



Psychology 220 - 101
Lifespan Development
Winter Term 1 2023

Monday and Wednesday 5:00 PM to 6:20 PM in COM 201

Welcome to Lifespan Development! I am looking forward to meeting you and introducing the fundamentals of developmental psychology. My aim is to provide an engaging and respectful in-person learning environment where each student can further their understanding and application of the course content.

Instructor: Jamie Piercy, Ph.D.

Email: Jamie.piercy@ubc.ca

Instructor Availability: *In person* Thursday 9:00-10:00 AM or by appointment in ASC 285

Virtual: TAs will be available one hour weekly for virtual office hours by appointment.

Teaching Assistants: Will be available by e-mail, discussion board, and meeting by appointment to answer course questions or facilitate discussion as appropriate. Information on TAs is available on the Canvas home and TA module pages.

Academic Calendar Entry

PSYO 220 (3) Lifespan Development

Introduction to the field of lifespan developmental psychology. Examination of the physical, cognitive, and psychosocial development of the individual from conception through later adulthood. [3-0-0]. *Prerequisite:* All of PSYO 111, PSYO 121.

Course Format

The contents of the lectures will be determined by the course schedule (see below). PowerPoint slides will emphasize the key points of the chapters and will provide clarification and explanation of course concepts, including and beyond the textbook. Skeleton slides will also be posted on Canvas. Lectures and examinations will be delivered in person and attendance is required. *If you are not comfortable with in-person delivery, it is strongly recommended you register for an alternate course with online delivery and assessment.*

Course Overview, Content, and Objectives

This course uses the chronological approach to development across the lifespan and introduces students to the main themes and theories of lifespan development, as well as research methodology in the field. This course will provide an overview of the physical, cognitive, and social/emotional components of development from infancy to late adulthood. Through multiple-choice questions, interaction and reflection, the course assessment will span the knowledge, comprehension, and application level of cognitive skills in developmental psychology.

Learning Outcomes

The learning outcomes for this course are designed to align with the Psychology Department's program learning outcomes (1. Knowledge Base, 2. Scientific Inquiry and Critical Thinking, 3. Ethical and Social Responsibility in a Diverse World, 4. Communication, and 5. Professional Development).

Course Learning Outcome	Assessment	PLO
<i>Identify the main theories of development across the lifespan</i>	Multiple choice, short answer, discussion	1, 3
<i>Describe the research methodology of lifespan development, with emphasis on Canadian research and policy in each module</i>	Multiple choice, short answer, discussion	1, 2

<i>Integrate</i> and critically consider the interplay between cognitive, physical, and social/emotional development across the lifespan and factors that influence such trajectories	Multiple choice, short answer, discussions	1, 3, 4
<i>Connect</i> course themes to examples outside of the classroom	Multiple choice questions, discussions, oral reflections	1, 2
<i>Effectively communicate</i> key information regarding developmental trends	Oral project	4, 5

Evaluation Criteria and Grading

- Exams = 25% x 3 = 75% total;** Each exam will be non-cumulative and *closed book*. The exams will consist of multiple-choice questions completed over 80 minutes (1 hour 20 minutes). Each exam will include material from lectures, Canvas videos and discussions, and textbook material.
 - Exam #1: Prenatal and Infant Development (25% of grade).** This exam will cover Chapters 1-6.
 - Exam #2: Childhood and Adolescence (25% of grade).** This exam will cover Chapters 7-12.
 - Final Exam: Adulthood/Aging (25% of grade).** The exam will cover Chapters 13-19.
- Lecture-based quizzes and activities, 15%.** There will be a brief weekly quiz/activity based on the lecture content (5 points each). I will be using quiz questions to keep you engaged with key concepts from the lecture. This may include responding to relevant videos/articles. *Your lowest 2 performances will be dropped.*
- Reflection video/audio, 10%.** To encourage engagement with the course material, once per section you will be required to record a *brief* response to a series of questions pertaining to the covered section of the lifespan (e.g., infancy, childhood, adulthood). Questions for your online submission and time limits will be available on Canvas. Due dates are outlined in the syllabus schedule. *Three opportunities will be available, and your two highest scores will be recorded.*
- SONA (2% Bonus).** See below for an explanation of how to participate in SONA.

