



APPLIED DEVELOPMENTAL PSYCHOLOGY

PSYC 319

Section 002: Monday, Wednesday, Friday, 11:00-11:50am, in BRCS 1030

Section 003: Monday, Wednesday, Friday, 12:00-12:50pm, in BRCS 1030

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, play, schooling, and juvenile justice.

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 in 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 xʷməθkʷəy̓əm (Musqueam) people.

The xʷməθkʷəy̓əm people have used this land as a site of learning for generations before us. Throughout our class, we aim to honour this history in our learning together.

OUR COURSE TEAM

INSTRUCTOR

Dr. Lillian May

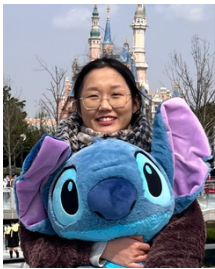
- Please call me: **Lily** or **Dr. May** (pronouns: she/her)
- Email: lamay@psych.ubc.ca
- Office: Kenny 2037
- Drop-in Student Hours:
 - In-Person: Thursdays, 11am-12pm
 - Zoom: Tuesdays, 1-2pm
- Appointments (either in-person or via Zoom): Email or book on calendly.com/lamay



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: 6-year-old Remy and 2.5-year-old twins Gus and Poppy! I also enjoy tea, baking, terrible reality TV, and naps.

TEACHING ASSISTANTS



Jingyun Zhu

- Please call me: Jingyun (pronouns: she/her)
- Email: jyzhuu@mail.ubc.ca
- Student hours by appointment
- *Jingyun is a Master's student in developmental psychology. She's now focusing on babies' brain development during the first two years' of life, using a technique called fNIRS.*



Orli Hellerstein

- Please call me: Orli (pronouns: she/her)
- Email: ohellers@student.ubc.ca
- Student hours by appointment
- *Orli is a 4th year honors psychology student interested in research focused on new treatments for eating disorders and suicidality in pediatric patients. So far she's had the opportunity to conduct research studying sexual wellbeing, ADHD, eating disorders, depression, OCD, anxiety, and schizophrenia. Outside of her research, she is a member of the UBC Latin Dance Club executive team, and can always be found cutting it up to Pablo Picasso.*

STUDENTS

You! You are an important part of this course! Our class philosophy is that we are all learning *together*. Please do feel free to add your perspectives, experiences, etc. during class, on Canvas, and/or in office hours.

ABOUT THIS COURSE: WHAT TO EXPECT

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!

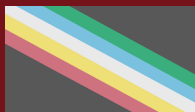
We will spend ~1-3 days on each of our course topics, covering the content through lecture material, discussion, and via the assigned readings. Usually, lecture material will provide a foundation for the topic, and then readings will expand upon the themes.

In both lecture and/or readings, potentially sensitive topics may arise, including (but not limited to): child maltreatment, neglect, sex, sexual orientation, trauma, and poverty. If you are concerned about any of these topics, please consider talking with the instructor/TA.

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, as it benefits our class community and your learning.

However, **lecture recordings will be available** if you are occasionally unable to attend class (for illness, family circumstances, etc.). You can find the room recordings 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!**

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



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 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.

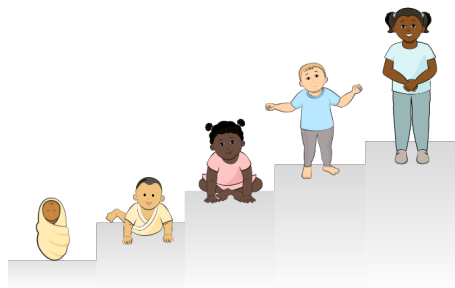
COURSE MATERIALS

There is no course textbook! Instead, for most topics we discuss, 1-2 readings are assigned. These readings are a mix of research articles, review articles, and textbook chapters. All will be available in PDF form on our course Canvas page.

