

Developmental Science Ph.D. Training Program Diversity, Equity, and Inclusion

Analysis of DEP 7096: Lifespan Social Emotional Development

Dr. Leslie D. Frazier

Fall 2022

Overview of DEI goals for the course:

Social-emotional development is a lifelong process and like many developmental phenomena, is embedded in context, culture, and temporal landscapes.

This course explores the intersections among developmental science and social cognitive theory across the lifespan with emphasis on self-regulation, emotion regulation, motivation, and social interaction. The aim of the course is to provide an introduction to the major theoretical and empirical issues in contemporary lifespan social emotional development.

The DEI initiative in this course is designed to address the fact that the field of psychological science, including developmental science, has historically been built upon a small cadre of privileged voices. And, despite the changing demographic diversity in the U.S. today, diversity is not represented or sufficiently accounted for in developmental theory, methods, models, scholarship, and expertise.

Addressing this major weakness in our field is important because doing so, through critical assessment of scholarship and through graduate classroom instruction, creates and fosters a more inclusive learning environment and will ultimately help to innovate psychological and developmental science in ways that lead to increased diversity in the field, greater generalizability in research findings, and greater applicability to people's lives.

The goals of this course are to cultivate a social justice climate in the classroom, and to identify and promote diversity-affirming scholarship that may shape the way we interact with social-emotional science. The course has been designed and will be administered with an *equity lens* – to be thoughtfully and deliberately inclusive of marginalized groups, especially BIPOC, and other underrepresented groups. The course policies, assignments, class discussions, and readings have been designed to raise diversity- and racial- consciousness.

DEI initiatives in the course:

DEI course policy:

The DEI statement in the syllabus provides a context for how the course will be conducted, including our shared responsibility for fostering a welcoming, safe, more inclusive context for all learners. (see syllabus).

Readings:

The course begins with consideration of the APA Racial Equity Action Plan:

Psychology's role in dismantling systemic racism. This report may form the basis for students' critical evaluations of other course materials and the scholarship that they rely on in their own research. (see syllabus course requirements/assignments). For each

paper we read or discuss we will consider it in terms of whether or not it meets APA's strategic goals for DEI and dismantling racism. If it does not, we will discuss what could be done to address this weakness.

Each unit of readings includes either reading materials directly addressing the impact of social determinants/inequities in social emotional science, review articles introducing new conceptualizations for diversity-affirming scholarship, including the consideration of anti-racism with the content areas, or readings that are authored/co-authored by BIPOC scholars. (see syllabus reading list).

Specific DEI initiative readings:

Overview of Social, Emotional Development Across the Lifespan

APA (2022). Racial Equity Action Plan: Psychology's role in dismantling systemic racism.

Aiello, M. et al., (2021). Protecting and Defending our People: Nakni tushka anowa (The Warrior's Path) Final Report. APA Division 45 Warrior's Path Presidential Task Force (2020), *Journal of Indigenous Research*: Vol. 9: Iss. 2021, Article 8.

Barbot, B., et al. (2020). Manifesto for new directions in developmental science. *New Directions for Child and Adolescent Development*, 2020(172), 135-149.

Graham, S. (2016). Commentary: The role of race/ethnicity in a developmental science of equity and justice. *Child development*, 87(5), 1493-1504.

Moersdorf, L., Freund, A. M., & Daum, M. M. (2022). Spelling out some unaddressed conceptual and methodological challenges in empirical lifespan research. *Acta Psychologica*, 226, 103585.

Walle, E. A., Lopez, L. D., & Castillo, A. (2022). Emotional Development: A Field in Need of a (Cognitive) Revolution. In Daniel Dukes, Andrea C. Samson, and Eric A. Walle (eds), *The Oxford Handbook of Emotional Development* (2022; online edn, Oxford Academic, 13 Jan 2022).

Self-regulation of development

Mousavi, S. Z., & Gharibzadeh, S. (2022). Growing up in a challenging environment: A cultural analysis of self-regulation development in poverty. *European Journal of Developmental Psychology*, 19(2), 283-300.

Emotional Regulation

Brannon, T. N., Taylor, V. J., Higginbotham, G. D., & Henderson, K. (2017). Selves in contact: How integrating perspectives on sociocultural selves and intergroup contact can inform theory and application on reducing inequality. *Social and Personality Psychology Compass*, 11(7), e12326.

