



Psychology 319

Applied Developmental Psychology Section 001

Fall 2012

Instructor

William Dunlop

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Teaching Assistant

Conor Steckler

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office hour: 12:00 PM – 1:00 PM Thursdays

Lectures

Swing 122; Monday, Wednesday, and Friday 2:00 PM – 3:00 PM

At the latest, lectures will be posted on webct by 9:00 AM the day of.

Course Description

In this course, we examine development from an applied perspective. This means that focus will be placed on the social and cultural forces that impact the way children and adolescents change and grow. This, in turn, requires an appreciation of real-world issues (e.g., daycare, divorce, etc.).

Prerequisites

- 1) Either: (a) PSYC 100, (b) PSYC 101 and PSYC 102, or (c) 6 credits of 200-level Psychology (excluding PSYC 205 and 263).
- 2) Third year or fourth year status (you must have attained at least 36 credits to take this course) or permission from the instructor.

Required Materials

textbook	Social and Personality Development (6 th Edition) by David R. Schaffer paper copy - available at UBC Bookstore online edition - \$99.99, http://www.nelsonbrain.com/micro/ubcpsyc319
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Assignments, Exams, and Evaluation

35% MIDTERM EXAM Oct. 12th	50 minutes Multiple-choice and short-answer format. Will cover all material from Sept 5 th to Oct. 10 th .
30% TERM PAPER	Described in detail below...

<p>Nov 5th at 11:59 PM</p> <p>35% FINAL EXAM</p> <p>TBD</p> <p>0-3% Bonus – Research Participation</p>	<p>Multiple-choice and short-answer format. Will cover material from Oct 15th to Nov 30th (i.e., the final is non-cumulative).</p> <p>If you would like to boost your mark (while also making a contribution to the field) you can take part in research being conducted within our department (see https://hsp.psych.ubc.ca/). Points are given at a rate of one point per hour up to a maximum of three hours.</p>
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In your term paper, you will write about one of two topics:

- The impact of non-familial mentors on child development
- The impact of part-time employment on adolescents

To do this, you must read (and summarize) the applicable source listed below:

Mentoring: Herrera, C., Baldwin Grossman, J., Kauh, T. J., & McMaken, J. (2011). Mentoring in schools: An impact study of Big Brothers Big Sisters school-based mentoring. *Child Development, 82*, 346-361.

Employment: Monahan, K. C., Lee, J. M., & Steinberg, L. (2011). Revisiting the impact of part-time work on adolescent adjustment: Distinguishing between selection and socialization using propensity score matching. *Child Development, 82*, 96-112.

DO NOT INCORPORATE BOTH OF THESE ARTICLES IN YOUR PAPER! Rather, your task is to pick one of them and then find an additional source on the same topic. Like the articles above, this additional source must be empirical (i.e., not a review or conceptual article) and appear in a peer-reviewed psychology journal. In addition, this second article must be published within the last five years (i.e., it should have been published no earlier than 2007). When attempting to identify a second source for your paper, you may wish to consult PsychInfo, which can be accessed via UBC's library's website.

The purpose of this assignment is to express a creative and critical commentary on your topic. To this end, in the introduction (which will represent the first section of your paper), you should provide some background information regarding your topic while also highlighting its practical significance. From there, you will next summarize your two research articles. What did the authors find? Do the papers differ in the results or relations they report? Why is the work conducted by these research groups worthy of note? Such summary will constitute the second section of your paper. Finally, in the discussion portion of your assignment (which constitutes the third and final section of your paper) you will provide a commentary of the research findings you have summarized. What are the implications of this work? How do these results align with public policies on the topic? Also be sure to touch upon the difficulties inherent in conducting developmental research within applied contexts. As is the case with the first section, here, evidence of critical thought is encouraged.

You should cite a minimum of three sources in your paper: two empirical articles on your chosen topic and an additional source that provides background information. This additional source may take the form of a newspaper article or a governmental policy document.

The entirety of your paper must not be greater than 1100 words (including references, title, *and even your name and student number*). Provided that you conform to this requisite, you will automatically receive 10%.

Your paper should be written in APA format. A title page and title, however, are not required. Instead, all that is needed is your name and student number. This paper will be submitted electronically and so should be saved in a readily accessible format (e.g., .rtf, .doc). Please use your student number as the name of this document.

