

San José State University
Department of Psychology
Psyc 105: Special Topics in Developmental Psychology
Spring 2022

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| Instructor: | Erin Woodhead, Ph.D. |
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| Email: | Erin.Woodhead@sjsu.edu |
| Office Hours: | Wednesdays 10:30-12:30 on Zoom. In person meetings available by appointment |
| Class Days/Time: | T/TH 10:30-11:45 |
| Classroom: | DMH 353 |
| Prerequisites: | Psyc 102 or 112 or 114 |

Course Description

From the SJSU catalog: Intensive examination of current research and theory in a specialized area of developmental psychology. Course is repeatable for credit when course content changes.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through Canvas to learn of any course updates. **For help with using Canvas see [Canvas Student Resources page](#).**

Learning Outcomes

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. CLO1: Analyze how age is associated with various risk and protective factors for substance use across the lifespan.
2. CLO2: Evaluate current drug use prevention programs with respect to developmental appropriateness.
3. CLO3: Describe current treatment protocols for substance use by age/developmental stage.
4. CLO4: Describe the basic neurological and psychological components of addictions.

Program Learning Outcomes

Upon successful completion of the psychology major requirements...

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbooks

We will be reading several chapters from a book freely available through the SJSU library:

Welsh, J. W., & Hadland, S. E. (2019). *Treating adolescent substance use: A clinician's guide*. Springer. ISBN 9783030018924

Other Readings

(1) Journal Articles & Book Chapters (see course schedule). Assigned journal articles and book chapters are available on Canvas and are required readings for this class.

Grading Information

Instead of a traditional grading rubric, this class uses a grading contract. Please review the below information about grading contracts and how our specific course grading will work.

How is a grading contract different from a traditional grading scheme? With a grading contract, students complete a set of core activities and achievements to earn a “baseline” grade in the class, and can raise their grade further by completing other achievements. Grades can also be lowered below the baseline grade if students fail to complete the core achievements. In a grading contract, a single low score will not irreversibly lower your course grade. Also, students who earn low-but-passing scores on assignments and exams in the beginning of the course will find it easier to raise their course grade with strong performance in the middle and end portions of the course.

Why use grading contracts? Grading contracts are intended to be more equitable to students by: a) giving students more control over what assignments they choose to put the strongest effort into; b) reducing pressure around assignment deadlines; c) allowing performance in the middle and end of semester to “redeem” low-but-passing scores from earlier in the semester; and, (d) providing pathways for students to earn high course grades (including As) when they excel on other kinds of assignments besides exams.

Grading Contract Details

Core Class Achievements

You will earn a course grade of B if you pass* ALL of the following core class achievements.

- 10 out of 12 reading questions
- 11 out of 13 class activities
- Exams 1 and 2 (70% or higher is passing; 42 out of 60 points or higher)
- Final paper

Grade Boosters

You will earn a grade boost (e.g., B- to B) for completing EACH of the achievements below. There are four boosters available. Please note that I do not give A+ grades (only A- or A).

- Score 90% or higher on an exam (2 boosts available total, 1 for each exam)
- Complete an additional paper with a passing score (1 boost available, see Canvas for paper details)
- Create and record a presentation over Zoom that summarizes the research reviewed in the required final paper (1 boost available, see Canvas for details)

Grade Sinkers

You will lose part of a letter grade (i.e., B to B-) for each instance where your course performance does not meet expected minimum standards. These are:

- Score < 70% on an exam (including a 0 for failing to take an exam; each exam < 70% lowers course grade by part of a letter grade)
- Completing fewer than 10 out of 12 reading questions (grade decrease, regardless of how many fewer than 10 completed, e.g., 2 vs. 9)
- Completing fewer than 11 out of 13 class activities (grade decrease, regardless of how many fewer than 11 completed, e.g., 2 vs. 9)
- Not passing the final paper

*A note on what’s considered “passing” in this class

- For exams, a passing score is 70% or higher. For this class, that means 42 points out of 60 points or higher.
- For pass/fail assignments, you must follow instructions specified in the assignment to pass. Each assignment’s description lays out what is required to pass.
- Assignments must be completed on time to be considered passing, unless a student arranges an extension previously approved by the instructor.
- For all assignments and papers, a passing paper has very few words copied directly from the original material. This means that you use your own words to describe concepts and that you don’t plagiarize entire sentences from the original work. One full sentence copied and pasted from the original work is enough to qualify for plagiarism. See Canvas for more grading information on the papers (linked in each assignment’s description)

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

For all the assignments below, please note that my policy is to not accept late work unless we have discussed it beforehand. All assignments are graded as pass/fail (defined as complete or incomplete in Canvas).

| Assignment | How Many? | Relevant CLOs |
|-------------------|-------------|---------------|
| Reading Questions | 10 required | CLO1, 3, 4 |
| Class Activities | 11 required | CLO1, 3, 4 |
| Exams | 2 required | CLO1, 3, 4 |

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|---------------------|------------------------|------|
| Final Papers | 1 required, 1 optional | CLO2 |
| Presentation | 1 optional | CLO2 |

1) Midterm and Final Exams (Passing = 70% or higher)

There will be two exams in this class given during class time. The exams are closed notes/closed book. The exams will be 20 short answer questions (3 points each). A study guide that lists relevant concepts will be available for each exam. The majority of the short answer questions will come from your weekly reading questions. There are no make-ups for the exams. You will have one class period to complete the exam. **For the short answer on the midterm and final, you need to use your own words and provide your own examples (don't copy sentences or examples from our readings).**

Final Examination or Evaluation

The final examination will be the second exam, which is not cumulative. The final exam will count the same as any other exam.

