

Psychology 416 Syllabus
Development of Attachment in Infancy and Childhood:
Theory, Research, and Clinical Implications

Spring 2017

Tue/Thur: 11-12:15

Room 1243 Biology/Psychology Building

Instructor: Dr. Jude Cassidy

Student Hours: Thur 12:30-1:30.

In addition, individual assistance is always available by appointment. I look forward to seeing you during student hours.

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Teaching Assistant: Jackie Gross

Student Hours: Monday 12:00-1:00 and by appointment

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Format

This course is divided into three sections. One reviews Bowlby's attachment theory in detail, and examines Bowlby's notions related to attachment, separation, and loss. A second section examines attachment methods and research. Assessments of attachment are examined through extensive use of videotaped examples. The third section is a brief focus on the implications of attachment theory and research for clinicians working with both individuals and families.

This course is designed to be of broad interest. The section related to developmental research traditions will cover what is known about precursors, outcomes, and stability of individual differences in attachment quality from infancy and childhood. The section related to clinical research traditions will discuss research examining attachment and psychopathology as well as current thinking about the contributions that attachment theory and research can make to preventive and therapeutic interventions. Some sections may also relate to psychobiology and neuroscience, and use ethological and evolutionary perspectives for examining attachment behavior across species.

The range of developmental material covered in this course is quite broad. It covers biological foundations of development (temperament, infant contributions, survival advantage of specific behaviors), cognitive development (representations of self and others; representational models as similar to Piaget's schema notion; changes in the parent-child relationship throughout childhood as a function of children's developing cognitive capacities), language development (child-parent communication), social/emotional development (self-esteem, peer relations,

sociability), and developmental psychopathology (developmental precursors of a variety of disorders; risk and protective factors).

Requirements

Requirements fall into three categories:

1. Class activities: Class participation, discussion-prep sheets, and group class presentation

a/ Class participation. To maximize your learning potential, and because of the nature of the course with videos and class discussions, attendance is mandatory. In an emergency, please notify the instructor ahead of time. See policy about absences later in the syllabus.

Because an interesting, lively discussion is essential to learning the material, you will be graded on discussion participation. Some of you will need to push yourselves to speak up; some of you will need to push yourselves to hold back and share the floor. This can be a learning opportunity for how to be a fully collaborative professional. A successful seminar needs contributions from everyone. Checking your cell phone or other disruptive behavior will of course reduce your participation grade. I welcome your comments, thoughts, questions, and hope you take an active role in the class discussion.

b/ Discussion-prep sheets. To best succeed in this course, actively read all assigned material before each class period. This will allow you to come prepared to participate fully in discussion of the readings.

*Students are to complete all the readings for the week before the class meeting and arrive at class ready to engage in a detailed discussion of each paper. In order to facilitate discussion, please complete the class participation question sheet later in the syllabus (i.e., the discussion prep sheet), and submit it to Elms by 9 am before each class period for which it is required. **Bring a copy to class for discussion and keep this copy to help you study for exams.***

c/ Class presentation. During one week you and a few classmates will make a class presentation lasting approx 5-10 minutes. There are many formats this presentation could take. You will be responsible for engaging your classmates in discussion. As such, *this should not be a lecture*. You might select an item from the scientific or popular press, a comic, a Youtube video, a news story, an editorial. You would present the item(s) and engage your classmates in a discussion in terms of attachment theory and research *related to the topic of that week*. *You should prepare a list of scholarly discussion topics. Everyone of the presentation team must participate equally in the preparation and presentation.*

Students are encouraged to contact the Instructor at any time during the course to discuss their

in-class participation and interim grade. Participation is 15% of grade (10% for discussion -- which includes posting the discussion sheet before each class -- and 5% for the class presentation).

2. Quiz/Exams: Five quizzes and two exams

Quizzes

Educational research indicates that frequent and regular assessment of knowledge of course material is a particularly effective way to help students learn and retain information. There will be five quizzes over the course of the semester. Questions are considered to be basic and straightforward, and it is expected that the students with a thorough understanding of the readings and class material will do quite well. No notes or books may be used.

Exams

Again, exam questions are considered to be basic and straightforward, and it is expected that the students with a thorough understanding of the readings and class material will do quite well. They will be short answer and essay questions. One exam is a mid-term and one is a final exam, during the regularly scheduled final exam time-slot. No notes or books may be used.