Social Relations I.

Causadias, J. M., Morris, K. S., Cárcamo, R. A., Neville, H. A., Nóbrega, M., Salinas-Quiroz, F., & Silva, J. R. (2022). Attachment research and anti-racism: learning from Black and Brown scholars. *Attachment & Human Development*, 24(3), 366-372.

Stern, J. A., Barbarin, O., & Cassidy, J. (2022). Working toward anti-racist perspectives in attachment theory, research, and practice. *Attachment & Human Development*, 24(3), 392-422.

Social Relations II.

Napolitano, C. M., Sewell, M. N., Yoon, H. J., Soto, C. J., & Roberts, B. W. (2021, June). Social, emotional, and behavioral skills: An integrative model of the skills associated with success during adolescence and across the life span. In *Frontiers in Education* (Vol. 6, p. 679561). Frontiers Media SA.

Student-selected readings – after each major unit students are required to present on scholarship from their area of expertise. They are encouraged to use the APA strategic DEI goals to critically evaluate their readings as to discuss those guidelines in their presentations. (see syllabus).

Course evaluation on integration of APA strategic goals:

Within class discussions, student written critiques of articles, student-selected paper presentations, and final projects students are encouraged to consider the extent to which DEI is addressed.

Self-reflection and future goals

This semester I am evaluating the structure of the course and the engagement and interaction of students and I am actively seeking their feedback and input into our shared goal of integrating DEI into the course on multiple levels. That feedback will be used to improve the course for the next time it is taught as well as to inform DEI initiatives in the other graduate courses that I am teaching. Several specific changes will be made to improve the course:

- 1) The syllabus will be modified based on Fuentes et al., (2021). Specifically, the syllabus will be modified to highlight diversity, multiculturism, and intersectionality. A “commitment to intersectionality” statement will be integrated into the DEI goals of the syllabus.
- 2) The syllabus will be modified to include specific DEI learning objectives.
- 3) Holidays representing diverse cultural and religious backgrounds will be identified in the syllabus.
- 4) Although the intersectionality that we each bring to the course was something that we discussed the first day as we got to know each other, I will include a statement in the syllabus introducing my intersectional identities and this will also be posted on the course website.
- 5) Several new theoretical and conceptual papers will be integrated into the syllabus. Specifically:
 - a. Lei, R. F., & Rhodes, M. (2021). Why developmental research on social categorization needs intersectionality. *Child Development Perspectives*, 15(3), 143-147. https://srcd.onlinelibrary.wiley.com/doi/epdf/10.1111/cdep.12421?sam_l_referrer
 - b. Santos, C. E., & Toomey, R. B. (2018). Integrating an intersectionality lens in theory and research in developmental science. *New directions for child and adolescent development*, 2018(161), 7-15.

Fall 2022

Thursdays 11:00am-

1:45pm

PG 120

Office Hours: by appointment, click
[link to schedule](#)

Seminar in Lifespan Social Emotional Development

Dr. Leslie D. Frazier

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Course Overview

“Individuals are both the product and active producers of their ontogeny and personal development over the life span”

Jochen Brandtstädt & Richard Lerner (1999)

The field of social cognition focuses on the underlying cognitive mechanisms for many forms of emotional and social processes. Social-emotional development focuses on the emergence of a child's experiences, expressions, and regulation of emotions and the ability to establish positive relations with others. Social-emotional development is a lifelong process and like many developmental phenomena, is embedded in context, culture, and temporal landscapes.

This course explores the intersections among developmental science and social cognitive theory across the lifespan with emphasis on the self-regulation, emotion regulation, motivation, and social interaction. The aim of the course is to provide an introduction to the major theoretical and empirical issues in contemporary lifespan social emotional development. A range of literature relevant to these topics will be reviewed and discussed. The *Learning Objectives* are to acquire a foundational knowledge of the development and significance of social and emotional development, to be able to critically evaluate the scholarship and derive connections among lifespan and social and emotional theory, research and applications, to create linkages among social cognitive theory and your own research program, and to gain experience in critical analysis and the writing, discourse, and presentation of recent research in the area. Goals for Students: The course will be an opportunity for students to develop their own current research interests while thinking about socioemotional influences on development.



