

PSYB17-134:2 Infant and Child Study

Aim of the course:

To provide the basic practical knowledge necessary for conducting research in the field of developmental psychology.

Course requirements:

1. No more than 3 missed classes
2. Group presentation on research methods (30% of final grade)
 - Methods to be presented are assigned to each group based on their topic of interest. (Duration: 25 mins.)
 - Find a few videos presenting research using some of the methods presented by your group. Show to class. (Duration: 15 mins.)
3. Presentation of an article for the "Critical Thinking" exercise (30% of final grade)
 - Presentation of an article found during your literature review. Focus on methodology. Aim: To present the article in a way that others can reasonably criticize its methodology. (Duration: 10 mins.)
4. Final group presentations of the research projects (30% of final grade)
 - Question, relevance, literature, methods, sample, analysis, results, discussion, limitations. Duration: 25 mins.
5. Class participation (10% of final grade)

Required readings:

Barker, C., & Pistrang, N. (2016). *Research methods in clinical psychology: An introduction for students and practitioners, 29-50*. John Wiley & Sons.

Bendersky, M., & Sullivan, M. W. (2007). Basic methods in infant research. In: A. Slater, M. Lewis (Eds.) *Introduction to infant development, 2nd edition*, Oxford University Press, 18-36.

Haan, M. Neuroscientific Methods with Children. (2015). *Handbook of Child Psychology and Developmental Science, 7th edition*, Wiley, 683-713.

Teti, D.M. (Eds.). (2005). *Handbook of Research Methods in Developmental Science*. Cambridge, MA: Blackwell.

NR.	TITLE OF THE CLASS
1.	Introduction, course requirements, forming the groups
2.	Raising a question – finding your topic of interest
3.	Literature review
4.	Group presentations on developmental research methods 1.
5.	Group presentations on developmental research methods 2.
4.	Group presentations on developmental research methods 3.
5.	Group presentations on developmental research methods 4.

6.	Operationalizing your research question (precise question, method, sample, analysis)
7.	Writing a research proposal and informed consent (+ethical considerations)
8.	Critical thinking – evaluating research
9.	Critical thinking – evaluating research + presentation skills
10.	Group presentations (full research)
11.	Group presentations (full research)
12.	Evaluation, questions of interest

Methods to be presented by the groups:

1.
 Questionnaires, parental/teacher reports
 Behaviour assessment scales (infant)
 Developmental scales (Bayley etc)
 IQ measures
 Sensomotor development scales

2.
 Habituation (rate of habit)
 Expectancy violation
 Preference paradigms
 High amplitude sucking
 Conditioned head turning
 Looking time paradigm
 Classical conditioning
 Contingency and operant learning
 Imitation/deferred imitation
 Search techniques

3.
 Behavioural stress reactivity
 Physiological response
 Eye-tracking
 Neuroimaging techniques

4.
 Social development
 observation
 Still-face paradigm
 Desynchronized interaction
 Strange situation
 Social referencing