3. Writing Assignments

There are three writing assignments.

1. Outcomes of Infant and Child Attachment. Select an aspect of behavior or personality (e.g., aggression, eating disorders, confident exploration in either children or adults) and propose why attachment theory (and existing research if there is any) suggests that it is reasonable to expect that *individual differences in infant or child attachment* might predict this child or adult factor. The paper should be original and very well written. Please get approval of your topic before beginning your paper (by February 28 at the latest). Papers should be 750-800 words long, plus references (12pt font, 1 inch margins). Do not write a paper that is longer than 800 words. Part of the skill of writing is learning to be concise. Recall Mark Twain: "I'm sorry I wrote you such a long letter. I didn't have time to write a shorter one." I will not read more than 800 words. *References must be in APA style. Losing points because of the failure to use APA style for your references is just silly. There are many small, specific requirements for APA style, and correct usage means that you must follow them all (e.g., no capitals for the titles of journal articles, but capitals for the name of the journal itself; go figure). Ask a classmate to check yours for you. The use of doi's is not necessary.*

Use the following headings and structure:

1/ Importance

Begin with a statement of why the aspect of behavior/personality that you are considering is important, and why it is important to understand the precursors of this. Include some stats about the problem.

2/ Theory

Describe why attachment theory suggests that individual differences in attachment quality might influence this outcome.

3/ Previous Research

Review 3 studies that examined this link. When searching for studies, try first looking at studies from the Minnesota Longitudinal Study and from the NICHD Study of Early Child Care and Youth Development.

If you are having trouble finding studies, ask the professor for advice. If you cannot find any relevant studies (*following an extensive literature search*), then you can propose a study that should be conducted to test whether or not this link exists. It is acceptable for you to select an outcome that you believe, according to theory, should be linked to attachment, even though there have been no studies examining this link. You will need to build a conceptual model for why this might be true; you can review any indirect links for which there are data.

4/ Possible mediating mechanism or Possible moderating mechanism

Propose *either* a potential mediating or moderating mechanism, and use theory and/or research to explain and support your proposition.

5/ Model

Include a drawing of the model.

6/ References

- Pay special attention to precise APA style for citations in the text and for the reference section. *Errors will reduce your grade.*

Additional Paper Instructions

- Remember! This paper is worth 50 points; that is a lot of points – half ½ of the points of an exam. Therefore, make sure that you spend sufficient time on this assignment.
- The paper must have a title and a cover page following APA style; include word count; add the editor's name to the bottom of the cover page (see below for discussion of the peer-editor).
- Feel free to incorporate only the peer-editor's comments with which you agree.
- Your editorial comments on your classmate's paper will be included in your class participation grade.

Caution: Carefully read the instructions above. Do not write a paper about how adult attachment links to adult functioning. The paper is meant to be about infant or child attachment as a precursor (or correlate) of child functioning or as a precursor of adult functioning.

Peer Editing

The process of writing the paper is intended to provide you with an opportunity to get detailed feedback, and thus improve your writing skills. You will be required to pay very careful attention to detail, and to craft each sentence and each paragraph thoughtfully. There will be a two-step process:

1. Give a paper copy of Draft 1 to your partner (randomly assigned). This should be a finished, polished draft. DO NOT USE TRACK CHANGES. Your partner will edit and make suggestions about the writing, content, and organization. This provides useful opportunity for both participants. The author gains a fresh perspective on his/her work and helpful suggestions. The editor gains practice in careful reading and assessment sentence by sentence of what works, what doesn't, and how improvements can be made. Editors: You are not responsible for rewriting poor writing. You should provide some examples of improvements at times, yet sometimes you should also simply use descriptive language. For example, you might note: "Your topic sentence does not reflect what is contained in the paragraph," rather than rewrite the sentence.
2. Revise your paper after considering the editor's comments. Post Draft 2 on Elms. Turn in the paper copy of Draft 1 *containing editor's name* and comments.

I encourage you to visit the University's Writing Center. Everyone's writing can improve, and the attempt to improve your writing is a valuable investment in your own education.

