

PSYC319: APPLIED DEVELOPMENTAL PSYCHOLOGY

Winter 2021: Web-Oriented Course



WELCOME TO PSYC319!

Every week, articles and books are published about research on infants, children, and adolescents... but how does that research actually apply to the real world?

That's the big question we'll be exploring in this course. We will examine developmental psychology research on socially important issues, and discuss how it can inform parenting decisions, education, public policy, and help improve children'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, and policy-makers.

For all course-related questions or concerns, please email
psyc.319@psych.ubc.ca

We will then direct your email to the most appropriate person to answer (ie, instructor or TAs). We strive to respond to all emails within 48 hours, excluding weekends and holidays!

OUR INSTRUCTIONAL TEAM

INSTRUCTOR

Dr. Lillian May

- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: lamay@psych.ubc.ca
- Zoom Student Hours (link on Canvas):
 - Mondays, 9-10am
 - Fridays, 12-1pm & 3-4pm
 - Non-class fun with Remy: Tuesdays, 6:30-7pm
- Appointments: Email or book on calendly.com/lamay.
- Tweet at me: @lilymayubc



Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach several classes all about development. When I'm not teaching, you can usually find me hanging out with my husband Tod and 2-year-old daughter Remy! I like baking, terrible reality TV, and sleep.

TEACHING ASSISTANTS



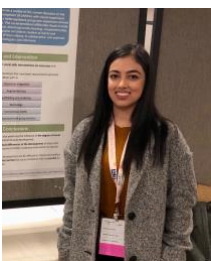
Manreet Bhullar

- Please call me: Manreet (pronouns: she/her)
- Email: manreetb@mail.ubc.ca
- Drop-in Zoom Student Hours: TBA
- *Manreet is a 4th year undergraduate student in the Behavioural Neuroscience major. She is currently working as a research intern at the Centre for Mindfulness at BC Children's. In her free time, she listens to Punjabi music and drinks a lot of chai.*



Ianna Folkes

- Please call me: Ianna (rhymes with "Diana"; pronouns: she/her)
- Email: ianna.folkes@ubc.ca
- Drop-in Zoom Student Hours: Mondays, 11:00am-12:00pm (link on Canvas)
- *Ianna is a Masters student in the Reproductive and Developmental Sciences. In her free time she loves biking around the city, playing the ukulele and window shopping on the SPCA website for adoptable cats.*



Aisha Ghani

- Please call me: Aisha (pronouns: she/her)
- Email: aisha.ghani@alumni.ubc.ca
- Drop-in Zoom Student Hours (link on Canvas): Tuesdays, 12:00-1:00pm (link on Canvas)
- *Aisha is a PhD student in the School and Applied Child Psychology program. She's from the metro-Vancouver area and completed her BA and MA at UBC.*

WEB-ORIENTED CLASS

	Always:	Sometimes:
MONDAYS	Live Zoom meetings (recorded for those who cannot attend) <i>*note: atypical meet-up day on Wednesday, April 7 due to Easter holiday!</i>	Assignments due (on Canvas)
WEDNESDAYS	New content posted on Canvas <i>*note: atypical meet-up day on Wednesday, April 7 due to Easter holiday!</i>	
FRIDAYS	Work independently! & Drop-in student hours	Exams (on Canvas)

For online learning, our class has been designed as a combination of asynchronous content (ie, done on your own time) and live classes (“synchronous”).

item. We won’t be grading your completion of these items, —but they are set up to help you work through items in order.

ASYNCHRONOUS

On **WEDNESDAYS**, I will post that week’s asynchronous content to a module on Canvas. This content will vary somewhat each week, but will typically consist of the following components:

- **Assigned readings**
- **Pre-recorded mini lectures:** Approximately 5-15 minutes in length each (captioned), for a total of approximately 1 hour per unit
- **Other recorded content (ie, podcasts, Youtube videos, etc.)**
- **Discussion boards:** These topics are designed to encourage active thinking about the material, as well as provide space for you to raise questions. Beginning in week 2, you’ll be grouped into “Discussion Communities” for most boards, with ~20-30 fellow classmates.
- **End-unit comprehension checks** (ungraded)

Each Canvas content module will be set up as self-directed. You will view/complete a series of “required” items in order to move on to the next

LIVE MEETINGS

On **MONDAYS**, we will have live Zoom sessions during our scheduled class time (12pm and 3pm Vancouver time- feel free to attend either, regardless of your registration). We’ll use this time to cover new content, discuss with each other, address questions, and more!

