PSYCHOLOGY 319:
APPLIED DEVELOPMENTAL PSYCHOLOGY

WHO?

INSTRUCTOR:

Lillian (Lily) May
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Office: Kenny 2037
Office Hours:
Tuesdays, 1-2pm &
by appointment

Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach about developmental psych. Before becoming a full-time teacher, I conducted research on infant speech perception. When I'm not in the classroom, you can usually find me hanging out with my husband and 10-month-old baby! I like camping, tacos, The Bachelorette, and good beer.

TEACHING ASSISTANTS:

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Office Hours: TA office hours by appointment

WHEN?

Mondays & Wednesdays, 12:00-2:50pm in AERL 120

WHAT?

This course examines research in developmental psychology as it applies to real-world situations.

We will examine research on socially important issues, and discuss how it can inform parenting decisions, education, public policy, and help in designing interventions for improving children's welfare. Given this course is only a semester long, it would be impossible to cover in depth the entire field of applied developmental psychology! Instead, we will focus on topics that represent some of the most exciting and controversial areas of developmental psychology.

LEARNING GOALS

By the end of this course, you should be able to:

1. Think critically about developmental psychology research and how it may be applied to real-world situations.
2. Consider the advantages and disadvantages of the research methods commonly used in applied developmental psychology.
3. Discuss, evaluate, and integrate research on socially important issues relevant to development.
4. Translate psychological research into meaningful suggestions for parents/educators/policy-makers.

COURSE MATERIALS

READINGS:

There is no course textbook! Instead, 1-3 readings will be assigned for each topic and are available through the course Canvas website. Readings include both review chapters/articles as well as research studies. These readings are intended to provide background to the material discussed in lecture, as well as to cover topics that we do not have time to discuss in class. Some of the readings are at an advanced level. You do not necessarily need to understand all of the statistics used, but please make an effort to look up unknown words, to read carefully and deeply, and to ask questions if you do not understand. You will be responsible for knowing this material, and it will be discussed

in class and on quizzes/the final exam. Parts of the readings that are not covered in lecture may also be tested on quizzes/the final exam.

COURSE WEBSITE:

You are responsible for checking the course website at **https://canvas.ubc.ca** often throughout the term. You use your CWL to login. This is where you can access and download the course syllabus, find the course readings, and see important announcements. *Please make sure your Canvas settings are such that you see course announcements when they are released—they will be used frequently and to convey important information* (go to Account → Notifications→ Announcements → Notify me right away)

Lecture slides can be found on Canvas, under the "Modules" tab. Slides will be posted on Canvas by 12am (midnight) the night before each lecture. *This is done as a courtesy*. Please be aware, however, that it is likely changes will be made to the slides between that time and/or or some material may be missing from the draft slides. Final versions of the slides will be posted following a lecture, and will be marked as 'Final Version.' Lecture slides will only be provided in PDF format: it is not possible to provide slides in alternative formats. Also note that lecture slides will not include everything discussed in lecture. If you miss a class, try to get notes from a classmate!

Discussion forums have also been made available on Canvas to support peer and self-motivated learning. They will not be actively monitored by the instructor/TAs, but will be checked on occasionally for any signs of threats/cheating/etc.

MY VIRTUAL CHILD:

In addition to readings, we will use an online learning module called **"My Virtual Child."** It costs $50 USD (~**$66 CDN**), and is purchased at **http://www.myvirtualchild.com/** → on the bottom right, click on "Register"→ "Student." On the next page, click on "No, I need to buy my access code" and follow the rest of the steps to purchase. When purchasing, you will be asked for your name, which is what will be used to identify you for grading purposes. If you don't feel comfortable using your real name (MyVirtualChild

is a US-based website, thus you may choose to maintain anonymity), you can pick a false name—just be sure to send the instructor an email with your "chosen" name.