Paper Due Dates:

| | |
|----------|---|
| Feb 28 | Topic approval from professor or T.A. |
| March 9 | Draft 1 to partner |
| March 14 | Draft 2 (final draft) due to Elms by 11am. Also turn in the paper copy of the edited Draft 1 at the start of class. |

2. Fear as a Driver of Problematic Behavior. Consider the proposition that a great deal of problematic, "bad," bullying, unkind, mean-spirited, regrettable behavior springs from fear of some sort. Perhaps the most widely known instance of this in contemporary culture is when *Star Wars* hero Anakin Skywalker (spoiler alert) crossed over to the Dark Side, becoming Darth Vader, because he was afraid that he would lose his beloved wife as he had lost his beloved mother. As in this case, many of these underlying fears are attachment-related. Think of a regrettable behavior – your own, a family member's, a friend's, a fictional character's – and write 300 words about the extent to which fear might be driving this behavior. Also consider how increased feelings of security might have tempered this behavior. Provide empirical evidence to support your claim, if available. DUE APRIL 11th. TURN IN A PAPER COPY AT THE START OF CLASS.

I would like to read some of these in class as a part of our discussion of fear, without mentioning the author's name. At the top of the page, write YES if I may read the assignment, and NO if you don't want me to. Your decision will not influence your grade.

3. Intergenerational Transmission of Attachment. Write a paragraph or two about something that happened to your mother during her childhood, and how that influenced a/ her personality and behavior, b/ her treatment of you, c/ your relationship with her, and d/ your personality and behavior. Write the same thing about your father. If you do not wish to write about your own parents, write about someone else you know, a historical or public figure, or characters from a film or book. *Use a structure that starts with the childhood event, then contains the a, b, c, and d components listed above.* DUE APRIL 20th. TURN IN A PAPER COPY AT THE START OF CLASS.

Each of the two narratives should be no more than 300 words (600 total words).

I would like to read some of these in class as a part of our discussion of the intergenerational transmission of attachment, without mentioning the author's name. At the top of the page for each parent, write YES if I may read the assignment, and NO if you don't want me to. Your decision will not influence your grade.

Grades

Grades will be computed in the following way: 20% for each exam, 20% for the writing assignments (10% for #1, 5% for #2, 5% for #3), 25% for the five quizzes (5% each), and 15% for class activities (presentation and participation).

There are 500 possible points (i.e., each exam is 100 points; each quiz and writing assignments 2 and 3 are each 25 points; writing assignment 1 is 50 points; class participation is 75 points). To calculate your final percentage, divide your total points by 500 and multiply by 100. Thus, for instance, 465 points would earn an A. Points for each assignment and final grades will be posted on Elms.

| | |
|-------------|-----|
| 97% – 100 % | A + |
| 93 % – 96 % | A |
| 90 %– 92% | A – |
| 87 % – 89% | B + |
| 83 % – 86% | B |
| 80 % – 82% | B – |
| 77 % – 79% | C + |
| 73 % – 76% | C |
| 70 % – 72% | C – |
| 67 % – 69% | D + |
| 63 % – 66% | D |
| 60 % – 62% | D – |
| 0% – 59 % | F |

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic Integrity
- Student and Instructor conduct
- Accessibility and Accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html

for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions. Some of this information is provided below.

Academic Integrity

The Student Honor Council respectfully requests that faculty members place the following passage in their course syllabi in order to inform students of the consequences of academic dishonesty:

"The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism." For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.ugst.umd.edu/coursereLATEDpolicies.html

Honor Code

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

Substantial research shows that academic dishonesty is less likely to occur in classes where students know their teachers care about academic integrity. The University has an active Student Honor Council. The Honor Council sets high standards for academic integrity, and I support its efforts.

Civil Conduct

Students are expected to treat each other with respect. Students will show civility with one another, the teaching assistants, and the professor. This includes refraining from personal use of electronic devices during class, which can be distracting to others (e.g., cell phones, texting, email, internet use). Students are expected to adhere to the Code of Student Conduct. Students who would like to take notes with a laptop are asked to first speak with the professor. Please silence your cell phones and keep them in your backpack. Checking your cell phone, using a laptop for a purpose other than taking notes, or other disruptive behavior reduces participation grade.

Class Attendance and Absence

Class attendance is essential for success. We will watch many videos and have many group discussions, and these can only be experienced and learned from when students are present. Students will be assigned seats, and attendance will be taken.

However, I understand that sometimes unforeseen events can prevent perfect attendance. Therefore, students are permitted three unexcused absences before their grade is reduced. Following University policy, the professor will accept as an excused absence a self-signed note from a student who has missed a single class, attesting to the date of the illness. The note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under the Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform the professor of his/her illness in advance.