2) Reading Questions

To facilitate critical thinking about the content our readings, most weeks (except as noted in the course calendar) you will complete and upload responses to a set of reading questions to Canvas. For the reading questions, **I will give you 4-5 questions and you are to respond to 3 of the questions of your choice.** Reading questions will be graded as passing if you accurately express your understanding of a theory or concept in your own words, and attempt to connect it to other concepts learned in class. Reading questions are to be completed independently. **Please write in complete sentences in paragraph form for your responses. No bullet point lists. Each response should be around 1 paragraph.**

3) Class Activities

Each week students will turn in a class activity that is done individually or together during class time (except as noted in the course calendar). The instructor will decide each week whether the activity is done during the Tuesday or Thursday class. You will pass the activity if you follow the directions and write in complete sentences in your responses. No bullet point lists unless the instructor specifies that in the instructions.

4) Papers

There is one final paper required for all students, which is an evaluation/literature review of a drug prevention program. A google doc will be linked on Canvas with more details.

You can complete an additional paper to qualify for a grade booster. This paper will focus on an evaluation/literature review of a substance use treatment that is focused on a

specific age group (adolescents, older adults, etc.). A google doc will be linked on Canvas with more details.

5) Presentation

For those students who want to pursue an additional grade booster, you can record a zoom presentation in which you present the results of the one required paper on the drug prevention program you chose to review. This will require you to prepare slides and record a 15 minute video of yourself on zoom. You will then share the link with me by May 12 at 11:59pm. Additional details are available on Canvas.

Classroom Protocol

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Psyc 105 / Special Topics in Developmental Psychology, Spring 2022, Course Schedule

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email. **Reading questions are due the night before we cover that material for the week.**

| Week | Date | Topic | Readings | Assignments |
|------|-------------|---|-------------------------------|---|
| 1 | 1/27 | Course Introduction | | |
| 2 | 2/1 & 2/3 | Neurobiology of Substance Use | Surgeon General's Report Ch 2 | Reading Questions 1 due 2/1 at 11:59pm; Class Activity 1 |
| 3 | 2/8 & 2/10 | Why a Lifespan Approach? | Schulte & Hser (2013) | Reading Questions 2 due 2/7 at 11:59pm; Class Activity 2 |
| 4 | 2/15 & 2/17 | Overview of Evidence-Based Treatments for Substance Use | Surgeon General's Report Ch 4 | Reading Questions 3 due 2/14 at 11:59pm; Class Activity 3 |
| 5 | 2/22 & | Early Childhood | Hayatbakhsh et al. | Reading |

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| | 2/24 | Risk/Protective Factors and Prevention (Birth-8) | (2008); Lansford et al. (2010) | Questions 4 due 2/21 at 11:59pm; Class Activity 4 |
| 6 | 3/1 & 3/3 | Middle Childhood Risk/Protective Factors and Prevention (9-11) | Gibbons et al. (2007); Arteaga et al. (2010) | Reading Questions 5 due 2/28 at 11:59pm; Class Activity 5 |
| 7 | 3/8 & 3/10 | Adolescence Risk/Protective Factors and Prevention (12-18) | Surgeon General's Report Ch 3, Welsh & Hadland Ch 2 | Reading Questions 6 due 3/7 at 11:59pm; Class Activity 6 |
| 8 | 3/15 & 3/17 | Adolescence Treatment Options | Welsh & Hadland Ch 6 | Reading Questions 7 due 3/14 at 11:59pm; Class Activity 7 |
| 9 | 3/22 & 3/24 | Midterm given in class on 3/22 | | Class Activity 8 on 3/24 |
| 10 | 3/29 & 3/31 | SPRING BREAK | | |
| 11 | 4/5 & 4/7 | Emerging Adulthood Risk/Protective Factors (18-25) | Andrews & Westling (2015); Arnett (2005) | Reading Questions 8 due 4/4 at 11:59pm; Class Activity 9 |
| 12 | 4/12 & 4/14 | Emerging Adulthood Treatment Options | Bergman et al. (2016) | Reading Questions 9 due 4/11 at 11:59pm; Class Activity 10 |
| 13 | 4/19 & 4/21 | Early/Mid Adulthood Risk/Protective Factors (25-64) | Widom et al. (2007); Zucker (2008) | Reading Questions 10 due 4/18 at 11:59pm; Class Activity 11 |
| 14 | 4/26 & 4/28 | Older Adulthood Risk/Protective Factors (65 and older) | Kuerbis (2020) | Reading Questions 11 due 4/25 at 11:59pm; Class Activity 12 |
| 15 | 5/3 & 5/5 | Older Adulthood Treatment Options | Schonfeld et al. (2015); Satre et al. (2020) | Reading Questions 12 due 5/2 at 11:59pm; Class Activity 13 |
| 16 | 5/10 & 5/12 | Course Wrap-Up | | Final Papers due by 5/12 at 11:59pm; Optional Presentation Due |

The final exam will be held on Friday May 20 from 9:45-12:00. The exam will be the same

format as the midterm (20 short answer questions worth 3 points each) and it is not cumulative. Remember that a passing score is 70% or greater (42 points out of 60 points or higher)