For our class, register on My Virtual Child using the following ID: **26626**

COURSE REQUIREMENTS & GRADING
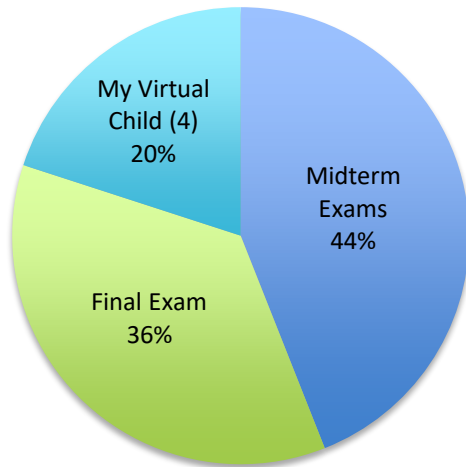
ATTENDANCE
Attendance is expected in this course, and is necessary in order for you to do well. Although attendance will not be taken in class, there will be material covered in lecture in substantially greater depth than what is posted in lecture slides on Canvas. By regularly attending class you ensure yourself the best chance of success. If you do have to miss a class, you are responsible for getting notes from another student.

MIDTERM EXAMS (44%)
Two 60-minute non-cumulative exams given during class time (at the beginning of lecture. Exams will cover material from both lecture and assigned readings, and will contain mainly multiple choice questions with some short-answer questions.

- **Midterm #1 (22%): July 17 (12-1pm)**
- **Midterm #2 (22%): July 29 (12-1pm)**

No makeup exams will be given. In the case of extenuating circumstances that cause you to miss an exam (i.e., illness verified with a doctor's note, please contact the instructor as soon as possible.

FINAL EXAM (36%)
Cumulative final exam, covering material from across the course. The final exam will consist of multiple choice and short-answer questions.

The final exam will be scheduled during the August exam period (August 13-17). There will be no makeup exam for the final.

Notes on Exams:
- Midterms are not cumulative; the final is cumulative.
- There will be topics covered in class that are not in the text/readings, and topics in the text/readings that are not covered in class. You will be responsible for both. That is, anything from class lecture and the text/readings can be tested on the exam.
- Remember to bring a dark (#2) pencil and your UBC student ID to all exams!
- Late arrival to exams: if you arrive to an exam late, you will still be allowed to write the exam *provided that no other student has finished before your arrival.*
- There will be no makeup exams. If you miss an exam due to medical or compassionate reasons, please contact the instructor as soon as possible with verification of your circumstances (Dr's note, etc.). Your marks from the missed exam will be reweighted to the final exam.
- You are strongly encouraged to review your exam(s) with your TA. Most requests for grade adjustments can be settled directly with your TA. In cases of a dispute that cannot be satisfactorily resolved, the instructor will render a decision after reviewing the exam and talking to both parties.

(Learning Outcomes 1, 2, 3)

MY VIRTUAL CHILD (20%)

My Virtual Child is an online learning module that lets you "raise" your own child from birth to age 18. The program will first have you fill out personality and abilities questionnaires, and given your answers (and some random variation), will assign your child a "nature." Throughout your child's development, the program will pose different scenarios and questions, asking you how you would respond. Based on your child's nature, your decisions about child rearing, and random events that occur, your child will develop along a unique path.

At four different points in your child's development, you will have to answer questions sets (3 questions for each set) about the decisions you made and your thoughts on how your child is growing up. You will raise your child and be given the question prompts using the MyVirtualChild site, and then submit your answers to the questions on Canvas. Answers to each individual question must be **less than 500 words**.

All question submissions are due by the **start of class (12pm)** on the following due dates.

Schedule of My Virtual Child Questions:
- **8 months: Question Set 1 (Due July 10)**

- **4 years: Question Set 2 (Due July 15)**
- **10 years; 11 months: Question Set 4 (Due July 22)**
- **18 years: Question Set 5 (Due July 31)**

No late submissions will be allowed.
Each of the My Virtual Child question sets is worth 5% of your course grade. Your responses will be evaluated based on whether you answer the questions fully, your ability to integrate research/information from lecture and readings, the quality and comprehensiveness of your reflections, and your critical thought.