Assessment Summary

Class Quizzes/Activities	15%
Personal reflection assignments	10%
Exams (3 x 25%)	<u>75%</u>
TOTAL	100%

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. ***Please note I do not “round up” final grades*** It is policy in this course that final grades cannot be adjusted (through extra assignments or otherwise) to achieve a passing mark, higher letter grade etc. To maintain fairness within this course, requests for additional assignments as well as requests to round or “bump up” final grades will be denied.

Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school
<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

Required Materials:

Boyd, Johnson & Bee (2020). *Lifespan Development*, (7th Canadian Ed.), Don Mills: ON Pearson.
ISBN: 9780135413395

Missed Graded Work:

Students who, because of unforeseen events, are absent during the term and are unable to complete tests or other graded work, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given to them at the start of the course (see Grading Practices). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. If ill health is an issue, students are encouraged to seek attention from a health professional. Campus Health and Counselling will normally provide the documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean. Further information can be found at:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>.

IMPORTANT: Students who miss exams or class assignments must provide *written* documentation (i.e., doctor's note) of the absence to the instructor BEFORE the exam or assignment due date. All documentation will be reviewed by the instructor. If approved, assignment due dates will be established on a case-by-case basis. If a missed exam is approved, students must arrange to make up the exam within one week of the original exam date. Students who do not write the exam within this time will receive a "0" for the exam. There is no reweighing of exams or assignments in this class.

Final Examination:

The examination period for Term 1 of Winter 2023 is December 10 – December 21. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job. Further information on Academic Concessions can be found under Policies and Regulations in the Okanagan Academic Calendar

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0> Out-of-time examination forms can be found at (<https://fass.ok.ubc.ca/student-resources/undergrad/student-forms/>) and must be sent to the Dean's office.

Academic Integrity:

The academic enterprise is founded on *honesty, civility, and integrity*. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise, and harsh sanctions are imposed. **For example, incidences of plagiarism or cheating usually result in a failing grade or a mark of zero on the assignment or in the course.** More grave consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>

Student Service Resources

UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts (250.807.9263), the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214), email: earllene.roberts@ubc.ca Web: www.students.ok.ubc.ca/drc

UBC Okanagan Equity and Inclusion Office

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO. **UNC 216:** 250.807.9291 email: equity.ubco@ubc.ca, Web: www.equity.ok.ubc.ca

Mental Health Walk-In

The Walk-In Wellness Service provides brief (up to 30 minutes) mental health appointments provided by student clinicians. This is a brief-intervention service, where clients are permitted 1-3 sessions per academic year. The Walk-in Well-Being service provides clients with support, tools, and resources on topics such as depression, anxiety, stress, self-care, substance use, and relationships. Appointments are available Tuesdays and Thursdays from 10-3 (Sept to June). Appointments can be booked by email at ipc.ok@ubc.ca, phone at 250-807-8241 or by walking in during our open hours.

Health & Wellness

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment. **UNC 337,** 250.807.9270, email: healthwellness.okanagan@ubc.ca Web: www.students.ok.ubc.ca/health-wellness

Office of the Ombudsperson

The Office of the Ombudsperson for Students is an independent, confidential, and impartial resource to ensure students are treated fairly. The Ombuds Office helps students navigate campus-related fairness concerns. They work with UBC community members individually and at the systemic level to ensure students are treated fairly and can learn, work, and live in a fair, equitable and respectful environment. The ombuds helps students gain clarity on UBC policies and procedures, explore options, identify next steps, recommend resources, plan strategies, and receive objective feedback to promote constructive problem-solving. If you require assistance, please feel free to reach out for more information or to arrange an appointment. **UNC 328,** Phone: 250.807.9818 Email: ombuds.office.ok@ubc.ca Web: www.ombudsoffice.ubc.ca

Student Learning Hub

The Student Learning Hub (LIB 237) is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies.** For more information, please visit the Hub's website (<https://students.ok.ubc.ca/student-learning-hub/>) or call 250-807-9185.

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at **250-807-8076**. For more information, see: www.security.ok.ubc.ca

SONA RESEARCH ACTIVITY

Students earn Sona credit points for their eligible courses by participating in research activities. This can be either through direct participation in research through the Sona online research system (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities. Second year and higher courses allow for a 2% bonus to be added to the final course grade for participating.

Research Participation in Online Research System (Option 1)

As a participant in one of the numerous research studies posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hours of participation. Hence, studies requiring a 1-hour time commitment provide a credit of 1%, 1.5 hours provide a credit of 1.5%, and 2 hours provide a credit of 2.0%, etc.