***"Diverse perspectives,
in and of themselves,
are just better."***

***~Robert M. Sellers,
Ph.D.***

Diversity, Equity & Inclusion

In an ideal world, science would be objective. The fact is that much of psychological science is subjective and has historically been built on a small cadre of privileged voices. Moreover, despite the growing diversity in the U.S. and beyond, this diversity is still not sufficiently represented and accounted for in developmental science theories, methods, and models. Therefore, in this course we will work to promote diversity, equity, and inclusion not only because doing so fosters a more inclusive learning environment but because it also helps to innovate psychological science in a way that is more generalizable and applicable to peoples' lives. Therefore, as we co-create the content of the course, we should strive to find research and cultivate discussion that broadens the diversity of our field.

Each of us is responsible for creating a welcoming, safer, more inclusive environment for all. All of us come to our discussions from subjective positions that are defined by reference to race, ethnicity, gender identity, sexual orientation, national origin, language, (dis)ability, age, socioeconomic status, religion, culture, personal beliefs or a host of other factors and experiences that give us a distinctive perspective on the material and our experiences in the world. This diversity that each of us brings will help us all better understand the issues we are exploring in richer and more complex ways. We can achieve this by creating an environment in which each of us is able to listen fully, engage with one another honestly, and respect each other's lived experiences. We can each contribute by being respectful of other's emotions and mindful of our own.

Many of us are still in the process of learning about diverse perspectives and identities. If something is said in class (by anyone) that makes you feel uncomfortable, please talk to me about it immediately. You can also submit anonymous feedback through the course google drive comment box (which will lead to me making a general announcement to the class, if necessary, to address your concerns). Your suggestions are always encouraged, welcomed, and appreciated. Please let me know ways that I can improved the course for you personally or for other students or student groups.

"For most of us, the problem is not a lack of goals but rather too many of them."

Roy F. Baumeister, Ph.D.

Course Expectations

Readings & Materials

All course materials will be available through links or pdfs in a Canvas course. All written work will be submitted through Turnitin.com in Canvas. Students are expected to check in to the Canvas course regularly for announcements, emails, discussion, and assignment instructions.

Scholarly Work & Conduct

Students' grades in this course are based on a series of individual assignments and assessments. As per course policies it is expected that all students will adhere to the highest standards of academic integrity and conduct themselves in a professional and respectful, and courteous manner. Everyone is responsible for creating an environment that is conducive to learning. Professional graduate course etiquette is expected. Finally, all work must be completed as specified and handed in on time.

Course Assignments

Participation

Since this course is an upper level graduate seminar-style course, everyone is expected to participate in class discussions. Participation in class discussions is required. Students who prepare for and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades. Your grade for participation will not only reflect how often you contributed to our class discussions, but the degree to which your contributions were constructive and generative of further response(s) from your fellow classmates. Many of the important issues/questions we will examine do not have clear answers, thus, uncertainty and speculation will characterize our class discourse. Rigorous preparation of the weekly assignments will provide sufficient background for meaningful contribution to class discussions. If you are having trouble understanding a concept, please raise the issue in class. Chances are your classmates will have similar questions. If you are concerned that you do not understand the concepts, please schedule an appointment during my office hours prior to the class meeting so that you can be prepared to participate in class discussions.

Critiques on Reading

You are expected to read, think critically about, and have a solid understanding of each week's readings. To facilitate these learning objectives, you should come to class prepared with a question, comment, or critique about one of the readings in each week. It is suggested that: 1) you have a clear and brief summary of the article in mind for each discussion. Your approach to summarizing the article will help others and extend the discussion; 2) you should try to come up with an interesting question that can stimulate a scientific discussion. Avoid posing questions that you could answer yourself with some additional research. If you are raising an abstract idea or an objection to a reading, make sure to provide a concrete example so that people can more easily understand your

perspective; 3) you should listen to the other students' critiques/comments/questions and respond accordingly. It is fine to build on someone else's comments but add something constructive. Feel free to disagree with others but do so with respect and tact. Be charitable to opposing arguments and perspectives; and 4) be thoughtful, coherent, and professional; finally 5) it is encouraged that each critique touches upon the APA Racial Equity Action Plan and/or the Div 45 Task Force paper. So, you should critically evaluate each paper you read and think about how it addresses or fails to address APA's priorities to address racial discrimination in psychological science.

