



APPLIED DEVELOPMENTAL PSYCHOLOGY

PSYC 319

Section 002: Monday, Wednesday, Friday, 11:00-11:50am, in BUCH-A104

Section 003: Monday, Wednesday, Friday, 12:00-12:50pm, in BUCH-A104

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: Wednesdays, 3:15-4:15pm
 - Zoom: Thursdays, 11am-12pm
- 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: 7-year-old Remy and 3.5-year-old twins Gus and Poppy! I also enjoy baking, terrible reality TV, and naps.

TEACHING ASSISTANTS



Mathurada Jullamon

- Please call me: **Matty** (pronouns: she/her)
- Email: mj2653@mail.ubc.ca
- Student hours by appointment
- Matty is a PhD candidate in Human Development, Learning, and Culture. Through a case study, her dissertation explores how science educators in higher education conceptualize, support, and evaluate critical thinking in inquiry-based learning in science. In her spare time, she enjoys traveling and visiting museums.



Shannon May Craig

- Please call me: **Shannon** (pronouns: she/her)
- Email: mm94@student.ubc.ca
- Student hours by appointment
- Shannon is a first year MA student in developmental psychology. Her primary research interests include theory of mind, perspective taking, and social cognitive development. In her free time, she enjoys dancing, reading, and anything outdoors.

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 encouraged to ask questions, make comments, and chat with your classmates!

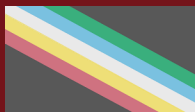
We will spend ~1-3 days on each of our course topics, covering the content through lecture material, discussion, and via the assigned readings. Usually, lecture material will provide a foundation for the topic, and then readings will expand upon the themes.

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!

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.



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.

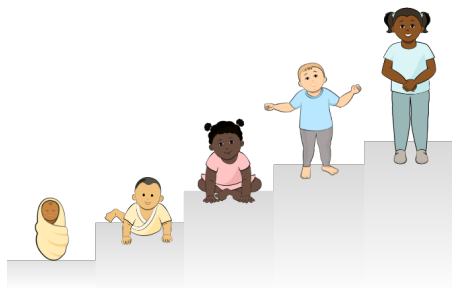
COURSE MATERIALS

There is no course textbook! Instead, for most topics we discuss, 1-2 article readings are assigned. These readings are a mix of both research and review articles. 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 \$37.75.

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 the pair of you as well).

If you have previously used MyVirtualChild for a different course (ie, FMST 210): your account/child stays valid for 12 months. If you will complete this class within that 12 month span, you can continue to use the same account—you can either use the same child to answer our prompts, or you can check with me about resetting the child to raise a new one! If your account will reach 12 months before/during this term, I do recommend purchasing a new MVC child (yes, that sounds creepy!). If you are in any of these situations and have questions, please do check in with me!!

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: 31816

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): 685575**
- **Section 003 (12pm): 704354**

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

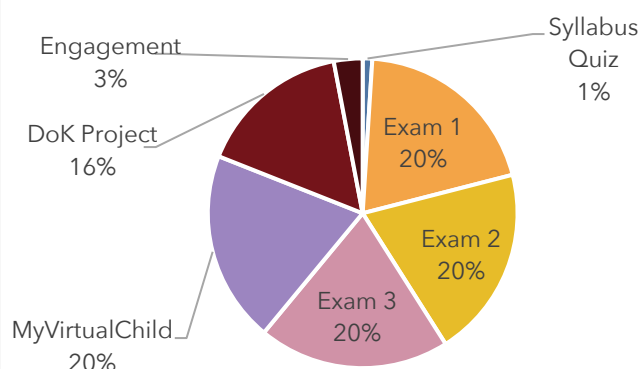
which you can take notes. Following class, a “final” version will be posted.

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



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 19, via Canvas. If you do not submit a choice, you will automatically be assigned to Option #1.

