

SYLLABUS

PSYC 856

Socioemotional Development

Winter 2025

The instructor's contact information is (t) 544. Acknowledge this territory's significance for the Indigenous people upon it – people whose practices and spiritualities were tied to the land and continue to develop their relationship to the territory and its other inhabitants today.

2. Course description

This course will create a critical discourse about social and emotional development, with a particular focus on adolescence. Adolescence is a developmental stage characterized by important shifts in emotional and social behaviour. We will critically examine the evidence for continued development in emotional experience, emotion regulation, and social learning during adolescence, while considering potential neurobiological mechanisms for these changes. This course places an emphasis on developing practical academic skills relevant to research, teaching, and science communication alongside content expertise in developmental psychology.

3. Learning outcomes

By the end of the course, students will have demonstrated the ability to:

1. Analyze and critique current scientific literature on social and emotional development;
2. Create a novel project, through iterative revisions, that synthesizes and extends knowledge about socio-emotional development;
3. Practice skills relevant to academic and peer review, and demonstrate the ability to provide

rather on your effort and indications that you have read/reviewed and reflected upon the assigned material (whether that be papers or peers' work). (You should plan to attend every class; if you are unable to attend, please notify me via email *before* class.)

Grading method

Grades will be given in letter form, which for purposes of calculating your course average will be trans-

WEEK 10 -

9. Van Hoorn, J., Crone, E.A., & Van Leijenhorst, L. (2016). Hanging out with the right crowd: Peer influence on risk-taking behavior in adolescence. *Journal of Research on Adolescence, 27*(1), 189-200.
10. Guyer, A.E., Silk, J.S., & Nelson, E.E. (2016). The neurobiology of the emotional adolescent: From the inside out. *Neuroscience and Biobehavioral Reviews, 70*, 74-85.
11. Doom, J.R., Hostinar, C.E., VanZomeren-Dohm, A.A., & Gunnar, M.R. (2015). The roles of puberty and age in explaining the diminished effectiveness of parental buffering of HPA reactivity and recovery in adolescence. *Psychoneuroendocrinology, 59*, 102-111.
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