

ORIGINATOR'S SECTION:

1. College: CoAS CoBA CoE
 Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2010

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* CHAD 496

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Observation and Assessment Laboratory

6. Abbreviated Title for Banner:
 (no more than 25 characters, including spaces)
 Observ & Assess Lab

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)
 Advanced research methods course covering assessments used in research on infants, children, and adolescents, including observation, event- and time-sampling, and standardized tests of social, emotional, physical, and cognitive development. Course will culminate in a written research report on the student's own empirical study.
Two hours lecture, three hours lab (see prereqs below)

9. Why is this course being proposed:
 As a core requirement for the new Child and Adolescent Development degree

10. Mode of Instruction*
 (See pages 17-23 at <http://www.calstate.edu/cim/data-element/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C-02
Activity		
Lab	1	C-16

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.
 n/a

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No
 Lower division prep, Psyc 330, 348, & 395
 Psyc 100, 210, 215, 220, 230 with a grade of C (2.0) or better.

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* 1-2 times per year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Requirement in new Child and Adolescent Development degree

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>Shan B. Hamill</u> Signature	<u>9/1/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	_____	_____	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Maureen Fitzpatrick 08/30/07
 Date

2. Program Director/Chair Shan B. Hamill 9/1/07
 Date

3. College Curriculum Committee Mark Wallace 11/08/07
 Date

4. College Dean (or Designee) [Signature] 11/9/07
 Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**OBSERVATION AND ASSESSMENT LABORATORY
IN CHILD AND ADOLESCENT DEVELOPMENT
CHAD 496**

Instructor: Maureen Fitzpatrick, Ph.D.
Office: UH 302
Phone: 760-750-8016

Office hours: XXXXXXXX
E-mail: mjfitzpa@csusm.edu

Catalog Description

Advanced research methods course covering assessments used in research on infants, children, and adolescents, including observation, event- and time-sampling, and standardized tests of social, emotional, physical, and cognitive development. Course will culminate in a written research report on the student's own empirical study. *Prerequisites: Psyc 100, 220, 230, 330, 348, and 395.*

Course Objectives

Students completing this course will:

- Identify the strengths and weaknesses of designs that incorporate age as a major variable
- Discuss general issues of research (e.g., validity, reliability, sampling)
- Compare the quantitative and qualitative approaches to research
- Compare correlational and experimental designs
- Discuss how to design samples, recruit human participants, and treat them ethically
- Articulate the relative advantages and disadvantages of laboratory and field settings
- Describe the issues facing researchers who work in school, home-based, laboratory, and Internet/Web research environments
- Describe major methodological issues facing infancy researchers
- Discuss basic checklists and behavioral rating scales to assess children's behavior
- Illustrate techniques for assessing infant arousal and state regulation
- Describe methods to assess infant growth and motor development
- Describe ways to assess learning and information processing
- Discuss methodologies of assessing sensation and perception
- Describe ways to measure infant cognitive abilities (e.g., object concept, space, time, number)
- Describe methods to measure free and elicited play, including sociodramatic play
- Identify strategies for assessing basic infant emotions (e.g., anger, fear)
- Describe ways to measure complex emotions (e.g., embarrassment, pride)
- Discuss emotion regulation (define, measure, identify antecedents)
- Describe strategies for identifying individual differences in attachment
- Describe Piagetian tasks designed to assess conservation
- Describe how to assess components of the human information-processing system
- Distinguish between achievement and aptitude tests
- Describe strategies for assessing creativity and practical knowledge
- Compare screening and comprehensive language tests
- Explain methods used to assess collaborative learning
- Identify methods used to assess self-representation and self-esteem
- Identify ways to specify gender-related attitudes, preferences, identity, and behavior
- Describe methods for measuring friendship, friendship quality, and peer acceptance
- Explain how to assess hormonal changes, pubertal development, and pubertal timing
- Describe Piagetian methods of assessing formal operational thought
- Articulate the advantages and disadvantages of using questionnaires, interviews, and observational methods
- Describe how researchers study the transition of adolescents into adult roles
- Define strategies for assessing different facets of autonomy

- Illustrate how Erikson's theory has guided instrument development in identity
- Describe how researchers assess different facets of achievement motivation
- Gain experience using assessments (e.g., Bracken Basic Skills, Bayley Scales of Development)
- Carry out naturalistic and/or structured observations of children
- Write an APA-style paper based on student's own research in this class

Student Responsibilities

Textbooks

Creasey, G. L. (2006). *Research methods in lifespan development*. New York: Allyn and Bacon.

Pellegrini, A. D. (1996). *Observing children in their natural worlds: A methodological primer*. Mahwah, NJ: Erlbaum.

Salkind, N. J. (2006). *Tests and measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage.

Additional Readings (* are required for everyone/others are required depending on topic chosen)

Mahoney, J., & Cairns, R. (1997). Do extracurricular activities protect against early school dropout? *Developmental Psychology, 33*, 241-253.

*McGraw, K., Tew, M., & Williams, J. (2000). The integrity of web-delivered experiments: Can you trust the data? *Psychological Science, 11*, 502-506.

*Noll, R., Zeller, M., Vannatta, K., Bukowski, W., & Davies, H. (1997). Potential bias in classroom research: Comparison of children with permission and those who do not receive permission to participate. *Journal of Clinical Child Psychology, 26*, 36-42.

Pan, B., Perlmann, R. & Snow, C. (2000). Food for thought: Dinner table as a context for observing parent-child discourse. In L. Menn & N. Ratner (Eds.), *Methods for studying language production* (pp. 205-224). Mahwah, NJ: Lawrence Erlbaum associates.

