

Psychology 351
Socioemotional Development
Fall 2023

Course Description

Emotions organize our behaviour and are central to our social interactions. Much of child development is directed by the reciprocal relationship between emotional and social processes. For example, infants are born equipped to express emotions that influence caregiver behaviour, while at the same time caregivers train children to regulate and selectively express emotions. This process continues and becomes more elaborate across expanding social contexts over the course of development.

The course is divided into four parts. In the first section we will explore answers to the question "What is emotion?" from several perspectives: historical, evolutionary, biological, cultural, and psychological. The next section focuses on temperament in the first 3 years of life when forces of nature and nurture join to establish stable patterns of behaviour. The third section explores the changes that begin in early childhood as the child becomes better at self-regulation. Finally, the fourth section explores how socioemotional development can be influenced and directed by others and oneself.

Intended Student Learning Outcomes

To complete this course, students will demonstrate their ability to:

1. identify and describe trajectories of social and emotional development from infancy through adolescence
- 2.

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Material on the exams will come from both the text and lectures, but the proportion will vary slightly across the 4 exams. Exam 1 will be the heaviest in terms of readings, so approximately 60% of the exam will come from text. Exams 2 and 3 will have proportionately more emphasis on lectures (approximately 60%). The first 3 exams will cover the first three parts of the course, but the final exam will be cumulative, focusing a little bit more on material from part 4 of the course including the larger points from Parts 1, 2, and 3 as well. If you have read and understood this please send the instructor an email with the subject line PSYC351 and the name of your favourite developmental age period in the body of the email.

Midterm Exams:

Each midterm will be during class time (80 minutes) in Jeffery Hall (see Schedule). Each exam is an equal number of points for multiple choice (each question worth 1 point) and short answer questions (each question worth several points). Exam 1, is worth 20% of your final grade, exams 2 and 3, each worth 25% of your final grade, and the final will be worth 30% of your final grade.

There are no makeup exams. Any student who misses Exam 1, 2, or 3 will receive a zero unless they have official exam deferral, in which case the 2 other midterm exams will be reweighted. **STRONGLY RECOMMEND** you take all exams if you can.

Course Requirements (e)6()TJ 0 Tc 0 Tw [(w)>BDC -3 -1.15 Td ()T-10(i)-2

http://www.queensu.ca/artsci/sites/default/files/Permission_for_an_incomplete_grade%201jan2011.pdf

3. Be available to write the makeup exam during the first available PSYC Make up Exam period in December

Students receiving permission to write a deferred final exam will be expected to write their exam during the Faculty of Arts and Science deferred exam period in early January with exact time, date, and location TBA. Requests for individualized deferred exam dates will not be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.us/cwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibilityservices/>

Extenuating Circumstances

This course is structured using the principles of universal design in order to minimize any needs for specific accommodations. Nonetheless, there may be circumstances for which a student requires accommodation. Please follow these Queen's and Faculty of Arts and Science guidelines:

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short extenuating circumstances that may impact or impede a student's ability to complete their academic work. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<https://www.queensu.ca/secretariat/policies/senate/academic-consideration-student-extenuating-circumstances-policy>).

If you need accommodations/consideration contact ntac.accom@queensu.ca

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PSYC

Course Schedule

Week	Date	Topic	Reading
Part 1: Emotion			
1	Tu 9/5	Intro	
	F 9/8	Historical Perspectives	Ch. 1: pp. 1231
2	Tu 9/12	Biological Perspectives	Ch. 2& 6
	F 9/15	Biological Perspectives	Ch. 7
3	Tu 9/19	What is Emotion?	Ch. 4; Ch. 5
	F 9/22	What is Emotion?	
4	Tu 9/26	EXAM 1	
	Part 2: Foundations of Emotional Development		
	F 9/29	Theories of Socioemotional Development	Pollak et al. (2019)
5	Tu 10/3	Early Emotional Development	269-290
	F 10/6	No class	
6	Tu 10/10	READING WEEK	
	F 10/13	NO CLASS	
7	Tu 10/17	Attachment	301-312
	F 10/20	Genetics and Temperament	Shiner et al. 2012
8	Tu 10/24	Anxiety & Fear	381-391
	F 10/27	EXAM 2	
Part 3: Development of the Regulation of Self and Other			
9	Tu 10/31 F 11/3	The Self & Self	