If you’re unable to attend the live sessions—that is absolutely fine. The sessions will be recorded and posted for all (but not likely captioned). While there will be opportunities to gain engagement marks from live meetings, there will also be plenty of opportunities in the asynchronous components.

On the Mondays following midterm exams, we will not hold live classes—feel free to use that time to catch up on assignments, or relax! Note also that there is one atypical live meet-up day: due to the Easter holiday, we will meet on Wednesday, April 7.

The link for our live Zoom meetings is available on Canvas.

COURSE MATERIALS

READINGS

There is no course textbook! Instead, 1-2 readings will be assigned for each topic and are available through the course Canvas website. Readings include 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 additional topics. Some of the readings are at an advanced level. You do not necessarily need to understand the statistics used! However, do try to look up unknown words, to read carefully, and to ask questions when you don't understand.

You will be responsible for knowing the material from readings, 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.

MY VIRTUAL CHILD

The one course component that does cost money is an online learning module called "My Virtual Child." If you purchase an access code through the UBC bookstore via their digital materials (<https://shop.bookstore.ubc.ca/t-digital-course-materials.aspx>), it costs \$40. You can also purchase directly through the program for \$50 USD.

We'll be using this module for our MyVirtualChild assignments, which you can do alone or with a partner ("co-parent"). If you work together, you can split the cost—only one of you needs to purchase the module.

Once you have your access code, 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 me an email with your "chosen" name.

For our class, register on My Virtual Child using the following ID: **28850**

COURSE WEBSITE

For our online course, our course website is essential! Find everything for our class on www.canvas.ubc.ca, and check the site often! Course material will be posted under the Modules tab, and Assignment information under the Assignments tab.

Make sure your Canvas settings are such that you see course announcements when they are released—they will be used frequently to convey important information (go to Account → Notifications → Announcements → select Notify me right away)

ZOOM

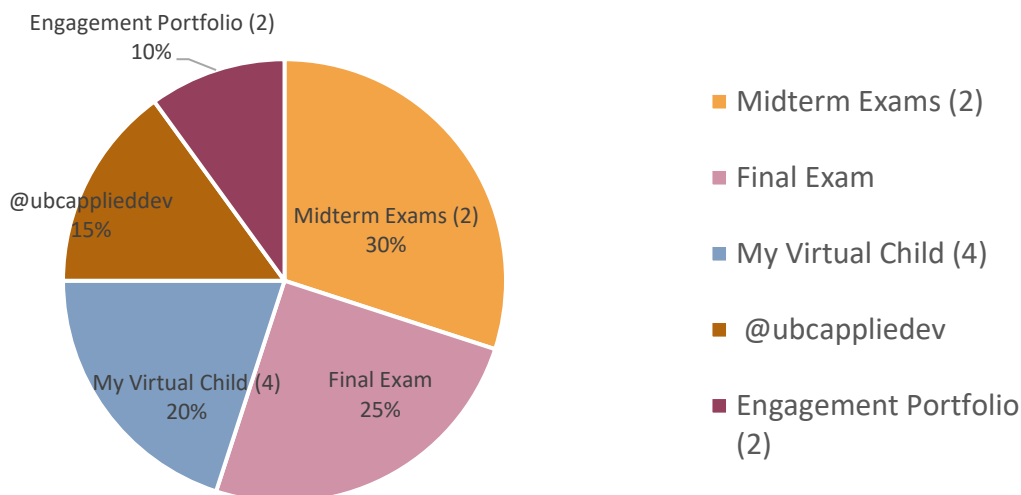
Our (optional) live class sessions will be held over Zoom.

We understand that there can be concerns about privacy over Zoom (& most online platforms). UBC's Zoom account is hosted on Canadian servers, which means that all our Zoom data stays in Canada. Note also that you do not have to have a Zoom account to join our sessions—just click the link provided on Canvas. You can also use a pseudonym while Zooming in.

In our Zoom meetings, you are certainly **NOT required** to turn on your camera or microphone—though if you're comfortable, please feel free to do so! Also, PLEASE bring your pets, delicious looking food, or whatever else makes you happy!!

