

CLPS 1690: Lab in Developmental Psychology

Spring, 2013

Thursdays 4-6:20, Metcalf 107

Instructor: Dima Amso, Ph.D.

Dima_amso@brown.edu

Office Hours: Thursdays 10-12

Rm. 239 Metcalf

Class Format

The first hour will be dedicated to lectures and discussions. The remaining time will be dedicated to lab work. As such, you will have direct access to the professor every class period.

Course Objectives

This course is designed to give you the background and skills necessary to conduct, report, and critique studies in human development. This includes:

- * understanding basic principles of research, measurement, and experimental design;
- * understanding the special methodological challenges of developmental research;
- * considering ethical issues associated with research involving children;
- * using resources to find out what is known about a research topic;
- * designing and conducting a developmental research project;
- * communicating research findings effectively, both orally and in writing;
- * evaluating others' research critically and constructively.

Text

Miller, S.A. (2013). *Developmental Research Methods*, (4th ed.). Sage Publications.

Optional Writing Reference: Psychology With Style: A Hypertext Writing Guide
(<http://www.uwsp.edu/psych/mp/AP A/apa4b.htm#IIB>)

Attendance Policy

Please come to every class. A great deal of the course is experiential. In class assignments cannot be made up – no exceptions.

A Class In 2 Parts:

Part 1 – General principles, ethics pertaining to developmental studies, statistics, critical reading and peer review, and scientific writing.

Part 2 – Methods specific to developing populations – Infancy, preschool years, adolescence etc.

Assessment

20% Participation and Weekly Lab Assignments

In-class assignments may not be completed should you miss class. The format of these assignments will be discussed in class. Finally, your participation in class and group discussions is an essential part of this evaluation.

20% Midterm – The midterm will cover experimental concepts represented in the book and in class.

30% Observational Assignment

This project will be completed in pairs, and will consist of out of class behavioral observation, a short written assignment, and a short presentation to the class.

30 % The Research Project

The capstone exercise for this course is an independent research project. For this group project you will develop research ideas, conduct the research, write up the results of the project, and present those results to the class.

Tentative Course Schedule

* Readings from Miller. Research articles to be assigned as appropriate.

January 24

Introduction: What Does it Mean to Be Developmental?

Reading: Ch. 2

January 31

Research Methods, Design and Measurement

Reading: Ch.3. & Adolph & Robinson (2011) before class

February 7

Research Methods, Design and Measurement

Reading: Ch. 4-5 before class

February 14

Research Methods, Continued

Reading: Ch.6-8 before class

February 21

Ethics in Human Subjects Research

Reading: Ch. 10 before class

February 28

Statistics

Reading: Ch. 9 before class

March 7

Scientific Writing
Reading: Ch. 11 before class

March 14

Peer Review of Observational Assignment & Presentations

March 21

Midterm

March 28

Spring Recess

April 4

Special Topics – Infancy Research
Reading: Ch. 12 before class

April 11

Special Topics – Preschool Research
Reading: TBA

April 18

Special Topics – Social Development
Reading: Ch. 14 before class
Reading: TBA

April 25

Special Topics – Imaging the developing brain
Reading: TBA

May 2

Special Topics – Longitudinal Research
Reading: TBA

May 9

Special Topics - Interventions
Reading: TBA

May 16

Full In Class Work Day
Reading: TBA

May 23

Final Presentations