



APPLIED DEVELOPMENTAL PSYCHOLOGY

PSYC 319

Section 101: Monday, Wednesday, Friday, 12:00-12:50pm, BUCHA201

Section 102: Monday, Wednesday, Friday, 1:00-1:50pm, BUCHA201

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? Can this research be used to help inform parenting decisions, education, public policies, and to improve children's lives?

These are the big question we'll be exploring in this course. To do so, we will examine developmental psychology research on several socially important issues, including childcare, schooling, juvenile justice, and sexual development.

LEARNING GOALS

By the end of this course, you will 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 synthesize research on socially important issues relevant to development.
4. Reflect on the importance of contextual influences on the application of developmental psychology.
5. 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 x^wməθk^wəyəm (Musqueam) people.

The x^wməθk^wəyəm people have used this land as a site of learning for generations before us. Throughout our class, we aim to honour this history by focusing on our learning together, through both academic and personal growth.

OUR INSTRUCTIONAL TEAM

INSTRUCTOR

Dr. Lillian May

- Please call me: **Lily** or **Dr. May** (pronouns: she/her)
- Email: lamay@psych.ubc.ca
- Office: Kenny 2037
- Zoom Drop-in Student Hours:
 - Tuesdays: 11:00am-12:00pm
 - Thursdays: 3:00-4:00pm
- Appointments (either in-person or via Zoom): Email or book on calendly.com/lamay



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: 5-year-old Remy and 2-year-old twins Gus and Poppy! I also enjoy tea, baking, terrible reality TV, and sleep.

TEACHING ASSISTANTS



Maria Stahre

- Please call me: Maria (pronouns: she/her)
- Email: mkstahre@student.ubc.ca
- Student hours by appointment
- *Maria previously completed her undergrad in Psychology at UBC and is now an MA student in the Counselling Psychology program. If you have any questions about grad school or counselling psychology, she's always happy to chat.*



Francesca Berthiaume

- Please call me: Francesca (pronouns: she/her)
- Email: fberthia@student.ubc.ca
- Student hours by appointment
- *Francesca is a fifth-year Psychology student. Her research interests lie in the intersection of psychology and public health with a focus on using technology to develop more efficient prevention and intervention strategies. Currently, she works with Dr. Daniel Vigo at the Mental Health Systems and Services Lab developing a mental health intervention app!*

ABOUT THIS COURSE

This course will be a mixture of lecture, small group discussion, whole class discussion, and occasional activities. We aim to make class interactive—please feel welcome to ask questions, make comments, and chat with your classmates!

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 stay home and spend your time getting better!**

You can find the room recordings at the via the links on our Canvas homepage, following each class session.

Do note that recordings will likely (definitely) 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.

The last two weeks of class will not contain any new content, but will instead be time for us to work on your final Dissemination of Knowledge projects. Attendance is optional, but should be useful for your final project work.



DIVERSITY & INCLUSION



I hope we all come to this class as *our whole selves*. I come to this class as a settler to these lands, as a developmental psychologist, a white straight cisgender woman, a mom, a person with an anxiety disorder... it is impossible for me to separate my teaching from these identities. **I welcome you to bring your identities to our learning, in whatever way you feel safe and able.**

To that end, we strive to build a classroom environment where all students feel included for *all of who you are*. **This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability/disability, health, mental health, body size, and age (this is not an exhaustive list!).**

Students, instructors, and readings may sometimes raise controversial and/or sensitive issues. Respectful discussion is encouraged: our goal is not to always agree, but rather to explore different perspectives without being threatening or alienating. Statements or behaviours likely to offend others or make others feel excluded in any way should not be shared in class-- but can be shared with me after class or in office hours.

I am always working to learn more and do better supporting diverse experiences and identities. If you ever feel as though the class is failing to live up to an inclusive environment, *please* let me or a TA know.