The policy for non-consecutive, medically necessitated absences from more than a single class is that a note from the University Health Center or another health care provider will be required.

The two exams are considered "Major Scheduled Grading Events;" as such, the policy for accepting a self-signed note does not apply to these events. A note from the University Health Center or another health care facility will be required, or notification and documentation to justify an excused absence (see <http://www.ugst.umd.edu/courserelatedpolicies.html> for information about what events qualify as an excused absence by the university, and the steps needed to provide notification and documentation).

A student who experiences a prolonged absence or an illness preventing attendance at a Major Scheduled Grading Event is required to provide written documentation of the illness from the Health Center or an outside health care provider, verifying the dates of treatment and the time period during which the student was unable to meet academic responsibilities.

Students with Learning, Emotional, Psychological, and Physical Disabilities

I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Spring 2017 semester. This form must be presented to me no later than March 1, 2017. I am not able to accommodate students who are not registered with DSS or who do not provide me with documentation which has been reviewed by DSS by March 1, 2017.

Religious Observance

By March 1, 2017, students must provide me in writing a request for a make up exam if I have indicated a date on this syllabus that you are unable to make due to a specific religious observance (specify) on a specific date. Please refer to

<http://www.ugst.umd.edu/courserelatedpolicies.html>

For more information.

On-Line Course Evaluation

As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note of the link at which you can access the submission system (www.courseevalum.umd.edu). Registered students are able to view results from course evaluations completed using the previous online system. Students only see results for the student items, and then only if 70% or more of the students enrolled in that course section participated in the evaluation. Student access to course evaluation results is via CourseEvalUM under View Past Results (Fall 2007 – Spring 2014). More information is at: <http://www.ugst.umd.edu/courserelatedpolicies.html>.

Long-term Closing of the University

If an emergency situation leads to the University's extended closing, please continue to complete course work. Contact the professor for additional information.

Copyright

Lectures and course matter are copyright protected. Written instructor consent must be obtained for reproduction and distribution of lecture notes and course material, whether or not for commercial use.

Research Opportunities

The University of Maryland is a premier research university, and there are many ways for undergraduate students to become involved in research that interests them. I encourage you to explore the BSOS College's online resources for student researchers (<https://bsosundergrad.umd.edu/opportunities/research>), and to take advantage of the many opportunities available. Learning inside the classroom is important, but hands-on research outside of the classroom is a valuable experience that contributes to a well-rounded education. If you are considering attending graduate school, this experience will help you decide if this career path is a good fit for you, and will give you valuable experience that will make your application more competitive.

Library Resources

I encourage you to visit the university library website to learn more about using library resources for study (<http://www.lib.umd.edu/tl/welcome/>). Understanding how to use the library and online research tools is vital to your success as a student. The library website offers tutorials, research guides, librarian help, and other resources. You can also ask the professor or T.A. for more information about research tools.

Name _____

Handy Summary of Ways to Prepare for Full Class Participation

In order to facilitate discussion, students should consider these questions while reading the material and come to class prepared to answer the questions (as they may be called on randomly to do so):

- What new concept or finding did you learn?

- Was there any information that you did not fully understand?

- What concept/finding did you find most interesting, whether or not it was new to you?

- How can you relate the present readings to previous readings/concepts in this class or another class?

- What part of the readings relates to your research/area of expertise or interest?

Attachment: Psyc 416

Dr. Jude Cassidy

Spring 2017

Schedule

Because there is so much emphasis on student discussion in this course, precise class content may vary slightly. There are times when it would be counterproductive cut off good discussion to stick strictly to a schedule; material may at times be shifted to the following class session.

Week of:**Jan 26****1. Introduction and Background**

THURSDAY-- Introduction and Course Basics: Review of syllabus, presentation assignments, and attachment video

Jan 31**2. Theory: The Biological Bases of Attachment**

TUESDAY

For Tue: read/study Howe and come prepared to discuss; post discussion sheet online by 9 am

David Howe, *Attachment Across the Lifecourse*, ch. 1

We will also discuss background of Attachment Theory and Research

THURSDAY

For Thurs: review/study Howe ch 1, and read first half of Strunk & White (no discussion sheet needed for Strunk & White)

Thur: Student presentation 1*

Feb 7**3. Theory: The Biological Bases of Attachment, continued**

TUESDAY

For Tue: read/study Cassidy article and come prepared to discuss; post discussion sheet

* Cassidy, J. (2016). The nature of the child's ties. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications* (3rd ed.). New York: Guilford.