Participation grade. You will earn a participation grade for each of the six module critiques. First, you must write out your critique (please use the rubrics provided in canvas to guide you), you will then upload that critique by the Thursday that module is discussed (you have until 5:00pm). Your participation in the class discussion coupled with your written critique will be evaluated and comprise your participation grade. Please see "Assignments" in canvas.

Student presentations on empirical papers

On designated weeks students will be responsible for providing the content, structure, readings, and lead the class discussions. Each student will be responsible finding an empirical article that is related to the previous week's content and their own research focus. In this way each student will be bridging their own research and the course content and sharing that with the class. The goal is to examine the linkages between social emotional development to your research to find and explore these intersections. Students must email (via Canvas) their article to the class no later than noon on **Wednesday** prior to class. Students are encouraged to read their colleague's selected articles and contribute to the discussion on papers other than their own. Communication/discussion among students to structure and organize the class meeting is encouraged.

The goal is to take what you've learned and explore it in empirical work that is interesting and applicable to you, and to stimulate an engaging, informative, and thought-provoking discussion. Students should give professional presentations on their articles (e.g., powerpoint or prezi, bring in self-report measures, engage the class in activities, use multimedia to illustrate empirical concepts and relate the paper to the previous readings). Again, in these presentations it is encouraged that you highlight the ways in which the research you have selected addresses or fails to successfully address the APA Racial Equity Action Plan/Div 45 Task Force call.

Plan on having 15 minutes to present. At the end of each of these weeks we will discuss what has been presented.

Presentation of empirical papers grade. You will earn a grade for each of the four presentation of empirical papers assignments. First, you must create your presentation (please use the rubrics provided in canvas to guide you), you will then upload that presentation by the Thursday that

you present (you have until 5:00pm). Your empirical presentation will be evaluated and comprise your empirical presentation grade. Please see “Assignments” in canvas.

Final Research Project

Each student will be required to submit a final project for evaluation. Final projects will be based upon students' own research (thesis/dissertation or other ongoing research project) with some integration of the theoretical, empirical, or methodological aspects of the course content. This final project will be presented orally as a “mock” thesis/dissertation proposal, conference presentation, or job talk. The rubric for the written and oral components of the final project will be available in canvas and discussed in class. A component of the final research project will be a written self-assessment as to how your research addresses the APA Racial Equity Action Plan/Division 45 Task Force call. So, you are encouraged to critically evaluate your own research and think about how it addresses or fails to address APA's priorities to address racial discrimination in psychological science.

Final project grade. You will earn a grade for your final project based upon your presentation and the written product (rubrics for both are in canvas). Please see “Assignments” in canvas.

“A SURPLUS OF EFFORT COULD OVERCOME A DEFICIT OF CONFIDENCE.”

Sonia Sotomayor, Supreme Court Justice

Course Grading

Final Grades

Class Participation	30%
Presentation of empirical papers (must present at least 2 times)	30%
Final Research Project & Presentation	40%
Total	100%

Final Grading Rubric

A: 94-100%	B-: 80-82%	D+: 67-69%
A-: 90-93%	C+: 77-79%	D: 60-66%
B+: 87-89%	C: 73-76%	F: 59% & below
B: 83-86%	C-: 70-72%	

Course Policies

Academic Integrity

Any instance of academic misconduct (e.g., plagiarism, cheating, collusion, academic dishonesty) will be reported to the University for

disciplinary action. Please refer to your graduate student handbook, or ask me if you are unsure about what constitutes misconduct. The Department of Psychology policies for academic misconduct in graduate studies can be found here: <https://psychology.fiu.edu/graduate-programs/current-grad-students/university-policies/psy-academic-misconduct-policy1.pdf>

All work for this course will be submitted to turnitin.com and assessed for non-originality.

Other policies

All FIU policies on disability accommodations, religious holidays, sexual harassment, are strictly adhered to in this course. For details on those policies please refer to the FIU student handbook.