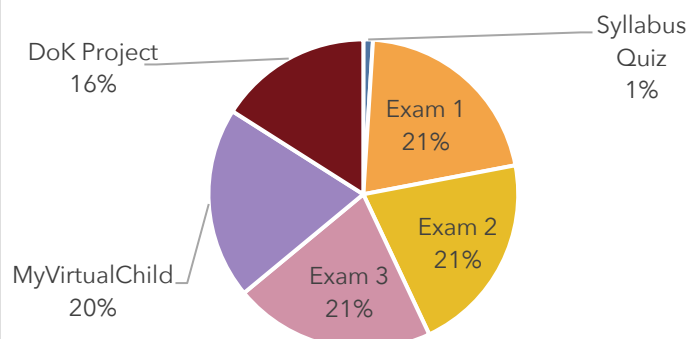
EXAMS (OPTION 1: 61%, OPTION 2: 64%)

Exams will be conducted via Canvas, on computers.

Our exams will have two different possibilities for where/when you will write. One option will be to write on the scheduled exam date, during class, on your own laptop. Alternatively, you can choose to write your exam at UBC's Computer-Based Testing Facility (CBTF; <https://cbtf.ubc.ca/>). At CBTF, you will use the proctored/firewalled computers available there. An advantage of

Grading Option #2:

no engagement component



writing at CBTF is that you will have some selection over when to write—each exam will have a 2-4 day availability window in which you can sign up for a timeslot.

SYLLABUS QUIZ (1%)

So that everyone can become familiar with CBTF as an option—and to help ensure everyone is familiar with our course policies—you will be required to visit and **complete a Syllabus Quiz between September 8-19. Completing this quiz is worth 1% of your final course mark!**

IN-TERM EXAMS (OPTION 1: 60%, OPTION 2: 63%)

Throughout the term, 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: September 29**
- **Exam #2: October 24**
- **Exam #3: November 21**

Details on Exams:

- Exams will consist primarily of multiple choice questions.
- 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**. What that means is that I think there's no one person who is the "authority" in what makes a course assignment good—your evaluation of your own work is just as important as my/the TAs' assessment. I also typically have my own educational goals for what I want you to get out of the assignments (that's why I assign them!), but believe that you may have your own interests and purposes for the projects too... and these are just as valid.

To that end, in advance of our major assignments, we will ask you to identify your own *target objectives*. Then, along with your final assignment submissions, we will ask you to submit a self-evaluation of your work. You'll indicate how you feel you did on the course

rubric objectives for the project, but also how you feel you achieved your own objectives.

For all assignments, we use both your self-evaluation along with the assessment of our instructional team (me/TAs) to determine your assignment 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: 31816

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 check-in reflection on raising your child and how experiences in your parenting/in your child's life connect to our course learning. These serve as a way for you to keep engaged in raising your child, as well as a place for us to give some formative feedback into your reflections.

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.

Breakdown of MyVirtualChild Assignment:

	Virtual Child's Age	Due Date	% of Final Course Mark
Reflection 1	2.5 years	October 10	1%
Reflection 2	11 years	November 7	1%
MVC Final Project	18 years	December 5	18%

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

DISSEMINATION OF KNOWLEDGE PROJECT (16%)

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.

Due December 12 @ 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 or spam folder!

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:

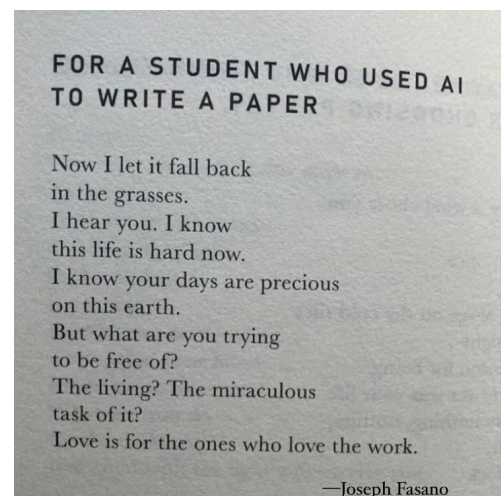
<https://guides.library.ubc.ca/apacitationstyle> and

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



@Joseph_Fasano_

My hope is that you will be excited for the work you submit in this class. I am also excited for the work you submit in this class—I grow and gain a lot from your work! But mostly, the assignments are intended to be meaningful for you: for your learning, for your future career paths, for your personal development.