Some of the readings are at an advanced level: don't worry, you do not necessarily need to understand the statistics used! We will look for you to understand the main questions, conclusions, and limitations of the arguments presented in the readings. It can be helpful 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).

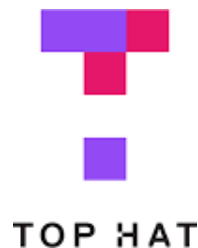
Please reach out if you are encountering financial circumstances where you are choosing between purchasing MyVirtualChild and accessing food/housing—I may be able to provide free access or other options.

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 Lily an email with your "chosen" name.

For our class, you must register on My Virtual Child using the following course ID: 31252

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.



**Sign up at tophat.com
Course Join Code:**

- **Section 002 (11am): 484814**
- **Section 003 (12pm): 377201**

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.

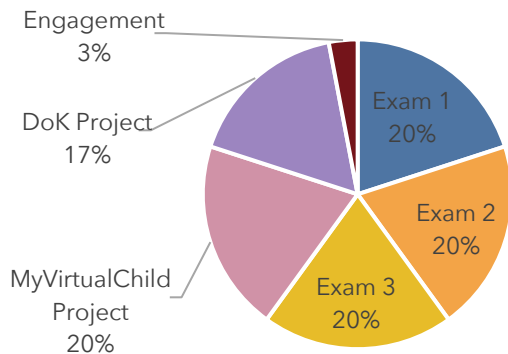
Make sure your Canvas settings are such that you see course announcements when they are released—they will be used frequently to convey important information

(go to Account → Notifications → Announcements → select Notify me right away)

COURSE ASSESSMENTS & GRADING

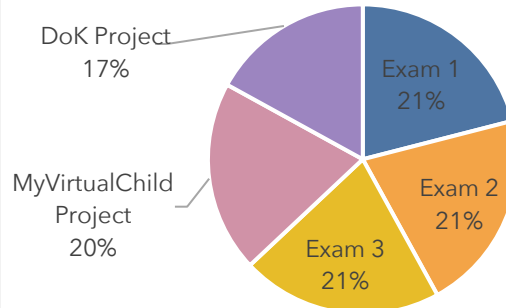
Grading Option #1:

includes in-class engagement component



Grading Option #2:

no engagement component



There are two different grading options for this course: Option #1 includes marks for in-class engagement, while Option #2 has no marks for in-class engagement but slightly higher exam weights.

You can select which grading option you wish to use in this class. You must indicate your choice for one of the two options by Friday, September 20, via Canvas. If you do not submit a choice, you will automatically be assigned to Option #1.

EXAMS (OPTION 1: 60%, OPTION 2: 63%)

We will have three non-cumulative in-term exams, and no final exam.

Under Grading Option 1, each exam will be worth 20%, under Grading Option 2, each exam will be worth 21%.

- **Exam #1: October 2**
- **Exam #2: October 28**
- **Exam #3: November 22**

Exams will consist primarily of multiple choice questions, with 1 or 2 short answer questions.

We are planning for all exams to be written not in the classroom, but at UBC's Computer-Based Testing Facility (see more here: <https://cbtf.ubc.ca/>). The exams will be done on Canvas, using the computers in the CBTF. These exams are proctored and closed-book.

One of the coolest advantages of doing exams at the CBTF is that you get some choice over when to write the exam! Each exam will have an availability window (tentatively 3-4 days) surrounding the "official" exam date, and you will use the reservation system to sign up for a time slot within this window. Instructions on how to do so will be posted on Canvas.

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 need to miss an exam (for illness, mental health, family circumstances, etc.), we will offer make-up exams during the final exam period (exact timing TBA). 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%)

All assignments will be evaluated using *collaborative grading*: along with your assignments, you will also submit a self-evaluation of your work. We'll use this self-assessment to help determine your mark.

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: 31252

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

At two points during your child's development, you'll submit a reflection on raising your child and how experiences in your parenting/in your child's life connect to our course learning.