More information on Zoom at UBC can be found at: <https://keeplearning.ubc.ca/technologies/?login#zoom>

COURSE ASSESSMENTS & GRADING



EXAMS (55%)

All in-term exams will take place on **FRIDAYS**. The purpose of exams is to allow you to demonstrate your knowledge and integration of the concepts and research we have been discussing.

MIDTERMS (30%)

Two non-cumulative exams each worth 15%.

- **Midterm #1 (15%): February 12**
- **Midterm #2 (15%): March 19**

Midterms will be open-book and completed independently on Canvas. Each midterm will consist of two separate components: a multiple choice component (worth 10%) and a short answer component (worth 5%).

Multiple choice components will be available via the Quizzes feature on Canvas. This component will be timed for 50 minutes, but can be taken at any time on exam day, from 12:00am-11:59pm. (However, I will be available on Zoom for questions only during class time, 12pm & 3pm).

Short answer components will be available via the Assignments feature on Canvas. This component will not be timed, and will be available for you to work on for three full days, beginning on exam day

(ie, the short answer component for Midterm 1 will be available February 12-14).

FINAL EXAM (25%)

The final exam will be scheduled during the University exam period (April 18-29).

Cumulative final exam, covering material from across the course. The final will be open-book and completed independently on Canvas.

Like the midterms, the final will consist of two components: a multiple choice component (worth 10%) and a short answer component (worth 15%).

Multiple choice component will be taken on the exam date set by the University, and will be timed for 50 minutes. This portion of the exam will be available to take anytime on exam day.

Short answer component will be available beginning on the first day of the exam period and will be due on exam day (or 1 week following the course exam date, whichever is later)

Notes on Exams:

- Midterms are not cumulative; the final is cumulative.
- Exams will cover content from assigned readings, the pre-recorded lectures, discussion

boards, and the live (recorded) meetings. Basically, anything covered throughout the course is possible to show up on exams!

- Exams tend to rely heavily on application: i.e., you need to do more than just memorize terms and facts, but be able to *apply* this knowledge to new examples and situations.

ASSIGNMENTS (35%)

All assignments are due on **MONDAYS**.

MY VIRTUAL CHILD (20%)

For this assignment, you can work on your own or with one “co-parent”. If you work with a co-parent, you will raise the child together, submit the assignments together, and receive the same grades.

With My Virtual Child, you will “raise” your own child from birth to age 18. At four different points in your child’s development, you will submit questions sets (3 questions for each set) about the decisions you made and your thoughts on how your child is growing up. Each question set will count for 5% towards your final course mark.

You will raise your child and be given the question prompts using the MyVirtualChild site, and then submit your answers to the question sets on Canvas. Answers to each individual question must be **less than 500 words**.

Schedule of My Virtual Child Questions:

- **9 months: Question Set 1 (Due February 1 @11:59pm)**
- **4 years: Question Set 2 (Due February 22 @11:59pm)**
- **10 years: Question Set 3 (Due March 8 @11:59pm)**
- **18 years: Question Set 4 (Due March 29 @11:59pm)**

A full guide to the MyVirtualChild assignment, including a rubric, is available on Canvas.

@UBCAPPLIEDDEV (15%)

One focus of applied developmental psychology is translating developmental psychology research into practical real-world suggestions.

These days, one place parents (and others) commonly turn to for information on raising children is social media—particularly Instagram! But... a lot of the information out there isn’t grounded in scientific research. So, this is where you’ll step in!

For this assignment, you will create an Instagram post targeted to either parents or educators, informing them of relevant research and suggestions on one topic related to development. You must include at least one relevant scholarly research article, but you can certainly use sources other than this too! You will also need to include references. The format of the post is up to you, but you are limited by what Instagram allows in one post: 2200 characters in the caption, and up to 10 slides.

For this assignment, you may work alone or in groups of up to 4 classmates.

All assignments earning A marks (80% or above) will be posted on our class Instagram for the world to see (& hopefully to learn from!)

Due April 12 @ 11:59pm. A full guide to the Instagram assignment, including a rubric, is available on Canvas.