(Learning Outcomes 1 & 3)

OPTIONAL: RESEARCH-IN-TRANSLATION ASSIGNMENT (14%)
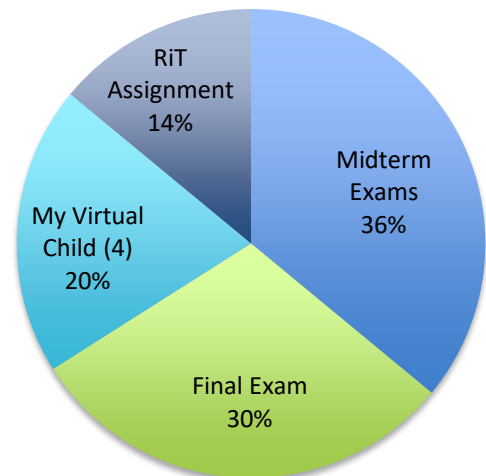
For the summer term, you have the option of completing an additional assignment. Should you choose to turn in this assignment, your exam marks will contribute less to your final course grade. Midterms will each be worth 18%, and the final exam worth 30%. Note that in choosing to do the assignment, your grade WILL count: you cannot choose to opt-out of the assignment after receiving an unsatisfactory grade. The optional assignment is not intended to be an automatic grade booster!

One of the hallmarks of applied developmental psychology is translating developmental psychology research into practical real-world suggestions for parents and others. For this

assignment, you will create materials targeted towards parents or educators, informing them of relevant research and suggestions for one topic related to development. For example, you may wish to inform parents about research findings on the pros and cons of co-sleeping, and advise them of what practical suggestions this research might provide.

The traditional material for this assignment is a pamphlet (such as you would find in a doctor's/counsellor's office), but I encourage you to consider alternative materials of translation such as an Instagram post, blog post, podcast, etc.

Your assignment should be between **600-800 words,** excluding references. The style is entirely up to you, as long as it meets the word limit. References must be included with your assignment, not separate.

For your topic of interest, your assignment should include concrete data (facts, percentages), an overview of what the research has found, and suggestions for best practices based on research. The assignment should be easily understandable to a consumer without a background in psychology (make sure to define any unclear terms). Feel free to use illustrations, graphs, and diagrams, etc. to make your points clear.

What we're looking for in this assignment is the ability to take scholarly research and making it accessible to somebody without a scientific background (parents, teachers). To do so, you need to be *brief* and *concise* yet *accurate* and *comprehensive*. The challenge is to find the right balance.

You must use *at least* **3 empirical research sources** in your assignment. In addition to these research sources, you may also use review articles, government statistics, textbooks, etc. Empirical research related to your topic of interest can be found using PsycInfo, a database on the UBC Library website. We will go over how to find articles, as well as further information on the assignment, at some point during the course. You must correctly cite all references within your

assignment materials. A rubric for this assignment is available on Canvas.

The RiT assignment is due **August 7 at the start of class (12pm).** You must submit a hard copy to class, as well as an e-copy to Canvas (note, if your assignment material is internet-based, you can just submit to Canvas). Late assignments will receive a deduction of 10% off each calendar day.

(Learning Outcomes 1, 2, 3, & 4)

HUMAN SUBJECTS POOL CREDITS (UP TO 3% EXTRA CREDIT)
You may earn up to 3% extra credit to your final course grade through participating in research studies (or by completing library assignments).

Information can be found at
https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/

GRADE DISTRIBUTION & SCALING

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the average grade in a 100- and 200-level Psychology courses are 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Each student will earn a percent grade for this course and will be automatically assigned a corresponding letter grade by the Registrar.