Course Schedule Fall 2022

Week	Dates	Topics/Readings
1	8/25/22	Introductions – course overview
2	9/1/22	Module 1:1 - Developmental Foundations & DEI in Developmental Science
3	9/8/22	Module 1:2 -Theoretical foundations of developmental social emotional development
4	9/15/22	<i>Student presentations on empirical papers #1</i>
5	9/22/22	Module 2: Self-regulation
6	9/29/22	<i>Student presentations on empirical papers #2</i>
7	10/6/22	Guest Speaker: Dr. Shelbie Turner
8	10/23/22	Module 3: Emotion Regulation
9	10/20/22	<i>Student presentations on empirical papers #3</i>
10	10/27/22	<u>Module 4: Self-Development/Identity</u>
11	11/3/22	<i>Student presentations on empirical papers #4</i>
12	11/10/22	Module 5: Social Relations I
13	11/17/22	Module 6: Social Relations II
14	11/24/22	THANKSGIVING Break
15	12/1/22	<i>Student presentations on empirical papers</i>
16	12/8/22	<i>Final Research Project Presentations</i> Final Research Projects due in canvas Turnitin.com NLT 5:00pm on 12/9/22

*This is a tentative course schedule, subject to change at the discretion of Dr. Frazier

Reading List Fall 2022

This is a “buffet-style” reading list.

***Students will choose from the list one article/module (except where noted) to read and use for their article critique and class participation.**

****During weeks listed as “student presentations on empirical papers” students will find empirical papers related to the previous week’s readings and present them to the class.**

All articles listed below are housed in the canvas course library.

Modules 1:1 & 1:2 Developmental & Theoretical Foundations

- APA (2022). *Racial Equity Action Plan: Psychology's role in dismantling systemic racism*. Washington, DC: American Psychological Association.
- Aiello, M., et al., (2021). Protecting and Defending our People: Nakni tushka anowa (The Warrior's Path) Final Report. APA Division 45 Warrior's Path Presidential Task Force (2020), *Journal of Indigenous Research*: Vol. 9: Iss. 2021, Article 8.
- Barbot, B., et al. (2020). Manifesto for new directions in developmental science. *New Directions for Child and Adolescent Development*, 2020(172), 135-149.
- Graham, S. (2016). Commentary: The role of race/ethnicity in a developmental science of equity and justice. *Child development*, 87(5), 1493-1504.
- Moersdorf, L., Freund, A. M., & Daum, M. M. (2022). Spelling out some unaddressed conceptual and methodological challenges in empirical lifespan research. *Acta Psychologica*, 226, 103585.
- Walle, E. A., Lopez, L. D., & Castillo, A. (2022). Emotional Development: A Field in Need of a (Cognitive) Revolution. In Daniel Dukes, Andrea C. Samson, and Eric A. Walle (eds), *The Oxford Handbook of Emotional Development* (2022; online edn, Oxford Academic, 13 Jan 2022).

Module 2: Self-regulation

- Geldhof, G. J., Little, T. D., & Colombo, J. (2010). Self-regulation across the life span. In M. E. Lamb, A. M. Freund, & R. M. Lerner (Eds.), *The handbook of lifespan development, Vol. 2. Social and emotional development* (pp. 116–157). John Wiley & Sons, Inc.
- Gestsdottir, S., & Lerner, R. M. (2008). Positive development in adolescence: The development and role of intentional self-regulation. *Human Development*, 51(3), 202-224.
- Mousavi, S. Z., & Gharibzadeh, S. (2022). Growing up in a challenging environment: A cultural analysis of self-regulation development in poverty. *European Journal of Developmental Psychology*, 19(2), 283-300.
- Raffaelli, M., Crockett, L. J., & Shen, Y. L. (2005). Developmental stability and change in self-regulation from childhood to adolescence. *The Journal of Genetic Psychology*, 166(1), 54-76.
- Robson, D. A., Allen, M. S., & Howard, S. J. (2020). Self-regulation in childhood as a predictor of future outcomes: A meta-analytic review. *Psychological Bulletin*, 146(4), 324.