ENGAGEMENT PORTFOLIOS (10%)

At two points throughout the term, you will submit a “portfolio” of your personal four best examples of engagement, and one best example of a fellow classmate’s engagement. These examples can come from a variety of sources, such as discussion boards, live class meet-ups, office hours, email, and more. In your engagement portfolio, we’ll also ask you to convince us *why* these are examples of strong engagement.

- **Engagement Portfolio #1 (5%): due February 22 @11:59pm**
- **Engagement Portfolio #2 (5%): due April 12 @11:59pm**

A full guide to the Engagement Portfolios, including a rubric, is available on Canvas.

EXTRA CREDIT (UP TO 3%)

You may earn up to 3% extra credit to your final course grade! You can gain research experience by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit towards your final grade. You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>. If you prefer, you can earn these same extra credits by completing a library-writing project, in which you read and summarize a peer-reviewed research article. You can find out more about how you can earn extra credits at <https://psych.ubc.ca/hsp>. There you will find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions.

GRADING POLICIES

MISSED EXAMS

I understand that life happens, and can sometimes interfere with coursework.

If you are unable to take a midterm exam (for any reason—you don't have to tell me why, I don't need to know the details!), you can be excused from that exam and have the weight moved to the cumulative final. Just let us know in advance of the exam: *we cannot reweigh marks from already-completed exams.*

If you are unable to take the final exam, you must contact your faculty's advising office as soon as possible to apply for Academic Concession.

LATE ASSIGNMENTS

If you are unable to submit an assignment on time, a 1-week grace period is automatically granted. As long as you submit your assignment within 1 week of the due date, there is no penalty—and you do not need to let us know!

If you need more than 1-week past the due date, we will ask that you apply for formal in-term concession with your faculty's advising office.

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 classes are required to comply with departmental norms regarding grade distributions. **However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, those departmental norms have been adjusted upwards by 5% for only 2020W.** According to these adjusted norms, the average grades for 300- and 400-level classes will be 75% for an excellent class, 73% for an average class, and 71% for a weak class, with a standard deviation of 13.

Class Performance	Mean	SD
Strong class	75%	13%
Average class	73%	13%
Weak class	71%	13%

Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department.

Further details on UBC's grading practices are available at

<https://students.ubc.ca/enrolment/courses/grades>

CLASS IN THE TIME OF COVID-19

We're all in this together.

Online classes are a new challenge for many of us—myself included. I'm also very aware that this class is happening in the midst of a global pandemic.

Given this time of increased uncertainty and stress, my hope is that **we will all lend each other support and compassion** as we navigate through the semester.

SUPPORT FOR STUDENTS

Your well-being is more important than anything going on is this course. I fully understand that you may have other priorities—your self-care, your families, your work, etc. If you find that you are struggling to balance these priorities with the demands of this class, do reach out. I will try to provide resources and discuss options.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action—along with likely having you discuss with your faculty's advising office.

UBC's resources may also help:

- On learning through online classes: <https://keeplearning.ubc.ca/>
- UBC's COVID-19 health guidance: <https://covid19.ubc.ca/health-guidance/>
- On managing mental health during the pandemic: <https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak>
- UBC IT guide to working remotely: <https://it.ubc.ca/ubc-it-guide-working-campus>

SUPPORT FOR OUR INSTRUCTIONAL TEAM

While our instructional team is fully committed to this class, we also hope that you will extend us the

understanding that we too have other responsibilities—to other aspects of our jobs, to our families, and to our own self-care. As such, there may be times that things don't go according to plan: cancelled meetings, delayed emails, late grades, etc.. We can't promise these things won't happen—but we can promise to communicate quickly and honestly.

STUDENTS STUDYING ABROAD AND REMOTELY

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

In this class, potentially sensitive topics may include: birth, sexual development, LGBTQ+ development, child abuse and maltreatment, sexual abuse, and child-rearing practices/programs across cultures.

POLICIES

EMAIL

For course-related questions or concerns, please email psyc.319@psych.ubc.ca. This course email will be monitored, and your email will be directed to the most appropriate person to answer your query. If you have private or sensitive concerns, also feel free to email me directly (lamay@psych.ubc.ca).

We aim to respond to emails within 2 days, excluding weekends or holidays. If you haven't heard back from us within 2 days (or if it is the weekend), please wait—we often have many emails and will respond as soon as possible! If it's been more than 2 days, please follow up!

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 space in our course, I encourage you to let me or a TA know.