THURSDAY

For Thur: Circle of Security group activity

Thur: **Quiz 1**

Feb 14

4. Theory of Individual Differences

TUESDAY

For Tue: read/study Weinfield et al. and Main et al. and prepare for discussion; post discussion sheet

*Weinfield, N., Sroufe, L. A., Egeland, B., & Carlson, E. A. (2008). Individual differences in infant-caregiver attachment: Conceptual and empirical aspects of security. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications* (pp. 78-85 only). New York: Guilford.

* Main, M., Kaplan, N., & Cassidy, J. (1985). Security in infancy, childhood, and adulthood: A move to the level of representation. In I. Bretherton & E. Waters (Eds.), *Growing points in attachment theory and research*, Monographs of the Society for Research in Child Development, 50, (1-2, Serial No. 209), pages 74-79 only [section on internal working models].

Tue: Student presentation 2*

Discussion of mediating and moderating models

THURSDAY

For Thur: read/study Howe, Chapter 3, and come prepared for discussion; post discussion sheet; study for quiz 2.

Thur: **Quiz 2**

Feb 21

5. Assessment of Individual Differences in Infancy: The Strange Situation – Description and patterns of attachment

TUESDAY

Tue: **Quiz 3:** You will be asked to describe and provide examples of mediating and moderating models. YOU CANNOT USE AN EXAMPLE THAT WE DISCUSSED IN CLASS.

For Tue: read/study Solomon & George, and Main & Hesse, and prepare for discussion; post discussion sheet

*Solomon, J., & George, C. (2008). The measurement of attachment security and related constructs in infancy and early childhood. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications* (pp. 383-392 only [section on infancy]). New York: Guilford.

* Main, M. & Hesse, E. (1990). Parents' unresolved traumatic experiences are related to infant disorganized attachment status: Is frightened and/or frightening parental behavior the linking mechanism? In M. T. Greenberg, D. Cicchetti, & E. M. Cummings (Eds.), *Attachment in the preschool years: Theory, research and intervention* (pp. 161-182). Chicago: University of Chicago Press.

THURSDAY

For Thur: read/study Howe, Chapter 4, and prepare for discussion; post discussion sheet; finish Strunk & White

Thur: Student presentation 3*

Feb 28

6. Review (Tue) and Exam 1 (Thur)

TUESDAY

Tue Feb 28th: Review Day for Exam 1

For Tue: come prepared with questions; some students will be asked to lead sections of the review

Deadline for paper topic approval

WEDNESDAY MARCH 1 10:30-12

SPECIAL OPTIONAL REVIEW WITH T.A. ROOM 0147K

THURSDAY March 2nd: EXAM I

March 7

7. Infancy Research I: Precursors of secure attachment

TUESDAY

Tue: read/review/study Fearon & Belsky and come prepared for discussion; post discussion sheet

* Fearon, P., & Belsky, J. (2016). Precursors of attachment security. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of Attachment: Theory, Research, and Clinical Applications*. New York: Guilford.

THURSDAY Thur: read/review/study Fearon and come prepared for continued discussion. Draft 1 of paper due to partner.

COS-P group activity *

Thur: Student presentation 4*

March 14 **8. Infancy Research II: Outcomes of secure attachment**

TUESDAY

Tue: **Writing Assignment #1 Due.** Outcomes of Attachment in Infants and Children.
Please submit Draft 2 on Elms and hand in paper copy of Draft 1 with peer-editor notes.

For Tue: read/study Weinfield et al. and Thompson and compare prepared to discuss;
 post discussion sheet.

*Weinfield, N., Sroufe, L. A., Egeland, B., & Carlson, E. A. (2008). Individual differences in infant-caregiver attachment: Conceptual and empirical aspects of security. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications* (pp. 85 -- end only). New York: Guilford.

*Thompson, R. (2016). Early attachment and later development: Reframing the questions. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications* (3rd ed.). New York: Guilford.

