Psychology 319

Applied Developmental Psychology

Winter II 2022

Tuesday & Thursdays 11:00am – 12:20pm
Meeting Room – ONLINE, SWNG 122
Course Website – UBC CANVAS

Course Description and Purpose

Welcome to PSYC 319! In this course, you will closely study applications of theories and research in developmental psychology that relate to current social issues that relate to psychology. You'll closely examine research in real-world contexts to gain a deeper understanding of development, as well as gain a larger grasp on how research in psychology works in the "real world".

This course will involve lectures, group exercises, and class discussions. The lectures will be designed to cover as much of the course content as possible in an engaging way, however, not everything you need to know can be covered during class time. Therefore, the required readings are essential to your success in this course. To do well in this course, you should attend all lectures, actively engage with the discussions, as well as carefully read the assigned readings.

Learning Objectives/Outcomes:
- Think critically about developmental psychology research and how it may be applied to real-world situations.
- Consider the advantages and disadvantages of the research methods commonly used in applied developmental psychology research.
- Discuss, evaluate, and integrate research on socially important issues related to development.
- Translate psychological research into meaningful information for parents, educators, and policy-makers.

Inside this Course Outline

Meet your Instructor

Rachel Baitz (she/they)
Email: rfalc@mail.ubc.ca
Zoom Office Hours: Tuesdays 10am-11am (by appointment)

Rachel in a nutshell: UBC grad, fitness instructor & small business owner, lover of coffee, donuts, music, and cheesy jokes. Currently a PhD candidate at UBC (2022 completion), and her research interests centre around developmental psychology, trauma, and technology use (cybervictimization, cyber dating violence).

She lives, works, and teaches from the unceded Indigenous territories of the Kwantlen, Á,LEṈENEȻ ŁTE (W̱SÁNEĆ), S'ólh Téméxw (Stó:lō), sc̓əwaθena?ɬ təməxʷ (Tsawwassen), sq̓əc̓iy̓a?ɬ təməxʷ (Katzie), Semiahmoo, and Coast Salish First Nations.

Meet your Teaching Assistants

Arezoo Shahnaz

Hello! My name is Arezoo Shahnaz (she/her), and I am a doctoral student in the Clinical Psychology program working with Dr. E David Klonsky. My research focuses on examining the short-term temporal relationship between suicidal thoughts and eating disorder behaviours. As a student in the Clinical program, I have had the opportunity to work with youth experiencing mental health difficulties within a treatment context.
EMAIL: arezoo.shahnaz@psych.ubc.ca
OFFICE HOURS: By Appointment

Nathalie Sager

Hi, I'm Nathalie Sagar (she/her)! I am a doctoral candidate in the school and applied child psychology program. Throughout this degree I have had the opportunity to provide a variety of assessments and supports for children in youth in diverse settings including schools, hospitals, and community clinics! For my dissertation I am researching the experiences of intergenerational mental illness, and the impact of having the same diagnosis of a parent.
EMAIL: nathalie.sagar@ubc.ca
OFFICE HOURS: By Appointment

Required Materials/Resources

CANVAS: www.canvas.ubc.ca

Turn on notifications: Account -> Notifications ->Announcements ->Notify me right away

There are no required *textbooks* for this course! Instead, one required resource (below) will be used. Also, about one reading per class will be assigned and made available on Canvas. Some of these readings are empirical research articles – don't worry if you're not used to reading those yet! For the course, all you'll need is to understand the bigger findings/ideas from the readings (not the methods or results sections).

<u>Required Resource</u>

Pearson Education "My Virtual Child"
https://www.myvirtualchild.com/landing/
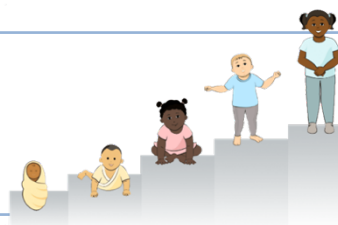
To register for My Virtual Child, you'll need to purchase it from the bookstore. Once you have your access code from the bookstore, go to http://www.myvirtualchild.com/. On the bottom right, select Register -> Student. On the next page, click "Yes, I have an access code". You may use your name or a pseudonym, but make sure you send the instructor the name you choose for grading purposes. To register your My Virtual Child account with our class, use ID 29538.

