Developmental Seminar (PSY 688-01)
Temperament: Theory and Application
Fall 2013
Wednesday 12:30 – 3:30 pm, FHF 302
University of Miami
Department of Psychology

Instructor: Heather Henderson, Ph.D.
Office Hours: Mon 1:00-3:00 pm, Tues 2:00– 4:00 pm, or by appointment
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Course Description: In this course we will cover a number of current topics in the field of temperament and development psychology. In the first portion of the semester, theories models, and measures of temperament will be discussed. Next, we will discuss the enduring influence of early temperament on various developmental outcomes. Discussions will focus on the mechanisms or processes through which temperament has an impact on development. Throughout the semester students will be encouraged to think about the application of temperament theory to their own area of study.

The class is a graduate seminar meaning that students must read all of the assigned readings before class and come fully prepared to participate in discussions.

Evaluation:
Presentation of Required Readings (30% final grade): Each student will be responsible for presenting and leading the discussion on four assigned readings over the course of the semester. Articles will be assigned in the first week of class. These presentations will be about 30 minutes long, including time for a 5-10 minute discussion. Remember that all of the students have read these articles already. Your job as the presenter is to provide an integrative theoretical overview of the paper as well as a review of the methodology used. Your greatest emphasis should be on your interpretation of the importance of the paper and/or findings. You should try to relate the paper back to discussions and readings done previously and generate ideas about extensions of the paper. Most importantly, generate 2 or 3 discussion questions for the class.

Presentation of Optional Reading (10% final grade): Each student will select one week in which to find a recent empirical article that is not part of our reading list to present to class. Weeks will be assigned in the first week of class. Remember that you are likely the only one who has read this particular paper. Compared to your other presentations you will want to be more detailed in presenting the hypotheses, design, results, and interpretation of the study. In your presentation, explain why this paper is particularly important for your own area of study and critique the paper in terms of its usefulness. Please submit the title of the paper to me at least 1 week before you are scheduled to present.

Research Proposal (50%): Each student will write a research proposal that includes the standard NIH sections (Specific Aims, Significance, Innovation, Approach/Research Plan).
The proposal should address a relevant question relating temperament to constructs of importance to your specific field. Prior to writing your full research proposal, your 1-page Specific Aims will be submitted for approval (DUE October 23rd). Final Proposals are due on December 10th.

Proposals will be graded based on the following criteria:
Specific Aims (10%)
Significance (10%)
Innovation (10%)
Application of temperament theory and measurement approaches (25%)
Experimental Design (25%)
Organization/Writing (20%)

Proposal Presentations (10% final grade): During the last class (December 4th), each student will give a 15-minute presentation describing the conceptualization, methodology, and hypotheses of their proposed study.

Schedule of Classes

August 28th – Introduction to Class


September 4th – What is temperament? Coming up with a definition


September 11th – Reactivity vs. Self-Regulatory aspects of Temperament


**September 18th – Longitudinal Studies: Continuity vs. Change**


**September 25th – Biological Bases of Temperament I**


**October 2nd – Biological Bases of Temperament II – Gene-Environment Correlations and Differential Susceptibility**


**October 9th – Temperament in Context I: Cultural influences on the expression and development of temperament.**


**October 16th – Temperament in Context II: Temperament and Parenting**


**October 23rd** – Temperament in Context III: Temperament and Peer Relationships


**October 30th**: Temperament in Context IV: Education and Schooling


**November 6th**: Implications of Temperament for Development I – Developmental Disabilities


**November 13th – Implications of Temperament for Development II: Externalizing Behavior Problems**


**November 20th – Implications of Temperament for Development III: Internalizing Behavior Problems**


December 4th – Conclusions and Proposal Presentations