THURSDAY

Thur: **Quiz 4.**

COS-P discussion activity *

Thur: Two student presentations 5 and 6*

March 21 **9. Spring Break ENJOY!**

April 4 **10. Theory: Separation and Fear**

TUESDAY

For Tue: read/study first part of Bowlby and prepare for discussion; post discussion sheet

Bowlby, *Separation* (Vol. 2)
 Chapters 5-7, 9-10, 12-13

Tue: We will discuss how to prepare for the intergenerational transmission assignment

Student presentation 7*

THURSDAY

Watch *Two-Year-Old Goes to Hospital* and complete and submit responses to discussion questions.

April 11

11. Fear, continued

TUESDAY

For Tue: **Writing Assignment 2 Due: Fear as a Driver of Problematic Behavior**

TURN IN A PAPER COPY AT THE START OF CLASS.

Tue: student presentations 8 & 9**

THURSDAY

On Thur: **Quiz 5 (this includes today's readings, see below)**

For Thur: read/study second part of Bowlby vol 2 and prepare for discussion; post discussion questions

Bowlby, *Separation* (Vol. 2)

Chapters 14-18, 21-22; other chapters optional

Thur: We will watch ocean video and discuss Circle of Security model of defensive process; COS-P group activity

Thur: We will discuss how to prepare for the intergenerational transmission assignment

April 18

12. The Intergenerational Transmission of Attachment

TUESDAY

For Tuesday: read/study Fraiberg et al., and come prepared for discussion; post discussion sheet

* Fraiberg, S., Adelson, E., & Shapiro, V. (1975). Ghosts in the nursery. *American Academy Journal of Child Psychiatry*, 14, 387-421.

Tue: Video of intergenerational transmission of attachment security

THURSDAY

For Thursday: Turn in **Writing Assignment 3, The Intergenerational Transmission of Attachment**

TURN IN A PAPER COPY AT THE START OF CLASS.

For Thur: read/study Egeland et al., and come prepared for discussion; post discussion sheet

Egeland, B., Jacobvitz, D., & Sroufe, L. A. (1988). Breaking the cycle of abuse. *Child Development*, 59, 1080-1088.

Thur: Student presentation 10*

Thur: Video of intergenerational transmission of attachment insecurity

April 25

13. Theory: Loss

TUESDAY

For Tue: read/study Bowlby and come prepared for discussion; post discussion sheet

Bowlby, *Loss* (Vol. 3)
Chapters 6-7, 9, 11-15

THURSDAY

COS-P group discussion activity and video review

May 2

14. Clinical Applications of Attachment Theory

TUESDAY

For Tue: read/study assigned chapter on Circle of Security intervention and come prepared for discussion; post discussion sheet

*Woodhouse, S. S., Powell, B., Cooper, G., Hoffman, K., & Cassidy, J. (2016). The Circle of Security intervention: Design, research, and implementation. In H. Steele & M. Steele (Eds.), *Handbook of attachment-based interventions*. New York, NY: Guilford.

THURSDAY

For Thur: read/study Bowlby and come prepared for discussion; post discussion sheet

*Bowlby, J. (1988). *A Secure Base* (chapter 8) Attachment, communication, and the therapeutic process (pp. 137-157). New York: Basic Books.

May 9

15. Summary, Consolidation, and Review for Final Exam

Tue and Thur: Come prepared with questions; some students will be asked to lead review discussions

LAST DAY OF CLASS IS Thursday, May 11th.

* Articles on Elms

All books are available at Amazon.com or the UMD bookstore

Course texts required:

Howe, D. (2011). *Attachment Across the Lifecourse*.

Bowlby, J. (1973). *Attachment and loss: Vol. 2, Separation: anxiety and anger*. New York: Basic Books.

Strunk, W., & White, E. B. *The Elements of Style*. Prentice Hall. Any edition of this is acceptable.

From the Office of Undergraduate Education, Department of Psychology

The Ethics of Scholarship in Psychology

When engaged as a student of the field of psychology, each scholar must maintain the ethical standards that all have pledged to uphold. The Department of Psychology has prepared this document to clarify the definition of academic integrity and communicate its policies related to academic dishonesty. Please be sure that you are aware of the following and contact your instructor or teaching assistant with any questions that you have. The burden is on **you** to make sure that you understand what plagiarism is, how to avoid it, and how to properly cite your references.

WHAT IS PLAGIARISM?