Course Structure

Given the current COVID-19 situation, the course structure may change several times across the term! In order to create the most flexibility in learning, class will be held online and in person after February 7th:

TUESDAYS	THURSDAYS
Synchronous Online Class	Synchronous In-Person Class

Expectations

Student Expectations

Participation: This course is designed to be experiential and to get the most out of this course, your participation is essential. Jumping in on group discussions in class and on Canvas, actively engaging in class activities, and attending all classes will be necessary for you to do well in this course. If you have any concerns about your participation, you need to reach out to me as soon as possible so that we can make arrangements for your participation.

Missed Class: Everything that happens in class is important! If you are absent from a class, it is your responsibility to find out what you missed, including any announcements made or changes to the course timetable. Please buddy with someone in the class so that you have someone to reach out to if you're absent.

Instructor Expectations

Caring: I care about your learning an enormous amount. I want you to do well. My assignments and exams are not meant to "trip you up" or trick you. I want you to show me what you're learning and get you to think, analyze, and learn how to navigate research and think critically. Please know that you can reach out to me at any time to discuss your progress in the course. I'm here to support your learning.

Engaging: I will also do everything I can to not only keep the course engaging, but the content interesting, up-to-date, and relevant. Your time is important to me and I want to help you make the most of your time in the course.

Feedback: I will do everything I can to make sure you have timely feedback from your assignments and exams. I typically strive to have assignments back within two weeks. If you have any questions about your feedback, reach out to me.

Available: Please reach out to me via email if at any time you need extra support in the course.

Academic Integrity Policy

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).

Plagiarism. Plagiarism is defined as "where an individual submits or presents the oral or written work of another person as his or her own." It is always essential to reference the work that you generate ideas from. If you're not sure whether or not to reference something – always reference! Sometimes it's difficult to figure out how to reference something. There are resources to help you!

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.

Direct quotations from sources are discouraged. Instead, 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 Rachel/TAs *before* you submit any work.

UBC's Values and Policies. 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).

Diversity and Inclusiveness. Everyone belongs in this classroom. As a group, we will all aim to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (not an exhaustive list!).
There will be times that students, instructors, visitors, readings, or other materials used in class may raise controversial and/or sensitive topics. Respectful and productive discussion around these issues is paramount. Everyone should feel safe to explore ideas without fear of judgement. If at any time you feel offended, threatened, or alienated by anything occurring within class, please let myself or a TA know as soon as possible. I strive to live up to the highest standards of inclusiveness. I welcome any and all feedback you may have for me, particularly as it relates to how inclusive you feel in the course.

COURSE CONTENT WARNING: This course will cover sensitive subjects. Topics covered include, but are not limited to: child abuse, sexuality, pornography and masturbation, substance use, dating violence, and gender and identity. Sensitive subjects will be handled with the utmost care. If you find that any of the content from

class is causing you distress, please call 1-844-741-6389 (toll free) or visit https://students.ubc.ca/health/counselling-services.

SUBJECT POOL EXTRA-CREDIT POINTS. One way to learn more about psychology is to be a participant in ongoing research projects. You may earn up to 3 points of credit toward your course grade by participating in studies that are posted on https://ubc-psych.sona- systems.com. Please register in this online system by end of the first month of class. You can also earn your first half hour of credit by completing pretesting survey that will make you eligible for a wider variety of studies. Please note that in a given term, you can earn no more than one hour of credit for online studies (not including the pretesting).
As an alternative to participating in studies, you may choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. More information about this option can be found at: http://www.psych.ubc.ca/resguide.psy. All of your credits for study participation or the library option will be added to your final course grade, after any scaling that may have been applied.

COVID-19 AND CLASS

With the rise of the Omicron variant, things this term are likely to change rapidly. It's important to me that you take care of yourself first.