Your paper should be submitted as an attachment to your TA at conor.steckler@psych.ubc.ca. You will receive a confirmation message following your submission. Papers must be in your TA's inbox (not sent) by 11:59 PM on November 5th. If this is done, you will receive 10%.

Calendar

WEEK	MONDAY	WEDNESDAY	FRIDAY
SEPT 3 RD	No Class (Imagine Day)	Course Outline	Overview and Controversies in Human Development (Chp. 1)
SEPT 10 TH	Research Methods in Developmental Psych: Part I (Chp. 1)	Research Methods in Developmental Psych: Part II (Chp. 1)	Classic Theories of Social Personality Development: Part I (Chp. 2)
SEPT 17 TH	Classic Theories of Social Personality Development: Part II (Chp. 2)	Modern Theories of Social Personality Development: Part I (Chp. 3)	Modern Theories of Social Personality Development: Part II (Chp. 3)
SEPT 24 TH	Temperament and Emotional Development: Part I (Chp. 4)	Temperament and Emotional Development: Part II (Chp. 4)	Aggression: Part I (Chp. 9)
OCT 1 ST	Aggression: Part II (Chp. 9)	Achievement: Part I (Chp. 7; Tom Wiens guest lecture)	Achievement: Part II (Chp. 7)
OCT 8 TH	No Class (Civic Holiday)	Infants' Social Evaluations (Conor Steckler Guest Lecture)	Midterm Exam
OCT 15 TH	Overview of term paper	The Self: Part I (Chp. 6)	The Self: Part II (Chp. 6)
OCT 22 ND	The Self: Part III (Chp. 6)	Gender: Part I (Chp. 8)	Gender: Part II (Chp. 8)
OCT 29 TH	Altruism and Moral Development: Part I (Chp. 10)	Altruism and Moral Development (Larry Walker Guest Lecture)	Altruism and Moral Development: Part II (Chp. 10)
NOV 5 TH	The Family: Part I (Chp. 11) TERM PAPER DUE	The Family (Kostadin Kushlev Guest Lecture)	No Class (instructor at conference)
NOV 12 TH	No Class (Civic Holiday)	The Family (Mark Beauchamp Guest Lecture)	The Family: Part II (Chp. 11)
NOV 19 TH	Extrafamilial influences II: Part II (Chp. 13)	Extrafamilial influences II: Part II (Chp. 13)	Extrafamilial influences I: Part I (Chp. 12)
NOV 26 TH	Extrafamilial influences I: Part II (Chp. 12)	Lingering Issues in Human Development	Exam review

Course Policies

Questions via e-mail	I am more than happy to field questions during or after class, or during office hours. I am also more than happy to respond to email queries provided that this can be done by way of a short (one or two sentence) response. If it cannot, then we will arrange a time to chat in person.
Class participation	Though this will not impact your grade, you are encouraged to ask substantive and clarifying questions throughout the lecture. The more student participation, the better!

Extensions	Extensions on the term paper may be granted solely on the basis of compassionate grounds. This is of course assuming that requests for such extensions are made in advance of the term paper deadline. If the term paper is submitted late, marks will be deducted at a rate of 10% per day.
Academic concession	Concessions can be provided to students who suffer from negative and unforeseen events (e.g., physical or emotional illness). If you experience such an event during the term, please get in touch with me as well as your faculty's Academic Advising Office. For more information, see UBC's policy on academic concession .
Missed exams	Exams will be administered only on the days specified in this syllabus. Alternative arrangements will be made only if students can provide proof that they were unable to write the exam for medical reasons.
Distribution of exams	Exams will not be returned to students. These exams, however, can be viewed during the TA's office hour.
Plagiarism and cheating	<p>When you incorporate the ideas or findings of someone else, you must acknowledge the appropriate source. To do otherwise (be it intentionally or unintentionally) is to engage in plagiarism. Please note that this also applies to work that you yourself have submitted in the past (i.e., you should not incorporate portions of previous papers into your PSYC 319 term paper). All submitted papers will be subject to review via Turnitin.com.</p> <p>Please see UBC's academic calendar for information regarding the academic offenses and penalties (be they in regards to plagiarism or cheating).</p>
Scaling of grades	There is a possibility that the course's final grades will be scaled to conform to the Department of Psychology's standards ($M = 66\%$ to 70% ; $SD = 13\%$; Failure = 6% to 11%). Research participation credit, however, will be added <i>after</i> any scaling has been performed.