Important Requirements

You may participate in more than one study in order to earn credits. It is important to sign up for studies early in the semester in order to increase the odds that a timeslot is available. If you wait until later in the semester, timeslots may no longer be available.

Logging On to the System

Sona is only open for those students who are registered in a psychology course offering Sona credit points. Please only use the request account option if you have never used the Sona system before. If you have used the Sona system before, please use the most recent login information you remember to log in.

Missed Appointments & Penalties

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the study and you will be assigned an unexcused no-show. The unexcused no-show designation will cause you to lose the credit value of the study from the total possible credit points you can earn for your course. For example, if you are in PSYO 111 (or 121), you can earn up to 4.0 credits. If you miss an hour-long session that you signed up for (i.e., 1.0 credit) and don't cancel it in advance, the maximum credits that you can now earn for your course is 3.0, regardless of how many studies you complete.

If, after consenting to participate and starting a session (or survey), you decide to withdraw your consent, to avoid receiving an unexcused no-show on Sona, you must do one of the following:

- if it is an online study, you must cancel your Sona sign-up and/or contact Shirley (psyc.ubco.research@ubc.ca) if you are unable to cancel your sign-up;
- if it is an in-person study, you must let the researcher know directly. Their email can be found on the main description page for the study (little envelope icon). Depending upon the study, they will either cancel your session or assign you an excused no-show (meaning that you will not be penalized).

Your ability to withdraw your data will depend upon the study. Instructions for withdrawing your data (including limitations) will be described in the study's consent form.

Please email psyc.ubco.research@ubc.ca with any questions or concerns that you may have regarding the Sona system. Your professor or instructor does NOT have access to this information.

Research Summary Assignment (Option 2)

As an alternative to participating in research studies, you may obtain Sona credit points by completing library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

Important Requirements

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.

- A “recent” article has been published within the past 12 months.
- A “peer-reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
- A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.

2. You must choose an article published by one of the following agencies:

- The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
- The American Psychological Association - www.apa.org/journals/by_title.html has a full listing.
- The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
- The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

3. Other Assignment Guidelines

The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association*. The review will be graded on a pass–fail basis (2% or 0%). At least **14 days before the end of classes** each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections if required. If you do not check your email frequently, provide a phone number on the cover page.

Course Schedule, Required Readings

This schedule outlines our plan for key topics in the course, though additional readings and videos will be posted on Canvas and outlined as either required or optional.

	Topics/Exam/Activity	Required Reading
Week 1 – Sept 6	Introduction and Basic Concepts in Development	Syllabus, Ch 1
Week 2 – Sept 11, 13	Theories of Development, Prenatal Development and Birth	Ch 2 and 3
Week 3 – Sept 18, 20	Physical, Perceptual, Cognitive Development in Infancy Reflection 1 due Wednesday, Sept. 20 at 11:59PM	Ch 3, 4
Week 4 – Sept 25, 27	Cognitive, Social, Personality Development in Infancy	Ch 5, 6
Week 5 - Oct 2, 4	<i>Oct 2: Truth and Reconciliation Day (NO CLASS)</i> Oct 4: EXAM 1: Prenatal and Infant Development (Ch. 1-6)	
Week 6 - Oct 9, 11	<i>Oct 9: Thanksgiving (NO CLASS)</i> Early childhood	Ch 7, 8
Week 7 - Oct 16, 18	Middle childhood	Ch 9, 10
Week 8 - Oct 23, 25	Adolescence Reflection 2 due Wednesday, Oct. 25 at 11:59 PM	Ch. 11, 12
Week 9 - Oct 30, Nov 1	Oct 30: TBD Nov 1: EXAM 2: Childhood and Adolescence (Ch. 7-12)	
Week 10 – Nov 6, 8	Early Adulthood	Ch 13, 14
Week 10 - Nov 13, 15	READING BREAK – NO CLASS	
Week 11 - Nov 20, 22	Middle adulthood	Ch 15, 16
Week 12 – Nov 27, 29	Late adulthood Reflection 3 Due Wednesday, Nov. 29 at 11:59 PM	Ch 17, 18
Week 13 – Dec 4, 6	Death, dying, bereavement	Ch 19

EXAM 3 TBD: EXAM PERIOD (DEC 11-22, 2023)