If you are sick: it is important that you stay home – no matter what you think you may be sick with (e.g. cold, flu, other illness). You can complete a self-assessment for COVID-19 symptoms if needed. There is no penalty for missing synchronous learning work (e.g., because of caregiving, illness, or required isolation) if it is made up in another way.

"What will happen if the Teaching Team experiences a personal emergency?" It is possible that I or a TA will experience a personal emergency during this course. I will communicate with you immediately and as often as I can, using course emails and/or the Announcements feature in Canvas. We will invite you to continue as much as possible with the scheduled learning activities, and we will communicate with you any modifications (e.g., to availability, timeliness of feedback) that are impacted. We will ask for your patience, flexibility, and compassion, as well as continued dedication to your and classmates' learning during that time."

Academic 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

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, including tutoring, writing support, and many other links to academic resources.

Centre for Accessibility: 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: https://students.ubc.ca/health/counselling- services or 604-822-3811. Offers a variety of resources to help you maintain your mental health while in school, including individual and group counselling.

 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.

Student Health Services: https://students.ubc.ca/health/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.

Mental Health Awareness Club: http://blogs.ubc.ca/ubcmhac/ A club that offers opportunities to speak about mental health, 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 bag. You are able to use the service for up to 16 times per term.

BC Crisis Center: 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.

Course Assignments

Exams 2 @ 15% each
Final Exam 30%   **60%**
Midterms 1 and 2 will be non-cumulative. Final exam will be cumulative, with emphasis on the final units in the course. Exams will contain both Multiple choice and Short Answer format questions. See course schedule for exam dates.

> MIDTERM 1: Units 1- 2
> MIDTERM 2: Units 3 - 4
> FINAL EXAM: 30% UNITS 1-4, 70% UNIT - 5

Social Media Post   **10%**
- For this assignment, you will create a social media post. You may work on your own or with up to 4 classmates. Further information will be provided in separate document. See course schedule for due dates.

My Virtual Child   **20%**
- You will need to register for Pearson's "My Virtual Child" (information available on page 3 of this syllabus). This is an online learning module. Throughout the term, you will "raise" a virtual child, and at 5 timepoints throughout the course, answer very short questions about their development. See course schedule for due dates.

   To register for My Virtual Child, please go to https://www.myvirtualchild.com/landing/. Create an account with ID 29538. More information available on page 3 of this syllabus.

Class Contribution & Engagement   **10%**
- Engagement in class discussions
- Engagement in Canvas Discussion Boards (1 post per Unit)
    - 1 thoughtful post/per UNIT, around 150 words, quality over quantity.
    - Use at least 1 academic reference per post, include in-body reference and reference at the end
    - You'll be broken up into groups of ~30 people for discussions

MISSED EXAMS: Life happens! If you are unable to take a midterm exam (for any reason), you may have the weight for that exam moved to the cumulative final. You may only do this for one exam. To do this, please alert me ahead of the exam you will be missing as we cannot reweigh marks from exams already completed.
If you are unable to write the final exam, you must contact your faculty's advising office as soon as possible to apply for Academic Concession.

LATE ASSIGNMENTS: Get started on assignments as early as possible! A "late" assignment is any assignment that is turned in AFTER the due date and time. Given the uncertainty of this semester, we will grant a 4-day extension on ALL assignment deadlines with no penalty to your grade (this DOES NOT include midterms or exams). All assignments must be submitted electronically via Canvas. If you need a further extension on an assignment, you will need to apply for an academic concession with your faculty's advising office.

Psychology Department Grading Policy

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. The average grade in 100- and 200-level Psychology classes will be 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes will be 75, 73, and 71, 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. Scaling may be used in order to comply with these norms, and grades may be scaled up or down as necessary by an instructor or the department.