Module 3: Emotional Regulation

- Eisenberg, N., Smith, C. L., & Spinrad, T. L. (2011). Effortful control: Relations with emotion regulation, adjustment, and socialization in

- childhood. In K. D. Vohs & R. F. Baumeister (Eds.), *Handbook of self-regulation: Research, theory, and applications* (pp. 263–283). Guilford Press.
- English, T., & Grawney, C. M. (2021). A relational perspective on emotion regulation across adulthood. *Social and personality psychology compass*, 15(6), e12601.
- Lindsey, E. W. (2020). Relationship context and emotion regulation across the life span. *Emotion*, 20(1), 59.
- Riediger, M., & Bellingtier, J. A. (2022). Emotion regulation across the lifespan. In Daniel Dukes, Andrea C. Samson, and Eric A. Walle (eds), *The Oxford Handbook of Emotional Development* (2022; online edn, Oxford Academic, 13 Jan. 2022).
- Thompson, R. A. (2011). Emotion and emotion regulation: Two sides of the developing coin. *Emotion Review*, 3(1), 53-61.
- Weiss, N. H., Thomas, E. D., Schick, M. R., Reyes, M. E., & Contractor, A. A. (2022). Racial and ethnic differences in emotion regulation: A systematic review. *Journal of clinical psychology*, 78(5), 785-808.

Module 4: Self-Development (theory of mind, sense of self, identity, personality, temperament)

- Brannon, T. N., Taylor, V. J., Higginbotham, G. D., & Henderson, K. (2017). Selves in contact: How integrating perspectives on sociocultural selves and intergroup contact can inform theory and application on reducing inequality. *Social and Personality Psychology Compass*, 11(7), e12326.
- Diehl, M., Youngblade, L., Hay, E., & Chui, H. (2011). The development of self-representations across the lifespan. In *Handbook of life-span development* (pp. 611-646). Springer Publishing Company.
- McAdams, D. P., & Cox, K. S. (2010). Self and identity across the life span. In M. E. Lamb, A. M. Freund, & R. M. Lerner (Eds.), *The handbook of life-span development, Vol. 2. Social and emotional development* (pp. 158–207). John Wiley & Sons, Inc.
- Oyserman, D., Elmore, K., & Smith, G. (2012). Self, self-concept, and identity. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 69–104). The Guilford Press.
- Rakoczy, H. (2017). Theory of mind. *The Cambridge Encyclopedia of child development*, 505-512.

Module 5: Social Relations I

- Antonucci, T. C., Fiori, K. L., Birditt, K., & Jackey, L. M. H. (2010). Convoys of social relations: Integrating life-span and life-course perspectives. In M. E. Lamb, A. M. Freund, & R. M. Lerner (Eds.), *The handbook of life-span development, Vol. 2. Social and emotional development* (pp. 434–473). John Wiley & Sons, Inc.
- Causadias, J. M., Morris, K. S., Cárcamo, R. A., Neville, H. A., Nóbrega, M., Salinas-Quiroz, F., & Silva, J. R. (2022). Attachment research and anti-racism: learning from Black and Brown scholars. *Attachment & Human Development*, 24(3), 366-372
- Levitt, M. J. (2000). Social relations across the life span: In search of unified models. *The International Journal of Aging and Human Development*, 51(1), 71-84.

Stern, J. A., Barbarin, O., & Cassidy, J. (2022). Working toward anti-racist perspectives in attachment theory, research, and practice. *Attachment & Human Development*, 24(3), 392-422.

Module 6: Social Relations II

- Antonucci, T. C., Ajrouch, K. J., Webster, N. J., & Zahodne, L. B. (2019). Social relations across the life span: Scientific advances, emerging issues, and future challenges. *Annual Review of Developmental Psychology*, 1, 313-336.
- Levitt, M. J., & Cici-Gokaltun, A. (2011). Close relationships across the life span. In K. L. Fingerman, C. A. Berg, J. Smith, & T. C. Antonucci (Eds.), *Handbook of life-span development* (pp. 457–486). Springer Publishing Company
- Napolitano, C. M., Sewell, M. N., Yoon, H. J., Soto, C. J., & Roberts, B. W. (2021, June). Social, emotional, and behavioral skills: An integrative model of the skills associated with success during adolescence and across the life span. In *Frontiers in Education* (Vol. 6, p. 679561). Frontiers Media SA
- Takahashi, K. (2005). Toward a life span theory of close relationships: The affective relationships model. *Human Development*, 48(1-2), 48-66.