Plagiarism is broadly defined as using someone else's work, words or ideas and presenting them as your own. It is essentially academic theft, and a serious violation of the ethical standards that all students should take pride in upholding. There are three general forms of plagiarism:

Direct plagiarism occurs when someone presents another person's work as his or her own. For example, copying text written by another student, posted on a website or published in a book and submitting it for an assignment. Whether it is a phrase or a paragraph, and even if you edit or rearrange words, you are still stealing someone else's work and passing it off as your own.

| | |
|--|--|
| Original text from Coie, Dodge, & Kupersmidt, 1990 | Children who are well liked by peers are also less likely to develop adjustment problems later on in life. |
| Direct plagiarism (word-for-word) | Research has shown that popularity can have an impact on development. For example, <u>children who are well liked by peers are also less likely to develop adjustment problems later on in life</u> . Teachers should work with students to help them develop social skills. |
| Direct plagiarism (reworded) | For example, <u>children who are liked by peers are less likely to have mental problems later in life</u> . |
| Appropriately written (cited quote) | For example, "children who are well liked by peers are also less likely to develop adjustment problems later on in life" (Coie, Dodge, & Kupersmidt, 1990). |
| Appropriate written (original work) | For example, a recent study found correlations between peer ratings and future adjustment issues (Coie, Dodge, & Kupersmidt, 1990). |

In academic writing it is sometimes appropriate to include word-for-word quotes from another author, although the text must be in quotes and properly credited to the original author(s). Even if your intention was to properly cite a quote, failing to do so constitutes plagiarism. Most assignments call for individual student writing, so you should minimize the use of quotations and write the point in your own words. Keep quotations short and rare unless the instructor tells you otherwise.

Idea plagiarism occurs when a person takes the main ideas (arguments, theories, etc.) from another source and presents it as though it was his or her own idea. For example, if you came up with a

creative idea for a study to conduct in a lab class, it would be unethical for a friend to steal that idea from you and pretend that he came up with it for his own class without giving you credit. Similarly, if you read a summary of a research article, but never read the actual article, you would need to credit the authors who summarized it rather than present their ideas about the article as your own.

In academic writing, we credit original authors for their ideas even if we are not copying their exact words. For example, in the following paragraph the student gives credit to another author for reaching the conclusion that new research on lie detection will always be important:

| | |
|---|---|
| Idea plagiarism (original writing, but the idea not credited) | Any new development in the lie detection field may be a useful in a wide variety of contexts as either an alternative when existing procedures are not logistically feasible or as a source of supplemental data to decrease the likelihood of incorrect conclusions. |
| Appropriately written (cited idea) | Any new development in the lie detection field may be a useful in a wide variety of contexts (<i>Gass & Seiter, 2007</i>) as either... |

In short, if it's not your original idea than you must make it clear where that idea came from.

Finally, **Self-plagiarism** occurs when a person presents old work (e.g., a paper written for another course) as new scholarship without permission. Essentially, that would be receiving twice the amount of academic credit that an assignment is worth. You must receive the written permission from both instructors in order to use part of all of a previous assignment in another course.

HOW DO I AVOID PLAGIARISM?

Here are some steps you can take to ensure that you do not violate academic integrity standards:

- 1) You should avoid taking direct quotes from any sources. You should rarely, if ever, use direct quotes, and only if the assignment specifically calls for it.
- 2) When summarizing an article you should never copy and paste anything. If you do write something down verbatim, make sure to note that in your notes so that you don't later confuse that with your own writing.
- 3) When writing a paper or a summary, put all of the original sources away so you cannot look at them, and use only your notes to write the paper.
- 4) Make sure to properly cite work and ask the instructor if you are unsure of correct APA style.
- 5) Always err on the side of caution and ask your instructor if in doubt.

WHAT HAPPENS WHEN A STUDENT IS SUSPECTED OF ACADEMIC DISHONESTY?

The Department of Psychology has a zero-tolerance policy towards academic dishonesty of any sort and expects all instructors and teaching assistants to immediately refer any suspected case to the Office of Student Conduct (www.osc.umd.edu) for their review. When referred, the student will speak with a representative from the OSC who will work with you to resolve the allegations. The

Honor Council has primary authority for resolving cases of academic dishonesty. Student found responsible may receive an XF grade in the course and face possible dismissal from the University.

Remember: When in doubt, ask your instructor or teaching assistant for guidance.