ACADEMIC INTEGRITY

We are all—students, professors, TAs—members of the academic community. In this community, there are ethical standards for how we share and produce knowledge. These standards of academic integrity hold that we produce our own contributions (ie, we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (ie, we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting your own work more than once. Policy guidelines can be found at: <http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>.

CITING VS. PLAGIARISM

Plagiarism is defined as “where an individual submits or presents the oral or written work of another person as his or her own.” In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

In Psychology, we use APA citation style to indicate our sources. Useful guides to APA style can be found at: <https://guides.library.ubc.ca/apacitationstyle> and

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

In writing within Psychology, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words, while citing the original source of those ideas.

If you have questions on citing or what may constitute plagiarism, please discuss with Lily/TAs *before* any assessment is begun.

PSYCHOLOGY DEPARTMENT'S POSITION ON 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>).

UBC VALUES STATEMENT

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policiesresources-support-student-success>).

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 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.
- **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.

- **AMS Peer Support:** <https://www.ams.ubc.ca/student-services/peer-support/> Provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.
- **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.
- **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.

ACKNOWLEDGEMENTS

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

Portions of this syllabus inspired by Drs. Steven Barnes, Lawrence Walker, Afra Foroud, Catherine Rawn Mark Lam, Erica Wojcik, & Leslie Berntsen.

COURSE SCHEDULE

Unit		Assigned Readings	Important Dates
1	January 11-18: <i>What is Applied Developmental Psychology, and How Do We Study it?</i>	<ul style="list-style-type: none"> • Miller (2017). <i>Applied research.</i> • Berk (2012). <i>Research strategies.</i> 	
2	January 20-25: <i>Parenting</i>	<ul style="list-style-type: none"> • Lamb (2012). <i>Mothers, fathers, families, and circumstances: factors affecting children's adjustment</i> 	
3	January 27- February 1: <i>Birth</i>	<ul style="list-style-type: none"> • Shah, Browne, & Poehlmann-Tynan (2018). <i>Prematurity: Identifying risks and promoting resilience.</i> 	<ul style="list-style-type: none"> • February 1: MyVirtualChild #1
4	February 3-12: <i>Early Care</i>	<ul style="list-style-type: none"> • Oster (2019). <i>Breast is best? Breast is better? Breast is about the same?</i> • Vandell, Burchinal, & Pierce. (2016). <i>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> 	<ul style="list-style-type: none"> • February 12: Midterm #1
February 15-19 READING BREAK			<ul style="list-style-type: none"> • February 22: MyVirtualChild #2 • February 22: Engagement Portfolio #1
5	February 24- March 1: <i>Adoption, Foster Care, & Institutionalization</i>	<ul style="list-style-type: none"> • Palacios & Brodzinsky (2010). <i>Adoption research: Trends, topics, outcomes.</i> • Marshall, E. (2017) <i>An experiment in zero parenting.</i> 	
6	March 3-8: <i>Children & Media</i>	<ul style="list-style-type: none"> • Bavalier, Green, & Dye (2010). <i>Children, wired: For better and for worse.</i> 	<ul style="list-style-type: none"> • March 8: MyVirtualChild #3
7	March 10-19: <i>Schooling</i>	<ul style="list-style-type: none"> • Eccles & Roeser (2011). <i>Schools as developmental contexts during adolescence</i> • Juvonen, Kogachi, & Graham (2018). <i>When and how do students benefit from ethnic diversity in school?</i> 	<ul style="list-style-type: none"> • March 19: Midterm #2
8	March 24-29: <i>Sexual Development</i>	<ul style="list-style-type: none"> • Steinberg (2016). <i>Sexuality.</i> 	
9	March 31-April 7: <i>Juvenile Justice</i>	<ul style="list-style-type: none"> • Steinberg & Icenogle (2019). <i>Using developmental science to distinguish adolescents and adults under the law.</i> 	<ul style="list-style-type: none"> • April 5: MyVirtualChild #4 • April 7: Atypical live class meet-up (due to Easter holiday)
April 9-14 COURSE WRAP-UP			<ul style="list-style-type: none"> • April 12: @ubcappeddevelopment Assignment • April 12: Engagement Portfolio #2 • April 19-29: Final Exam to be scheduled during University Exam Period

Subject to Change.
See Canvas for full calendar and reading list!