

# PSYC319: APPLIED DEVELOPMENTAL PSYCHOLOGY

Fall 2022

Mondays, Wednesdays, & Fridays: 10:00-10:50am  
SWNG-122



## WELCOME TO PSYC319!

Every week, new research is published about the development of 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, analyze, and integrate research on socially important issues relevant to development.
4. Translate psychological research into meaningful suggestions for parents, educators, and policy-makers.

*We acknowledge that this course (located at the Point Grey campus of UBC) takes place on the traditional, ancestral, and unsundered land of the xʷməθkʷəṅəm (Musqueam) people.*

*The xʷməθkʷəṅəm people have used this land as a site of learning for generations before us. In this class, we aim to honour this history. We also acknowledge the harms inflicted through the colonialization of Indigenous lands.*

# OUR INSTRUCTIONAL TEAM

## INSTRUCTOR

### Dr. Lillian May

- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: [lamay@psych.ubc.ca](mailto:lamay@psych.ubc.ca)
- Office: Kenny 2037
- Drop-in Student Hours:
  - Mondays, 2:30-3:30pm
  - Thursdays, 10:00-11:00am
- Appointments (either in-person or via Zoom): Email or book on [calendly.com/lamay](https://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 3 kids: 4-year-old Remy and 9-month-old twins Gus and Poppy! I also enjoy baking, terrible reality TV, and sleep.*

## TEACHING ASSISTANT



### Arezoo Shahnaz

- Please call me: Arezoo (pronounced like "R-zoo") (pronouns: she/her)
- Email: [arezoo.shahnaz@psych.ubc.ca](mailto:arezoo.shahnaz@psych.ubc.ca)
- Student hours by appointment
- *Arezoo is a doctoral student in the Clinical Psychology program working with Dr. E David Klonsky. Her research focuses on examining the short-term temporal relationship between suicidal thoughts and eating disorder behaviours. As a student in the Clinical program, Arezoo has had the opportunity to work with youth experiencing mental health difficulties within a treatment context.*

Please feel free to email us for any reason!

We strive to respond to emails within 48 hours (excluding weekends and holidays). If you haven't heard back from us in 48 hours, do follow up. We're not ignoring you—emails just can get lost in the pile...

# ABOUT THIS COURSE

## CLASS STRUCTURE

Our class is planned to be fully **in-person**: lectures will be held in the classroom on Mondays, Wednesdays, and Fridays. It is generally expected that you attend class— a lot of learning happens as we discuss course content *together*. However, **lecture recordings will be available** to anyone who is unable to attend class (for illness, family circumstances, etc.). If you are feeling unwell, please do not feel the pressure to attend class!

You can find the room recordings at the below link, following each class session:

- <https://ubc.ca.panopto.com/Panopto/Pages/Sessions/List.aspx?folderID=645026d5-bcb2-48ca-a86f-af00014f3968>

Do note that recordings will likely experience technical difficulties, and will not be perfect! You probably will want to get to know some classmates from whom you can get notes on days you are unable to attend.

Class time will be a mix of lecture, discussion, and activities. We aim to make class interactive—please feel free to ask any questions, make comments, discuss with your classmates!

## CLASS IN THE TIME OF COVID-19

Unfortunately, the pandemic is still present and impacting our class. As we continue to navigate what in-person learning will be like in this current reality, my hope is that we will give each other grace and support. We're all figuring it out together!

### ***Covid-19 Risk Management:***

- **If you are feeling unwell, please don't come to class!** Lecture recordings are available.
- **Consider wearing a mask during class—** this is a large course, with many students packed together in a small space.
- **Remember that your actions impact the health and safety of others. Please act with care.**

With the ever-changing nature of the pandemic, it's possible we may need to make changes to our course during the term. Should we need to pivot our course online (either for a short period—ie, Instructor quarantine, or longer—ie, UBC in-person class shutdown), our plans are to use a mix of pre-recorded lecture content and Zoom classes.

## SUPPORT FOR STUDENTS

**Your well-being is more important than anything going on in 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.

# 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: don't worry, 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." You can purchase a digital access code from the UBC bookstore for \$36.05.

