

# PSYCHOLOGY 319: APPLIED DEVELOPMENTAL PSYCHOLOGY

Section 003: Mondays, Wednesdays & Fridays, 1:00-1:50pm in HENN 201  
Section 004: Mondays, Wednesdays, & Fridays, 3:00-3:50pm in SWNG 122



## INSTRUCTOR

### Dr. Lillian May

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- Drop-in Office Hours: Thursdays, 10:00am-12:00pm
- Appointments: Email or book on [calendly.com/lamay](https://calendly.com/lamay)



*Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach many classes about development. When I'm not in the classroom, you can usually find me hanging out with my husband Tod and 1-year-old daughter Remy! I like camping, tacos, The Bachelorette, and sleep.*

## TEACHING ASSISTANTS



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### Nathalie Sagar

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### Tashya De Silva

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- Office hours by appointment

*Please note that we are all happy to meet with you for any reason! Just email us to set up a meeting, with the course number PSYC319 in the subject line of the email. We strive to respond to all emails within 48 hours.*

## WELCOME TO PSYC319!

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 improve children's and family's lives.

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.
5. Use the school's library resources to search for and locate psychological research on a topic of interest.

## 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 articles, research studies, and popular media writings. 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

*What will class be like?*

*Classes will primarily be lecture. But, I try to make the lectures as fun and interactive as possible: there will be loads of discussion, activities, and questions. **You will get the most out of class if you participate**—research tells us that active engagement with class material improves learning and memory! Plus, it helps you to stay awake, and you get to know some of your classmates!*

necessarily need to understand 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 tested on exams. Parts of the readings that are not covered in lecture may also be tested on exams.

### **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 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 may not be constantly monitored by the instructor/TAs.

#### **MY VIRTUAL CHILD:**

In addition to readings, we will use an online learning module called “**My Virtual Child.**” If you purchase an access code through the UBC bookstore, it costs \$40 (you can also purchase directly through the program for \$50 USD).

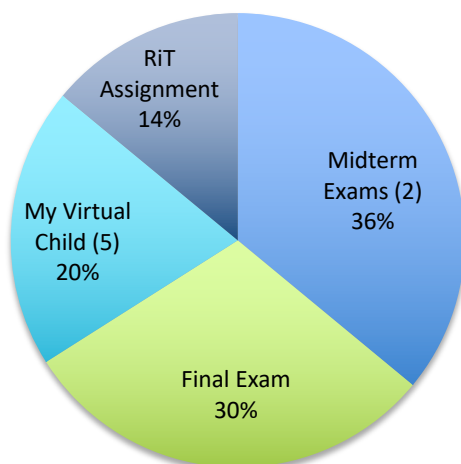
Once you have your access code from the bookstore, go to

<http://www.myvirtualchild.com/>

On the bottom right, click on “Register” → “Student.” On the next page, click on “Yes, I have an access code” and follow the rest of the steps to register. When registering, 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 and stores your information on US-based internet servers), 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: **27501**

### **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 (36%)**

Two non-cumulative exams given during class time. Exams will cover material from both lecture and assigned readings, and will contain multiple choice questions and short-answer questions.

- **Midterm #1 (18%): February 5**
- **Midterm #2 (18%): March 13**

#### **FINAL EXAM (30%)**

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 (April 14-29). If you are unable to take the final exam, please apply for deferred standing with your faculty’s advising office as soon as possible.

#### **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.* (UBC Policy)
- You are strongly encouraged to review your exam(s) with your TA. Most requests for grade adjustments can be settled directly with your TA. If you still have a concern after

speaking with the TA, please write a summary of your issue and send it to the instructor for evaluation.

- No makeup exams are offered. Points for missed exams will be reweighted to the cumulative final.

(Learning Outcomes 1, 2, 3)

***Tips for performing well on exams:***

- *Come to class! We will cover material in lecture not found in the assigned readings.*
- *Participate in class! The discussions and activities are designed to get you thinking about the material, so you are more likely to remember it later.*
- *Try to do the assigned reading BEFORE class. This helps you best be prepared—and when we cover the material in class, you get the opportunity to check your understanding.*
- *Spread out your studying across days/weeks—don't cram all at once!*
  - *Practice quizzing yourself! Try writing your own (challenging) exam questions then swapping with a classmate.*
- *Ask questions when you don't understand!! Don't hesitate to email me or visit office hours.*

### **MY VIRTUAL CHILD (20%)**

With My Virtual Child, you will “raise” your own child from birth to age 18. 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 various random events that occur, your child will develop along a unique path.

At five 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. Your answers to these question sets will be graded.

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 400 words***.

All question submissions are due by the **start of class** on the following due dates.