Once your child has "grown up" to 18 years, you'll complete your final project. This final project can take whatever form you wish—a traditional paper, an infographic, a comic book, a video, artwork + artist statement, etc.!

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.

Breakdown of MyVirtualChild Assignment:

	Virtual Child's Age	Due Date	% of Final Course Mark
Reflection 1	2.5 years	September 27	1%
Reflection 2	11 years	October 25	1%
MVC Final Project	18 years	November 29	18%

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

DISSEMINATION OF KNOWLEDGE PROJECT (17%)

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 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.

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 December 6 @ 11:59pm.

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

IN-CLASS ENGAGEMENT (OPTION 1: 3%, OPTION 2: 0%)

Attending and engaging with our class is often incredibly beneficial for our learning—and in helping to build our classroom community. However, as students have different life circumstances and approaches to learning, you can choose whether your in-class engagement will be part of your course mark.

If you select Grading Option 1, 3% of your course grade will come from in-class engagement. We will assess this via TopHat: during most classes, there will be TopHat questions for you to answer. 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. Under Grading Option 1, your In-Class Engagement mark will be determined in the following manner:

If you respond to in-class TopHat questions...	You will receive...
>80% of the time	3%
>60% of the time	2%
>40% of the time	1%
<40% of the time	0%

If you select Grading Option #2, there is no course mark given for in-class engagement.

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. 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. In rare cases if students are unable to sit a make-up exam, a missed exam will be reweighed to other 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>.

PSYCHOLOGY DEPARTMENT GRADING POLICY

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully

in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

The Psychology department employs department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%), in Introductory 100-level and 200-level courses; **B (72-75%), in Intermediate 300-level courses**; B+ (76-79%), for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365).

Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation).

If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

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

A+	90-100%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	72-75%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	55-59%		

EMAILS & COMMUNICATION

You are welcome to reach out to your course instructor or TAs for any reason. Using email—not Canvas inbox—is the best method of contact.

We do receive a large volume of communication, meaning that it is often not possible to reply right away. We aim to respond within 48 hours, except for on weekends/holidays. If you haven't heard back from us in 48 hours, do follow up. We're not ignoring you—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

For a Student Who Used AI to Write a Paper

Now I send it back
into your own hands.
I hear you. I know
this life is hard now.
I know your days are precious
on this earth.
But what are you trying
to be free of?
The living? The miraculous
task of it?
Love is for the ones who love the work.

—Joseph Fasano

@Joseph_Fasano_

How we should best approach recent/continual developments in AI is a current source of debate within education.

On the one hand, AI may be potentially usefully: it can help synthesize your notes and readings, it can be a place to brainstorm ideas, and it can come up with practice questions to try and test your knowledge. But AI might also be harmful: it commonly makes mistakes (it doesn't have knowledge, it is just a language predictor), it is heavily biased, it takes ideas from other sources, and it carries significant environmental/ethical problems. There is also the concern that using AI to complete coursework might take away from the *learning* that is that is supposed to be the point of university classes.

In this class, I believe that *you* are the best judge of what contributes to your own learning here. As such, it is up to you to decide whether you want to use AI in any of your class projects.

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. See <https://apastyle.apa.org/blog/how-to-cite-chatgpt> for a guide on citation.

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>).

RESOURCES & SUPPORT

SUPPORT FOR STUDENTS

Your well-being is more important than anything going on is this course. Please aim to take care of yourself first, and don't hesitate to reach out to either the instructor or TAs if you are struggling. We are happy to discuss options as to the best path forward, and help direct you to some of the below resources.