With regards to AI, my ask is that you consider whether and how the use of AI may help or hinder towards these goals. It may be that you see AI as useful in certain capacities—perhaps to synthesize your notes, or to create practice questions for exams. If using AI meets your personal objectives for the assignment, I am okay with you using it— as long as the use is cited and sourced. 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.

But with all that said, I do really encourage you to consider what you can gain in going *beyond* AI use. Today's reality is that to excel in many future jobs, you will need to have skills *better* than what AI can do: critical thinking, writing, sourcing, analysis, etc. And this is very possible! AI-generated work is often vague, shallow, biased, and may include incorrect sources. Part of the point of university—and classes like this—is to teach you the skills that make you superior than a large language model. I hope that we can create the opportunity in this course for you to work on these human capabilities, and lean in to that learning (or *living*, as the poem quoted at the top of this section might put it...).

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>).

ACKNOWLEDGEMENTS

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

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

Unit	Date	Class Topic	Assigned Readings	Important Dates
	September 3	Welcome!		
Background	September 5 & 8	Introduction & Methods in Applied Developmental Psychology	<ul style="list-style-type: none"> Miller (2018). Applied research. 	
	September 10 & 12	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 15	Developmental Differences & Neurodiversity		September 15: Add/drop deadline
	September 17 & 19	Family: 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. Mageau et al. (2022). How-to parenting program: A randomized controlled trial evaluating its impact on parenting. 	September 19: <ul style="list-style-type: none"> Deadline to indicate Grading Option Deadline to complete Syllabus Quiz at CBTF
	September 22 & 24	Family: Adoption & Foster Care	<ul style="list-style-type: none"> Brodzinsky, Gunnar, & Palacios (2022). Adoption and trauma: Risks, recovery, and the lived experience of adoption. 	
	September 26	Wrap-Up & Exam Review		
	September 29	Exam #1 (Availability window for writing in CBTF: September 27, 29, October 1)		

Infancy & Childhood	October 1 & 3	Birth	<ul style="list-style-type: none"> Shah, Browne, & Poehlmann-Tynan (2018). Prematurity: Identifying risks and promoting resilience. 	
	October 6 & 8	Childcare	<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 10 & 15 <i>No class October 13: Thanksgiving</i>	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 10: MyVirtualChild-Reflection 1 Due
	October 17 & 20	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 22	Wrap-Up & Exam Review		
	October 24	Exam #2 (Availability window for writing in CBTF: October 23, 24, 25, 26)		
Adolescence	October 27, 29, & 31	Schooling	<ul style="list-style-type: none"> Eccles & Roeser (2011). Schools as developmental contexts during adolescence. Leer, Gaither, & Gassman-Pines (2025). It's not what you say it's what you do: School diversity ideologies and adolescent mental health and academic engagement. 	
	November 3 & 5, & 7	Sexual Development	<ul style="list-style-type: none"> Evans, Widman, & Goldey (2020). The role of adolescent sex education in sexual satisfaction among LGB+ and heterosexual young adults. 	November 7: MyVirtualChild-Reflection 2 Due

	November 10-12	<i>No Class: Remembrance Day & Midterm Break</i>		
	November 14 & 17	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 19	Wrap-Up & Exam Review		
	November 21	Exam #3 (Availability window for writing in CBTF: November 20, 21, 22, 23)		
	November 24 - December 3	No New Content!		November 28: MyVirtualChild Target Objectives Due
	December 5	Last Day of Class: Course Wrap-Up		December 5: MyVirtualChild-Final Project Due December 5: Dissemination of Knowledge Project Target Objectives Due

Final Dissemination of Knowledge Project due December 12