#### **Schedule of My Virtual Child Questions:**

- **8/9 months: Question Set 1 (Due January 20)**
- **2 years, 6 months years: Question Set 2 (Due February 3)**
- **4 years: Question Set 3 (Due February 24)**
- **10 years, 11 months: Question Set 4 (Due March 9)**
- **18 years: Question Set 5 (Due March 23)**

***No late submissions will be allowed.***

Each of the My Virtual Child question sets is worth 4% 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)

### **RESEARCH-IN-TRANSLATION ASSIGNMENT (14%)**

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 **April 6 at the start of class**. 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, & 5)*

#### **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/>

#### **ACCOMMODATIONS FOR MISSED EXAMS AND/OR LATE ASSIGNMENTS**

I acknowledge that life happens, and sometimes circumstances can get in the way of coursework. As such, I am happy to provide a *one-time* accommodation for **one** missed midterm exam or assignment with no penalty:

- For missed midterms, there will be no make-up exams. Your points will be reweighted to the cumulative final exam. *There are no exceptions to this policy.*
- For missed MyVirtualChild assignments, your marks will be reweighted equally to the other MVC assignments.
- For late RiT assignments, a 1-week grace period will be provided.

For a one-time accommodation, no doctor's note or verification is necessary. Contact the instructor as soon as possible, ideally within 24 hours of the missed exam/assignment.

If you need more than one accommodation (ie more than one missed exam or missed/late assignment), you will need to apply for in-term concession with your faculty's advising office. They are best able to provide the support for students needing multiple or extended accommodations.

For UBC policies regarding in-term academic concessions, visit:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

#### **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%

## **DIVERSITY & INCLUSION**

Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!)



Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be shared with me after class or in office hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TA know.

I (like many people) am always learning about diverse perspectives and identities. If at any point you feel as though I am failing to live up to an inclusive classroom, I encourage you to let me or a TA know.

## **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**
- **Campus Lightbox:** [campuslightbox.ca](http://campuslightbox.ca) A student-created website noting many of the mental health support resources available to UBC students.
  - **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](http://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.
- **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.** It will be very hard to succeed in this class without attending.
- **Please try to arrive to class on time and stay until the end of lecture without disrupting fellow students.** I understand that the UBC campus is large, and you may be running to-and-from classes! But many late students, or students packing up their belongings early, can be very distracting to others trying to listen to lecture.
- **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.**
- **Be respectful when using electronic devices during class.**
  - You can have your cell phone with you in class-- emergency calls happen! But I ask that you be mindful of other students, of the instructor, and of your own learning. Consider turning your phone on vibrate or only allowing calls from important numbers.
  - 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 1 week, and Assignment grades within 2 weeks.
- **Do my best to keep class fun, funny, lively, organized, interactive, and educational**



# COURSE SCHEDULE

*Schedule is approximate and subject to change at any point. It is likely that we will run behind at various points during the term.*

## January

Monday	Wednesday	Friday
6 <b>COURSE OUTLINE &amp; EXPECTATIONS</b>	8 <b>BACKGROUND: WHAT IS APPLIED DEVELOPMENTAL PSYCHOLOGY?</b>  <i>Miller (2013). Applied research.</i>	10 <b>BACKGROUND: RESEARCH METHODS &amp; ETHICS</b>  <i>Siegler et al. (2014). Methods for studying child development.</i>
13 <b>BACKGROUND: RESEARCH METHODS &amp; ETHICS</b>	15 <b>BACKGROUND: PARENTING</b>  <i>Fraley (2019). Attachment through the life course.</i>	17 <b>BACKGROUND: PARENTING</b>  <i>Lamb (2012). Mothers, fathers, families, and circumstances: factors affecting children's adjustment</i>
20 <b>BACKGROUND: PARENTING</b>  <b>My Virtual Child- Question Set 1 Due</b>	22 <b>ISSUES IN INFANT DEVELOPMENT: BIRTH</b>  <i>Hannah et al. (2004). Outcomes at 3 months after planned cesarean vs planned vaginal delivery for breech presentation at term.</i>	24 <b>ISSUES IN INFANT DEVELOPMENT: PREMATURITY</b>  <i>Shah, Browne, &amp; Poehlmann-Tynan (2018). Prematurity: Identifying risks and promoting resilience.</i>
27 <b>ISSUES IN INFANT DEVELOPMENT: BREASTFEEDING</b>  <i>Oster (2019). Breast is best? Breast is better? Breast is about the same?</i>	29 <b>ISSUES IN INFANT DEVELOPMENT: CHILDCARE</b>  <i>Vandell, Burchinal, &amp; Pierce. (2016). Early child care and adolescent functioning at the end of high school: Results from the NICHD study of early child care and youth development</i>	31 <b>ISSUES IN INFANT DEVELOPMENT: CHILDCARE</b>