Class Performance	Mean	SD
Strong class	70%	13%
Average class	68%	13%
Weak class	66%	13%

ETHICAL & RESPONSIBLE CONDUCT

Always treat yourself, your classmates, and your instructors with respect both in and outside of class. This includes being on time to class, and being aware of your words and actions. Be mindful of other students during class. Please turn off all mobile phones, mp3 players, etc. before coming to class. If you choose to take notes on a laptop, please quit/minimize any programs that may distract others (internet, facebook, games, etc).

Cheating of any type is not tolerated. Just don't do it—it is not worth your education, your reputation, or your future. Any cheating will result in failing the assignment or exam, and may lead to an automatic fail for the course and/or expulsion from the university. If you have any questions about citing or using sources in your assignments, please see your Instructor or TA *BEFORE* the assignment is due.

ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (http://students.ubc.ca/calendar) and read the University's Policy 69 (available at http:/www.universitycounsel.ubc.ca/policies/policy69.html).

RESOURCES

We participate in the Early Alert program, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit: https://facultystaff.students.ubc.ca/systems-tools/early-alert

ACADEMIC RESOURCES
- **UBC Academic Regulations:** http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0 Information on UBC regulations, including academic concession and accommodation.
- **UBC Learning Commons:** http://learningcommons.ubc.ca/ Offers a variety of learning and research sources for students. The website includes tutoring, workshops, study groups, and many other online tools and links to academic resources offered at UBC.
- **Access and Diversity:** http://students.ubc.ca/about/access or 604-822-5844. Provides accommodations for students living with physical, mental, and/or learning disabilities.

WELLNESS RESOURCES

- **The Kaleidoscope:** http://the-kaleidoscope.com/ A confidential peer-run mental health support group that takes place on campus 2-3 times a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend. See the website for meeting times and locations. Food and drink is provided.

- **UBC Counselling Services:** http://students.ubc.ca/livewell/services/counselling-services **or** 604-822-3811**.** Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counselor on an individual basis, attend group counseling, or to document an illness if you should require academic concession.

- **SpeakEasy:** http://www.ams.ubc.ca/services/speakeasy/ A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

- **UBC Wellness Centre:** http://students.ubc.ca/livewell/services/wellness-centre **or** 604-822-8450**.** Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, and more.

- **Student Health Services:** http://students.ubc.ca/livewell/services/student-health-service **or** 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health. Access to doctors and registered nurses.

- **Live Well, Learn Well:** http://students.ubc.ca/livewell The Live Well, Learn Well Initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.

- **Mental Health Awareness Club:** http://blogs.ubc.ca/ubcmhac/ A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

- **AMS Food Bank:** http://www.ams.ubc.ca/services/food-bank/ If you are in a financial emergency, the AMS food bank can provide you with a food hamper. You are able to use the service for up to 6 times per term.

- **BC Crisis Center:** www.crisiscentre.bc.ca or 604-872-3311**.** Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

- **Pacific Spirit Addiction Services:** 3rd floor, 2110 West 43rd Ave, Vancouver BC, V6M 2E1**,** 604-267-3970**.** A free and confidential service for youth and young adults up to the age of 24. Services include counseling, access to an Addiction Physician- including usage of a methadone maintenance program, and s drug education series.

- **Distress Line:** 1-800-Suicide (784-2433)**.** If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day.

MY EXPECTATIONS OF YOU

- **Email me and/or the TAs if you need help or have any questions! We are happy to meet with you for *any* reason.** Don't suffer in silence—it's our job to help you out.

- **Come to class and arrive on time; stay until the end of lecture without disrupting fellow students** (ie, packing up your belongings).

- **Complete assigned readings in a timely fashion**. Doing the readings prior to the class for which they have been assigned will allow you to best participate in any activities/discussions.

