

Official Descriptions for Courses as Instructor of Record or Teaching Assistant

*Denotes courses as Instructor of Record.

^a Wabash College

^b Purdue University

^c University of New Haven

^d Graduate Course

***^a A Good Semester's Sleep (Sleep Psychology; PSY 210):** Welcome to the course of your dreams! Whether sleep is your favorite pastime, or you never get enough— “A Good Semester's Sleep” is relevant to you. This semester, we embark on a journey to demystify the science of sleep and understand the critical contexts surrounding sleep health in our world today. For example, how do neighborhoods, families, culture, and public policy shape sleep? What are existing barriers to sleep health equity in the United States and beyond? How do we promote sleep health in our community? This course will touch on the biological underpinnings of sleep, the downstream effects of sleep (e.g., academic achievement and athletic performance), and approaches to improving sleep that leverage our everchanging contexts across development. Content will be directly applied through 1) collecting and analyzing data on your own sleep habits/patterns, and 2) a public service component on campus in collaboration with your peers.

***^a Child Development (PSY 220):** PSY 220 is devoted to the study of child development, with a particular focus on how human social and cognitive skills arise from infancy through early adolescence. We will discuss the development of observable behaviors, such as language, the underlying mechanisms that guide and shape development, and empirically grounded practical recommendations for fostering healthy development. Additional topics include the roles of nature and nurture in development, the formation of parent/child attachment, social cognition, autism, and peer relationships and their effect on social development. The methodologies (and theories) used by researchers, and the appropriate interpretation of research findings, will be an emphasis throughout the course. This course will also heavily focus on observing and interacting with children in the primary contexts where they learn, play, and grow. These experiences will allow us to apply the theories and concepts we are learning in class to the real world and develop practical ways to improve the developing lives of children in the Wabash/Crawfordsville communities and beyond.

***^a Introduction to Psychology (PSY 101):** A survey of concepts, principles, and theories of an empirical science of behavior. Topics include behavioral biology, learning, memory, sensation, perception, cognition, motivation, emotion, social behavior, personality, development, and psychopathology.

***^c Child Development (PSYC 2216):** This course reviews the literature on physical, cognitive, social, and emotional development in children. Child development history, theory, and research strategies will be discussed, as well as the effect of family, peers, media, schooling, community, culture, and society.

***^b Research Design and Program Evaluation (HDFS 346):** This course is an introduction to research methods as used in community programs for children and families—including review and application of existing research literature, generating research questions, conducting program needs assessments, evaluating processes and outcomes programs, designing, and interpreting applied research studies, and understanding ethical responsibilities in the use and application of research. Instruction has been designed to provide the skills necessary to use existing research and generate new data to benefit programs.

***^b Biosocial Foundations of the Family (HDFS 305):** Theoretical and technological advances have made it evident that nature and nurture are no longer thought of as two opposing explanations of human development. It is now clear that at every step of the way, throughout our development, both biological and environmental factors combine and interact to shape development over the life span. In fact, recent research shows that humans are actually biologically designed to be especially sensitive to our social environment. Thus, our genetic transcriptions, neurological processes, and hormonal outputs are directly regulated by the environment. Ultimately, we are a product of environmental influences on biological processes. This course will specifically focus on the influence of stress and stress physiology on human biobehavioral development. First, we will learn the components of stress physiology and biosocial stress theory. Next, we will apply the knowledge learned in the first section and examine how family influences (and is influenced by) stress physiology.

^b Child Development (HDFS 311): This course addresses the study of developmental processes from infancy through childhood. It includes processes of physical, cognitive, language, social, and emotional development. Processes are discussed within the framework of historical and contemporary theories and current research. In addition, it will cover topics related to methodologies used in the study of infant and child development.

^b Atypical Development (HDFS 314): Atypical child development from conception to adolescence can emerge from genetic, medical/health, educational, psychological, and/or contextual factors. This course will survey factors that contribute to atypical child development (e.g., premature birth, obesity, neurodevelopmental disorders, learning difficulties, child abuse, and war). This course will also assess how and when typical and atypical developmental trajectories diverge and the roles of measurement and intervention.

^b Research Methods in Psychology (PSY 205): The use of scientific method in psychology. Lecture covers principles of collecting and interpreting data, using examples of research from many areas of psychology. In the laboratory portion, the student uses many different techniques from various areas of psychology.

^{bd} Multilevel Modeling in Developmental and Family Research (HDFS 627): This course is an introduction to multilevel (mixed-effects) modeling, which is an analytic method used throughout the sciences. The course is designed to provide you with an understanding of both the statistical underpinnings and the application of multilevel models (MLMs). While mathematical basics of statistical methods are covered, emphasis is placed on model development, the conceptual understanding of models, and interpretation of model results. The

course will introduce the basic two-level MLM and relate it to regression and ANOVA modeling methods. Nesting in both the contextual and longitudinal data situations are examined. Three-level MLMs are also covered. Data preparation, hypothesis testing and estimation approaches for MLMs are introduced throughout the course. Students should finish the course with the ability to apply MLMs to their substantive research questions and to understand and communicate their meaning.

^b Orientation to Current Issues in Human Development and Family Studies (HDFS 100):

Introduction to fields related to Human Development and Family Studies, including majors and career paths. You will meet faculty, alumni, and professionals working in related areas. You will be matched with an advanced student mentor who will help you learn how to become successful as a HDFS student and beyond. Required of all students majoring in the department. Non-majors interested in learning more about HDFS majors are also welcome.

Additional Courses for Spring 2023

***^a Abnormal Psychology (PSY 223):** An examination of the major disorders of human behavior, including their forms, origins, and determinants. Treatment strategies and issues are explored in depth. Emphasis on empirical studies and current research developments in psychopathology.

***^a Research Methods in Developmental Psychology (PSY 320):** This course will provide students with in-depth coverage of the methodological tools and statistical analyses used by developmental psychologists. Students will read and discuss contemporary research on a given topic that will vary from year to year. Students will gain experience analyzing complex data sets obtained from prior research or from a research project conducted with the professor.