*Peterson, A., Crockett, L., Richards, M., & Boxer, A. (1988). A self-report measure of pubertal status: Reliability, validity, and initial norms. *Journal of Youth and Adolescence, 17*, 117-133.

Pintrich, P., Smith, D., Garcia, R., & McKeachie, W. (1993). Reliability and predictive validity of the Motivated Strategies for Learning Questionnaire (MSLQ). *Educational and Psychological Measurement, 53*, 810-813.

*Robinson, W., Ruch-Ross, H., Watkins-Ferrell, P., & Lightfoot, S. (1993). Risk behavior in adolescence: Methodological challenges in school-based research. *School Psychology Quarterly, 8*, 241-254.

*Ross, G., & Lawson, K. (1997). Using the Bayley II: Unresolved issues in assessing the development of prematurely born children. *Journal of Developmental and Behavioral Pediatrics, 18*, 109-111.

Simpkins, S., & Parke, R. (2001). The relations between parental friendships and children's friendships: Self-report and observational analysis. *Child Development, 72*, 569-582.

- Sternberg, L., Fegley, S. & Dornbusch, S. (1993). Negative impact of part-time work on adolescent adjustment: Evidence from a longitudinal study. *Developmental Psychology, 29*, 171-180.
- *Sturmer, R., Layton, T., Evans, A., Heller, J., Funk, S., & Machon, M. (1994). Preschool speech and language screening: A review of currently available tests. *American Journal of Speech-Language Pathology, 3*, 25-36.
- *Teti, D., & McGourty, S. (1996) Using mothers versus trained observers in assessing children's secure base behavior: Theoretical and methodological considerations. *Child Development, 67*, 597-605.
- True, M., Pisani, L., & Oumar, F. (2001). Infant-mother attachment among the Dogon of Mali. *Child Development, 72*, 1451-1466.
- Wakeley, A., Rivera, S., & Langer, J. (2000). Can young infants add and subtract? *Child Development, 71*, 1525-1534.
- Watzlawick, P. (1996) A structured family interview. *Family Process, 5*, 256-271.
- Wichstrom, L. (2001). The impact of pubertal timing on adolescents' alcohol use. *Journal of Research on Adolescence, 11*, 131-150.
- *Wynn, K. (1992). Addition and subtraction in human infants. *Nature, 358*, 749-750.
- Zahn-Waxler, C., Cole, P., Welsh, J., & Fox, N. (1995). Psychophysiological correlates of empathy and prosocial behaviors in preschool children with problem behaviors. *Development and Psychopathology, 7*, 27-48.

Observations and Assessments

The focus of this lab is having students become comfortable with administering various assessments and conducting observational research. Students will learn about and have experience using assessment protocols such as the following: Bayley Scales of Infant Development, Bracken Basic Skills Tests, Home Observation Measurement of the Environment (HOME), Observational Record of the Caregiving Environment (ORCE), Infant-Toddler Environmental Rating Scales (ITERS), Early Childhood Environmental Rating Scales (ECERS), Desired Results Developmental Profile (DRDP) among others. Students will also gain experience observing adolescents and children of different ages in natural settings.

Quizzes and Exams

To be determined by course instructor.

Assignments and Papers

To be determined by course instructor. Course will culminate in an APA-style research paper about a final observation and assessment of a child.

Tentative Outline

SECTION ONE—REVIEW OF BASIC RESEARCH METHODS AND STATISTICS

Week One	General Research Strategies Research designs Controlling validity threats Developmental designs Observational studies	Chapter 1
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Week Two	Participants, Researchers, and Research Settings Sampling and recruitment Ethical issues Research settings Obtaining parental consent Obtaining child assent	Chapter 2
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Week Three	Analyzing Data and Reporting Findings When to use what test Reporting results	---
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SECTION TWO—ASSESSMENT OF INFANTS

Week Four	Newborn and Biobehavioral Assessment Methodological issues Neonatal assessment State regulation and arousal Growth and motor development → Brazelton Neonatal Assessment	Chapter 3
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Week Five	Assessing Infant Mental Abilities Infant learning and information processing Sensation and perception Mental development Play assessment → Bayley Scales of Infant Development	Chapter 4
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Week Six Week Seven	Assessing Infant Socioemotional Development Basic emotions Emotion regulation Attachment → Ainsworth's Strange Situation → Attachment Q-Sort	Chapter 5
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SECTION THREE—ASSESSMENT OF CHILDREN

Week Eight	Assessing Cognitive Processes in Children Piagetian techniques Recent techniques Information processing	Chapter 6
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Week Nine	Assessing Child Intellect and Language Intelligence tests Language assessment → Braken Basic Skills Test	Chapter 7
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Week Ten	Assessing Social Development in Children Use of child informants Self-representation and self-esteem Gender-related thinking and behavior Prosocial reasoning and behavior Relationships with peers and adults	Chapter 8
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SECTION THREE—ASSESSMENT OF CHILDREN'S SETTINGS

Week Eleven	Assessing the Home Environment → Home Observation Measurement of the Environment
Week Twelve	Assessing Young Children's Care and Educational Settings → Infant-Toddler Environmental Rating Scales → Early childhood Environmental Rating Scales
Week Thirteen	Assessing School Readiness → Desired Results Developmental Profile

SECTION FOUR—ASSESSMENT OF ADOLESCENTS

Week Fourteen	Assessing Adolescent Biological, Cognitive, and Social Changes Pubertal development Measuring cognitive changes Social change	Chapter 9
Week Fifteen	Assessing Adolescent Developmental Outcomes Attachment and intimacy Autonomy Identity Achievement Sexuality	Chapter 10
Week Sixteen	Final exam	