- **Regularly check Canvas and your email for announcements.**

- **Silence or turn off your cell phone during class.**

- **Be respectful when using electronic devices during class**. Laptops are allowed for note-taking purposes. However, keep in mind that research shows better memory retention when taking notes by hand versus with a laptop (Mueller & Oppenheimer, 2014). Moreover, multi-tasking while taking notes on a laptop is detrimental not just to your own learning, but to classmates sitting nearby (Sana et al., 2013)! *Please be considerate.*

- **Engage in productive classroom discussion and debate.**

- **Respect your classmates, your TAs, and your instructor.**

- **Maintain academic integrity.**

YOUR EXPECTATIONS OF ME

- **Respond to your emails within 48 hours** (if it's been more than 48 hours, email me again! Your email may have gotten lost in my spam folders).

- **Be willing to meet with you for any reason**

- **Come to class and arrive on time; end lecture on time.**

- **Post "draft" lecture slides to Canvas by 12am the night before class; post "final" lecture slides to Canvas by 12am the night following class**

- **Post grades in a timely fashion**. We will aim to return exam grades within 2 weeks, and MyVirtualChild grades within 1 week.

- **Do my best to keep class fun, funny, lively, organized, interactive, and educational**

COURSE SCHEDULE

Schedule is subject to change at any time. Please check Canvas for latest announcements.

MONDAYS 12:00-2:50pm	WEDNESDAYS 12:00-2:50pm
	July 3 **COURSE OUTLINE & EXPECTATIONS** **WHAT IS APPLIED DEVELOPMENTAL PSYCHOLOGY?** • *Miller (2013). Applied research.*
July 8 **RESEARCH METHODS & ETHICS** **PARENTING** • *Siegler et al. (2014). Methods for studying child development.* • *Fraley (2019). Attachment through the life course.* • *Lamb (2012). Mothers, fathers, families, and circumstances: factors affecting children's adjustment.*	**July 10** **BIRTH: DELIVERY, OUTCOMES, PREMATURITY** • *Hannah et al. (2004). Maternal outcomes at 2 years after planned cesarean section versus planned vaginal birth for breech presentation at term: The international randomized Term Breech Trial* • *Goldberg & Devitto (2005). Parenting children born preterm.* **MyVirtualChild- Question Set #1 due @ 12pm**
July 15 **EARLY CARE: BREASTFEEDING, CHILD CARE** • *Kramer et al. (2008). Breastfeeding and child cognitive development: new evidence from a large randomized trial.* • *Belsky et al. (2007). Are there long-term effects of early child care?* **MyVirtualChild- Question Set #2 due @ 12pm**	**July 17** **MIDTERM #1** **ADOPTION & FOSTER CARE** • *Brodzinsky & Pinderhughes (2002). Parenting and child development in adoptive families.*
July 22 **INSTITUTIONALIZATION** **CHILDREN & MEDIA** • *Nelson et al. (2009). The deprived human brain.* • *Bavalier (2010). Children, wired: For better and for worse.* **MyVirtualChild- Question Set #3 due @ 12pm**	**July 24** **SCHOOLING** • *Eccles & Roeser (2009). Schools, academic motivation, and stage-environment fit.*

July 29	July 31
MIDTERM #2 **SEXUAL DEVELOPMENT & SEXUALITY** • *Steinberg (2016). Sexuality.*	**YOUTH & THE LAW: CHILD WITNESSES, JUVELINE JUSTICE** • *Bruck & Ceci (2015). Children's testimony: A scientific framework for evaluating the reliability of children's statements.* • *Steinberg & Scott (2003). Less guilty by reason of adolescence.* **MyVirtualChild- Question Set #4 due @ 12pm**
August 5	August 7
NO CLASS: BC DAY	**TOPICS OF CLASS'S CHOICE** Readings TBA **Research-in-Translation Assignment due @ 12pm**

FINAL EXAM TO BE SCHEDULED DURING UNIVERSITY EXAM PERIOD (AUGUST 13-17)