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, you must register on My Virtual Child using the following course ID: 30027**

## COURSE WEBSITE

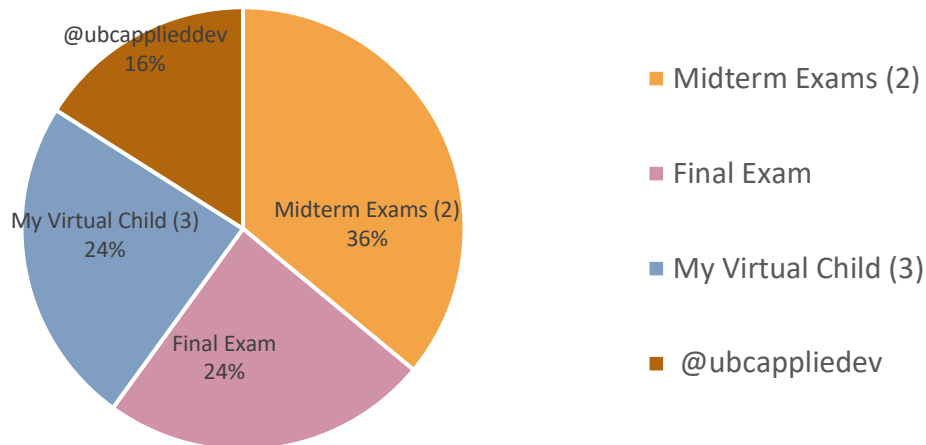
For our online course, our course website is essential! Find everything for our class on [www.canvas.ubc.ca](http://www.canvas.ubc.ca), and check the site often!

Course material will be posted under the Modules tab, and Assignment information under the Assignments tab.

The Modules tab is also where you can find lecture slides. The night before class, you can find a "draft" version posted—this version will be incomplete (discussions and "surprises" left out, and changes may be made just before class!), but will give you an outline on which you can take notes. Following class, a "final" version will be posted.

***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)

# COURSE ASSESSMENTS & GRADING



## EXAMS (60%)

### MIDTERMS (36%)

Two non-cumulative exams each worth 20%.

- **Midterm #1 (18%): October 14**
- **Midterm #2 (18%): November 7**

Midterm exams will consist primarily of multiple choice questions, typically with 1 short answer question.

### FINAL EXAM (24%)

The final exam will be scheduled during the University exam period (December 11-22).

Cumulative final exam, covering material from across the course. The final exam will consist of both multiple choice and short answer questions, and will have a time limit of 2 hours, 30 minutes.

#### Notes on Exams:

- Midterms are not cumulative; the final is cumulative.
- Exams will cover content from lecture, discussions, and assigned readings. 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 (40%)

### MY VIRTUAL CHILD (24%)

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.

**For our class, you (or your partner) must register on My Virtual Child using the following course ID: 30027**

With My Virtual Child, you will “raise” your own child from birth to age 18. At three 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 8% 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:**

- **2 years: Question Set 1 (Due October 3 @11:59pm)**
- **10 years: Question Set 2 (Due October 31 @11:59pm)**
- **18 years: Question Set 3 (Due November 21 @11:59pm)**

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

#### **@UBCAPPLIEDDEV (16%)**

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

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

One place parents (and others) are commonly turning for information on raising children is social media—particularly Instagram! There is a whole industry of child development advice that populates 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.

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

*Note: you don't need to have Instagram yourself for this assignment! You can use available templates, and we post the assignment for you!*

**Due December 5 @ 11:59pm.** A full guide to the Instagram assignment, including a rubric, is available on Canvas.

#### **Notes on Assignments:**

- If you choose to work with classmates on an assignment, the same grade will be given to all. Choose your groupmates wisely!
- When we return grades on assignments, there will be general feedback given via the grading rubric. If you wish for more detailed feedback:
  - First, email the TA. The TA will be able to give you more written feedback, but typically cannot change marks.
  - If after receiving feedback from the TA, request further feedback (& grade reconsideration) from Lily. You can request either written or live feedback, but this feedback *must* be requested in advance of any meeting (ie, I will not provide feedback at office hours without advance notice).

