some adolescents experience mental health difficulties while others do not? What are the biological factors that influence the development and persistence of these difficulties? Across the lifespan, more than a quarter of us will experience some form of mental illness, yet currently available treatments are only effective for about half of those suffering. Individual differences in brain and behaviour may tell us important information about this treatment gap and why some adolescents are more vulnerable to developing mental illness. These seminars provide an overview of developmental pathways to psychiatric risk and resilience and introduce some of the complexities of studying individual differences in psychological development.
Readings	<ul style="list-style-type: none"> - McCrory EJ and Viding E (2015). The theory of latent vulnerability: Reconceptualizing the link between childhood maltreatment and psychiatric disorder. <i>Development and Psychopathology</i> 27: 493-505. - Cicchetti D, Rogosch FA (1996). Equifinality and multifinality in developmental psychopathology. <i>Development and Psychopathology</i> 8:597-600.
WEEK 6	01 Jul
Lesson title	Childhood Maltreatment
Meeting time and Venue	10am Richmond Room
In-class activity	In this lecture, we will explore the effects of childhood maltreatment such as abuse and neglect on children's socio-emotional well-being and brain development. We will look at the research design of the seminal Bucharest Early Intervention Project (BEIP) as one way to study childhood maltreatment and the effects of different forms of care (Foster care, adoption and Institutionalization) on the developing child.
Readings	<p>Read the selected parts from the textbook:</p> <ul style="list-style-type: none"> - Schaffer, pp. 108-109 and 152-153 - https://developingchild.harvard.edu/resources/inbrief-the-science-of-neglect/ - Teicher, M. H., Samson, J. A., Polcari, A., & McGreenery, C. E. (2006). Sticks, stones, and hurtful words: relative effects of various forms of childhood maltreatment. <i>American Journal of Psychiatry</i>, 163(6), 993-1000.
Lesson title	Examination
Meeting time and Venue	2pm Richmond Room
Assignments	Write two short essays (selecting two from a list of eight questions)
Lesson title	Examination

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Academic Accommodations: Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a “0” (F) grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of “0” (F) will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.