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

Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

Grade	Grade Points	Definition	Percent Equivalent
A+	4.33	Exceptional Achievement	90 – 100
A	4.00	Outstanding Achievement	85 – 89
A-	3.67	Excellent Achievement	80 – 84
B+	3.33	Very Good Achievement	76 – 79
B	3.00	Good Achievement	72 – 75
B-	2.67	Good Achievement	68 – 71
C+	2.33	Satisfactory Achievement	64 – 67
C	2.00	Satisfactory Achievement	60 – 63
C-	1.67	Marginal Achievement	55 – 59
D	1.00	Minimal Achievement.	50-54
F	0.00	Unsatisfactory Achievement	<49

Course Schedule

Unit	Dates	Topic	Readings	Due Dates
1	January 18 *Online*	What is Applied Developmental Psychology?	*No readings.*	
1	January 20 *Online*	Studying Applied Developmental Psychology	*Siegler et al. (2018). Methods for Studying Child Development.*	
2	January 25 *Online*	Risks	*Felitti et al., 1998. The Adverse Childhood Experiences (ACE) study*	
2	January 27 *Online*	Resilience	*Luthar, Sawyer, & Brown. (2006). Conceptual Issues in Studies of Resilience.*	My Virtual Child question set 1 due 8 Months Old *DUE JAN 28th
2	February 1 *Online*	Resilience - Attachment	*Khan et al. (2020). Development and Change in Attachment*	
2	February 3 *Online*	Resilience – Adult Attachment	*Del Guidice (2011). Sex Differences in Romantic Attachment: A Meta Analysis*	
	February 8 *Online*	CATCH UP/MIDTERM REVIEW	*No readings.*	My Virtual Child question set 2 due 3 Years Old
	February 10 ONLINE	MIDTERM 1		Midterm 1
3	February 15 *Online*	Gender	*Olson & Gülogöz (2017). Early Finding From the TransYouth Project*	
3	February 17 ONLINE	Pornography	*Bothe, et al. (2020). A Large-Scale Comparison of Canadian Sexual/Gender Minority and Heterosexual...*	
	February 22	Midterm Break		
	February 24	Midterm Break		
3	March 1 *Online*	Sexting	*Gamez-Guadix, & de Santisteban. (2018). "Sex Pics?": Longitudinal Predictors of Sexting Among Adolescents*	My Virtual Child question set 3 due 6 Years Old
4	March 3 ONLINE	Social Media & Mental Health	*Coyne et al. (2020). Does time spent using social media impact mental health? An eight year longitudinal study*	
4	March 8 *Online*	TECH GUEST LECTURE	*Parent, Bond, & Shapka (2021). Smartphones as attachment targets: An attachment theory framework for understanding problematic smartphone use.*	

4	March 10 *ONLINE*	Development & Technology	*Xiao, Baitz, Onditi, Sam, & Shapka (2021). Cybervictimization, time spent online, and developmental trajectories of online privacy concerns among early adolescents*	Social Media Post Due
4	March 15 *Online*	Cyber Dating Violence	*Thulin et al. (2021). Electronic Teen Dating Violence Curves by Age*	
4	March 17 *In Person*	Cyber Dating Violence	*Thulin et al. (2021). Electronic Teen Dating Violence Curves by Age*	My Virtual Child question set 4 due 12 Years Old
	March 22 *Online*	CATCH UP/MIDTERM REVIEW	*No readings.*	
	March 24 *In Person*	MIDTERM 2		Midterm 2
5	March 29 *Online*	Babies	*Shah, Browne, & Poehlmann-Tynan (2018). Prematurity: Identifying risks and promoting resilience.*	
5	March 31 *In Person*	Class Choice/Memories of Previous Lives	*Readings TBA*	
5	April 5 *Online*	Class Choice/Race	*Readings TBA*	My Virtual Child question set 5 due 18 Years Old
5	April 7 *ONLINE*	COURSE WRAP UP		

Final Exam Tuesday, April 19th @ 3:30pm* (time of exam tentative)

Course Policies

1. The course schedule may be modified throughout the semester. Students are responsible for being aware of changes to the schedule, whether or not they attend the class during which changes were announced. Buddy up! Don't miss important announcements.
2. Please review this course outline before emailing questions to your instructor. Answers that can be found within this syllabus won't be answered via email ☺