#### **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! This is already built in to Canvas.

If you need more than 1-week past the due date, please check in with Lily. We may ask that you apply for formal in-term concession with your faculty's advising office. While we may be able to accommodate a later submission, this does often mean that there will be a delay in receiving marks/feedback.

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.

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>

Grades are not official until they appear on a student's record.

# POLICIES

## 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.

Our instructional team is always continuing to learn about diverse perspectives and identities. If at any point you feel as though we are failing to live up to an inclusive space in our course, please let us 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](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, 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](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.
- **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:**  
<https://www.ams.ubc.ca/support-services/student-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. document an illness if you should require academic concession.

## ACKNOWLEDGEMENTS

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# COURSE SCHEDULE

Unit		Assigned Readings	Due Dates
1	September 7-14: <i>What is Applied Developmental Psychology, and How Do We Study it?</i>	<ul style="list-style-type: none"> <li>• Miller (2017). <i>Applied research.</i></li> <li>• Berk (2012). <i>Research strategies.</i></li> </ul>	
2	September 16-23: <i>Family</i>	<ul style="list-style-type: none"> <li>• Lamb (2012). <i>Mothers, fathers, families, and circumstances: factors affecting children's adjustment</i></li> </ul>	
3	September 26-30: <i>Birth</i>	<ul style="list-style-type: none"> <li>• Shah, Browne, &amp; Poehlmann-Tynan (2018). <i>Prematurity: Identifying risks and promoting resilience.</i></li> </ul>	
4	October 3-7: <i>Early Care</i>	<ul style="list-style-type: none"> <li>• Oster (2019). <i>Breast is best? Breast is better? Breast is about the same?</i></li> <li>• Vandell, Burchinal, &amp; 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></li> </ul>	<ul style="list-style-type: none"> <li>• October 3: MyVirtualChild #1</li> </ul>
OCTOBER 14: MIDTERM #1			
5	October 17-21: <i>Adoption, Foster Care, &amp; Institutionalization</i>	<ul style="list-style-type: none"> <li>• Palacios &amp; Brodzinsky (2010). <i>Adoption research: Trends, topics, outcomes.</i></li> <li>• Marshall, E. (2017) <i>An experiment in zero parenting.</i></li> </ul>	
6	October 24-28 <i>Children &amp; Media</i>	<ul style="list-style-type: none"> <li>• Bavalier, Green, &amp; Dye (2010). <i>Children, wired: For better and for worse.</i></li> </ul>	
7	October 31- November 4 <i>Schooling</i>	<ul style="list-style-type: none"> <li>• Eccles &amp; Roeser (2011). <i>Schools as developmental contexts during adolescence</i></li> <li>• Juvonen, Kogachi, &amp; Graham (2018). <i>When and how do students benefit from ethnic diversity in school?</i></li> </ul>	<ul style="list-style-type: none"> <li>• October 31: MyVirtualChild #2</li> </ul>
NOVEMBER 7: MIDTERM #2			
8	November 14-18: <i>Sexual Development</i>	<ul style="list-style-type: none"> <li>• Steinberg (2019). <i>Sexuality.</i></li> </ul>	
9	November 21-25: <i>Juvenile Justice</i>	<ul style="list-style-type: none"> <li>• Steinberg &amp; Icenogle (2019). <i>Using developmental science to distinguish adolescents and adults under the law.</i></li> </ul>	<ul style="list-style-type: none"> <li>• November 21: MyVirtualChild #3</li> </ul>
10	November 28-December 7: <i>Topics of Class' Choice</i>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>• December 5: @UBCAppliedDev</li> </ul>
DECEMBER 11-22: FINAL EXAM TO BE SCHEDULED			

*In this class, potentially sensitive topics discussed may include: sex, sexual orientation, sexual violence, child abuse and maltreatment, neglect, divorce, adoption, foster care, parental abandonment, juvenile incarceration, race and racism.*