# February

Monday	Wednesday	Friday
<p><b>3</b></p> <p><b>WRAP UP &amp; MIDTERM REVIEW</b></p> <p><i>My Virtual Child- Question Set 2 Due</i></p>	<p><b>5</b></p> <p><b>MIDTERM EXAM #1</b></p>	<p><b>7</b></p> <p><b>ISSUES IN CHILD DEVELOPMENT: ADOPTION &amp; FOSTER CARE</b></p> <p><i>Palacios &amp; Brodzinsky (2010). Adoption research: Trends, topics, outcomes.</i></p>
<p><b>10</b></p> <p><b>ISSUES IN CHILD DEVELOPMENT: ADOPTION &amp; FOSTER CARE</b></p>	<p><b>12</b></p> <p><b>ISSUES IN CHILD DEVELOPMENT: INSTITUTIONALIZATION &amp; NEGLECT</b></p> <p><i>Marshall, E. (2017) An experiment in zero parenting.</i></p>	<p><b>14</b></p> <p><b>ISSUES IN CHILD DEVELOPMENT: INSTITUTIONALIZATION &amp; NEGLECT</b></p>
<p><b>17</b></p> <p><b>READING BREAK</b></p>	<p><b>19</b></p> <p><b>READING BREAK</b></p>	<p><b>21</b></p> <p><b>READING BREAK</b></p>
<p><b>24</b></p> <p><b>ISSUES IN CHILD DEVELOPMENT: MEDIA</b></p> <p><i>Przybylski &amp; Weinstein (2019). Digital screen time limits and young children's psychological well-being: evidence from a population-based survey.</i></p> <p><i>My Virtual Child- Question Set 3 Due</i></p>	<p><b>26</b></p> <p><b>ISSUES IN CHILD DEVELOPMENT: MEDIA</b></p>	<p><b>28</b></p> <p><b>ISSUES IN CHILD DEVELOPMENT: CHILD WITNESSES</b></p> <p><i>Bruck &amp; Ceci (2015). Children's testimony: A scientific framework for evaluating the reliability of children's statements.</i></p>

# March

Monday	Wednesday	Friday
2 ISSUES IN CHILD DEVELOPMENT: CHILD WITNESSES	4 ISSUES IN CHILD DEVELOPMENT: SCHOOLING  <i>Eccles &amp; Roeser (2009). Schools, academic motivation, and stage-environment fit.</i>	6 ISSUES IN CHILD DEVELOPMENT: SCHOOLING
9 ISSUES IN CHILD DEVELOPMENT: SCHOOLING  <i>My Virtual Child- Question Set 4 Due</i>	11 WRAP UP & MIDTERM REVIEW	13 <b>MIDTERM EXAM #2</b>
16 ISSUES IN ADOLESCENT DEVELOPMENT: SEXUAL DEVELOPMENT  <i>Steinberg (2016). Sexuality.</i>	18 ISSUES IN ADOLESCENT DEVELOPMENT: SEXUAL DEVELOPMENT	20 ISSUES IN ADOLESCENT DEVELOPMENT: TEEN PREGNANCY
23 ISSUES IN ADOLESCENT DEVELOPMENT: JUVENILE JUSTICE  <i>Steinberg &amp; Icenogle (2019). Using developmental science to distinguish adolescents and adults under the law.</i>  <i>My Virtual Child- Question Set 5 Due</i>	25 ISSUES IN ADOLESCENT DEVELOPMENT: JUVENILE JUSTICE	27 TOPICS OF CLASS'S CHOICE  <i>Reading(s) TBA</i>
30 TOPICS OF CLASS'S CHOICE  <i>Reading(s) TBA</i>		

Monday	Wednesday	Friday
	<b>1</b> <b>TOPICS OF CLASS'S CHOICE</b> <i>Reading(s) TBA</i>	<b>3</b> <b>TOPICS OF CLASS'S CHOICE</b> <i>Reading(s) TBA</i>
<b>6</b> <b>TOPICS OF CLASS'S CHOICE</b> <i>Reading(s) TBA</i> <b>RiT Assignment Due</b>	<b>8</b> <b>COURSE WRAP-UP &amp; REVIEW</b>	

**FINAL EXAM TO BE SCHEDULED DURING UNIVERSITY EXAM PERIOD (APRIL 14-29)**

## ACKNOWLEDGEMENTS

*We acknowledge that the UBC Point Grey campus is situated on the traditional, ancestral, and unceded territory of the xwmə0–kwəy'am (Musqueam).*

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