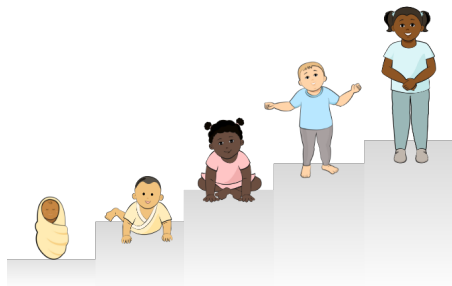
COURSE MATERIALS

READINGS

There is no course textbook! Instead, 1-2 readings are 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



We will use 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.

(You'll likely want to share log-in information between you as well).

Once you have your access code, go to <http://www.myvirtualchild.com/>. 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. 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: 30872

TOPHAT

TopHat is an online classroom response system that allows you to answer questions and engage in discussions during class. We will use it for in-class activities, and for your Engagement mark.



TOP HAT

Sign up at tophat.com

Course Join Code:

- **Section 101 (12pm): 707249**
- **Section 102 (1pm): 621005**

Top Hat can be accessed through your internet browser, or through Apple/Android apps. During sign-up, make sure you enter your UBC Student ID correctly so your Top Hat responses are counted towards your grades! TopHat is a US-based program and

hosted on US-based servers, so if you wish to use a false name, just email us with your chosen name!

COURSE WEBSITE

Find everything for our class on www.canvas.ubc.ca, and check the site often!

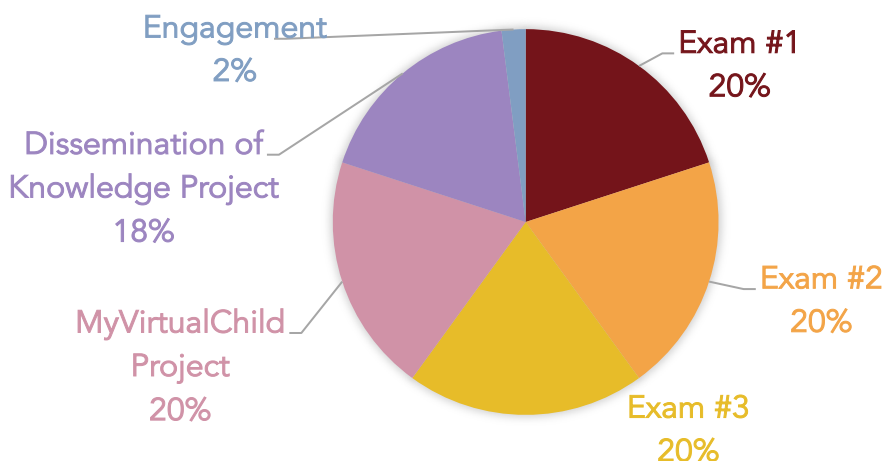
Course material will be posted under the Modules tab, and Assignment information under the Assignments tab.

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%)

Three non-cumulative exams each worth 20%.

- **Exam #1 (20%): February 2**
- **Exam #2 (20%): March 4**
- **Exam #3 (20%): March 27**

Exams will consist primarily of multiple choice questions.

There is no final exam!

Notes on Exams:

- 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.
- If you have to miss an exam (for illness, mental health, family circumstances, etc.), we will offer make-up exams during the final exam period. Two sessions will be

available—one during our officially scheduled course exam time, and one at an alternative time. In rare cases in which students are unable to take a make-up exam, a missed exam can be reweighed equally to other exams.

ASSIGNMENTS (38%)

MY VIRTUAL CHILD PROJECT (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 typically receive the same grade.

For our class, you (or your partner) must register on My Virtual Child using the following course ID: 30872

With My Virtual Child, you will “raise” your own child from birth to age 18.

At three points in your child's development, you'll submit reflections on raising your child and how experiences in your parenting/in your child's life connect to our course learning. We'll provide you some feedback (but not grades) on these reflections.