We also 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 Calendar:** <https://vancouver.calendar.ubc.ca> A guide to all UBC policies and programs.
- **UBC Learning Commons:** <http://learningcommons.ubc.ca/> Offers a variety of learning and research sources for students, including tutoring, writing support, and other academic resources.
- **Centre for Accessibility:** <http://students.ubc.ca/about/access> 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> . 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/> All students are able to visit the food bank for food and supplies throughout the 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 SCHEDULE

Date	Class Topic	Assigned Readings	Important Dates
September 4	Welcome!		
September 6 & 9	Introduction to Applied Developmental Psychology	<ul style="list-style-type: none"> • Miller (2018). Applied research. 	
September 11 & 13	Risk & Resilience	<ul style="list-style-type: none"> • Njeze et al. (2020). Intersectionality of resilience: a Strengths-Based case study approach with Indigenous youth in an urban Canadian context. 	
September 16	Developmental Differences & Neurodiversity		September 16: Add/drop deadline
September 18 & 20	Birth	<ul style="list-style-type: none"> • Shah, Browne, & Poehlmann-Tynan (2018). Prematurity: Identifying risks and promoting resilience. 	September 20: Deadline to indicate Grading Option
September 23 & 25	Parenting	<ul style="list-style-type: none"> • Kochanska & Kim (2013). Early attachment organization with both parents and future behavior problems: From infancy to middle childhood. • Rothenberg et al. (2020). Effects of parental warmth and behavioral control on adolescent externalizing and internalizing trajectories across cultures. 	
September 27	Wrap-Up & Exam Review		September 27: MyVirtualChild-Reflection 1 Due
September 30	<i>No Class: Day of Truth and Reconciliation</i>		
October 2	Exam #1 (Availability window for writing in CBTF: October 1, 2, 3, 4, 5)		
October 4 & 7	Adoption, Foster Care, & Institutionalization	<ul style="list-style-type: none"> • Brodzinsky, Gunnar, & Palacios (2022). Adoption and trauma: Risks, recovery, and the lived experience of adoption. • Marshall (2017). An experiment in zero parenting. 	
October 9 & 11	Impacts of Early Care	<ul style="list-style-type: none"> • Bustamante et al. (2023). Quality of early childcare and education predicts high school STEM achievement for students from low-income backgrounds. 	
October 14	<i>No Class: Canadian Thanksgiving</i>		

October 16 & 18	Children & Media	<ul style="list-style-type: none"> Linder et al. (2021). The impact of parent and child media use on early parent-infant attachment Peters et al. (2021). Action video game training improves text reading accuracy, rate and comprehension in children with dyslexia: a randomized controlled trial. 	
October 21 & 23	Play	<ul style="list-style-type: none"> Dodd, Nesbit, & Fitzgibbon (2023). Child's play: Examining the association between time spent playing and child mental health. 	
October 25	Wrap-Up & Exam Review		October 25: MyVirtualChild-Reflection 2 Due
October 28	Exam #2 (Availability window for writing in CBTF: October 26, 28, 29, 30)		
October 30, November 1 & 4	Schooling	<ul style="list-style-type: none"> Eccles & Roeser (2011). Schools as developmental contexts during adolescence Ooi & Cortina (2023). Cooperative and competitive school climate: their impact on sense of belonging across cultures. 	
November 6 & 8	Juveniles & The Law	<ul style="list-style-type: none"> Icenogle et al. (2019). Adolescents' cognitive capacity reaches adult levels prior to their psychosocial maturity: Evidence for a "maturity gap" in a multinational, cross-sectional sample. 	
November 11-13	<i>No Class: Remembrance Day & Midterm Break</i>		
November 15 & 18	Sexual Development	<ul style="list-style-type: none"> Steinberg (2022). Sexuality. 	
November 20	Wrap-Up & Exam Review		
November 22	Exam #3 (Availability window for writing in CBTF: November 21, 22, 23, 25)		
November 25	No New Content!		
November 27			
November 29			November 29: Final MyVirtualChild Project Due

December 2		
December 4		
December 6	Last Day of Class: Course Wrap-Up	December 6: Dissemination of Knowledge Project Due

Schedule is subject to change!

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