Once your child has "grown up" to 18 years, you'll submit your final project. You'll provide:

- A brief description of your child and their life thus far.
- Reflections on how your child's life connected to course content.
- What you've learned through raising a virtual child during this class, and what you might do differently in raising a child after learning all of our course material.

This final project can take whatever form you wish—a traditional paper, an infographic, a comic book, a video, etc.!

As you are the best expert on your own learning via raising your virtual child, YOU will be the one to evaluate your own virtual child project. We don't ask that you evaluate how your child turned out—but to evaluate your work and engagement with the project.

In submitting the final MyVirtualChild project, you will also complete a self-evaluation form, and provide us with your mark for the assignment, along with your justification.

Schedule of MyVirtualChild Assignment:

- 9 months: due January 26
- 4 years: due February 16
- 13 years: due March 22
- **Final Project (18 years): due April 12**

A further assignment guide to the MyVirtualChild project will be available on Canvas.

DISSEMINATION OF KNOWLEDGE PROJECT (18%)

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

One major focus of applied developmental psychology is to disseminate and make available developmental psychology research for the general public. This could be pamphlets or books for parents, social media posts, lesson plans for teachers, presentations for law-makers, etc.

For this project, you will create a resource disseminating knowledge on relevant research and suggestions for one topic relevant to development. This can be a topic covered in class, or something new!

The format is entirely up to you—think about what you believe would be the best way to convey the information you will disseminate. We'll ask you to include at least 3 references, ideally scholarly sources.

We'll spend the last 2 weeks of the term working on these projects in class.

As with the MyVirtualChild project, we see you as the expert on your learning through this assignment—so you will be the one to evaluate your work. In submitting your DoK project, you will provide us with your mark for the assignment, along with a justification of this mark.

Due April 19 @ 11:59pm.

A further assignment guide to the DoK project will be available on Canvas.

Notes on Assignments:

- You will provide your own evaluation and grades for assignments, based on your assessment of your effort and work. In the vast majority of cases, we'll use your provided grades for the final assignment marks. However, if instructor/TA evaluation of your work differs significantly from your provided marks, we reserve the right to set up a meeting to discuss further.
- Due dates are given for assignments to both keep you on track, as well as to allow TAs time to provide feedback. That said, we understand that delays do occur! Thus, a 3-day grace period is automatically granted. As long as you submit your assignment within 3 days of the due date, there is no issue—and you do not need to let us know! This is already built into Canvas.

ENGAGEMENT (2%)

Engaging with our class is incredibly useful for your learning—and for our class community!

To help encourage this engagement, we will use TopHat questions during each class—some will help you test your knowledge, some will help spark discussion, and some will be just for fun.

None of the TopHat questions will be graded for accuracy—they are all just marked for participation. Your Engagement mark will be determined in the following manner:

If you respond to TopHat questions...	You will receive...
>50% of the time	2%
<50% of the time	0%

If you feel that your engagement is better demonstrated in an alternative way (ie, you were unable to attend classes regularly but stayed engaged via discussion board posts or office hours), you will be able to submit an Alternative Engagement Option.

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

MISSED EXAMS

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

If you are unable to take an 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 take a make-up exam. Make-up exams will be offered during the final exam period: one session will be

available during the set final exam time, and one during an alternative time. In rare cases if students are unable to sit a make-up exam, a missed exam will be reweight to other completed exams.

LATE ASSIGNMENTS

A 3-day grace period is automatically granted for all assignments. You can submit up to 3 days late with no issue.

If you need more than 3 days 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 often means that there will be no detailed feedback available.

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.

EMAILS & COMMUNICATION

Please feel free to email your course instructor or TA for any reason. Using email—not Canvas inbox—is the best method of contact.

Our policy is to aim for email replies 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—there are just a lot of emails, and sometimes things get lost in the pile!

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.

AI/CHAT GPT

Developments in AI have meant that this is a quickly-changing new tool that can be useful—as well as harmful—to your learning and performance in this class. AI (Chat GPT and other related resources) can be helpful in testing your own knowledge, and providing new ideas for projects. However, AI is not perfect—it commonly makes mistakes, and is heavily biased.

In this class, you can use AI at your own risk. My advice is to *not* use it for any final project—it can be great for getting initial inspiration (or for exam review), but the potential errors are

a significant risk for final projects. To me, use of AI on final projects also seems to undermine the *learning* we aim to emphasize in projects within this class. But that is your decision to make.

If you do use AI in your projects, you must cite it appropriately—as with other academic standards of integrity, it is important to provide credit for where your work/information comes from. In this class, there is no penalty or negative connotation associated with using AI if cited.

If it is suspected that you used AI without citation, we will invite you to a meeting to discuss further. This may constitute a violation of academic integrity,

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>).

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.

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 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/counseling-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.
- **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

ACKNOWLEDGEMENTS

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COURSE SCHEDULE

Date	Unit	Class Topic	Assigned Readings	Important Dates
January 8	Class Introduction!			
January 10	Background	What is Applied Developmental Psychology?	Miller (2017). Applied research.	
January 12		Methods in Applied Developmental Psychology	Berk (2012). Research strategies.	
January 15		Risk, Resilience, & Individual Differences		
January 17		Families, Part 1	Fraley, R. C. (2023). Attachment through the life course.	
January 19		Families, Part 2		Add/drop deadline
January 22		Focus on Infant & Early Child Development	Birth	Shah, Browne, & Poehlmann-Tynan (2018). Prematurity: Identifying risks and promoting resilience.
January 24	Feeding		Oster (2019). Breast is best? Breast is better? Breast is about the same?	
January 26	Childcare, Part 1		Vandell, Burchinal, & 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	MyVirtualChild-9 Month Reflection Due
January 29	Childcare, Part 2			
January 31	Wrap-Up & Exam Review			
February 2	EXAM #1			
February 5	Focus on Early & Middle Child Development	Adoption & Foster Care, Part 1	Palacios & Brodzinsky (2010). Adoption research: Trends, topics, outcomes.	
February 7		Adoption & Foster Care, Part 2		
February 9		Institutionalization	Marshall (2017). An experiment in zero parenting.	
February 12		Media	Linder et al. (2021). The impact of parent and child media use on early parent-infant attachment	

February 14		Media			
February 16		Play	Dodd, Nesbit, & Fitzgibbon (2023). Child's play: Examining the association between time spent playing and child mental health.	MyVirtualChild-4 Year Reflection Due	
February 19-23		READING BREAK			
February 26		Child Testimony	Brown & Lamb (2018). Forks in the road, routes chosen, and journeys that beckon: A selective review of scholarship on children's testimony		
February 28		Child Testimony			
March 1		Wrap-Up & Exam Review			
March 4		EXAM #2			
March 6	Focus on Adolescent Development	Schooling, Part 1	Eccles & Roeser (2011). Schools as developmental contexts during adolescence		
March 8		Schooling, Part 2			
March 11		Schooling, Part 3	Ooi & Cortina (2023). Cooperative and competitive school climate: their impact on sense of belonging across cultures.		
March 13		Sexual Development, Part 1	Steinberg (2019). Sexuality.		
March 15		Sexual Development, Part 2			
March 18		Sexual Development, Part 3			
March 20		Juvenile Justice, Part 1	Steinberg & Icenogle (2019). Using developmental science to distinguish adolescents and adults under the law.		
March 22		Juvenile Justice, Part 2		MyVirtualChild-13 Year Reflection Due	
March 25		Wrap-Up & Exam Review			
March 27		EXAM #3			

March 29- April 1	NO CLASS- EASTER BREAK		
April 3	Work on Final Projects!	No New Content!	
April 5			
April 8			
April 10			
April 12			Final MyVirtualChild Project Due

Final Dissemination Project due April 19

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.