



Psychology 480D-001
Socioemotional Development
2023 Winter Term 1
In person: Friday, 11:00 am-2:00 pm, Fipke 239

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PSYO 480D (3) Socioemotional Development

Intensive examination of selected topics and issues in psychology. [3-0-0]

Prerequisites: Third-year standing.

Course Format

This seminar will occur once per week on Fridays from 11:00 am to 2:00 pm. The seminar format emphasizes discussion. I expect students to complete all assigned readings prior to class. Each week, we will start with a brief lecture/review of the week's material, followed by discussion, and ending with "workshop" time to address student questions about assignments etc.

Course Overview, Content, and Objectives

Emotions organize our behaviour and are central to our social interactions. Much of child development is directed by this reciprocal relationship between emotional and social processes. For example, infants are born equipped to express emotions that influence caregiver behaviour, while at the same time caregivers train children to regulate and selectively express emotions. This process continues and becomes more elaborate across expanding social contexts over the course of development. We will examine socioemotional development from infancy through older adulthood. Each week will focus on a specific section of the lifespan in developmental order from infancy through older adulthood, before we end with putting it all together with a lifespan perspective.

Learning Outcomes

After completing this course, students will be able to:

1. identify and describe trajectories of social and emotional development from infancy through older adulthood
2. evaluate, compare, and contrast theoretical perspectives of emotion and socioemotional development
3. demonstrate proficiency in written and verbal communication of research findings.

Evaluation Criteria and Grading

- 1) In-class participation (10% of grade).** In-class participation grades will reflect your thoughtful contributions during each seminar. If you attend class, provide thoughtful interaction during class (questions and/or comments), are attentive and engaged (e.g., not doing other work on your computer and/or phone, etc.), and don't dominate the discussion, you should earn the full points for that day.
- 2) Weekly reflections (10% of grade).** After each class beginning in Week 3, you will submit via Canvas a brief reflection of your understanding of that week's material in terms of: (a) three new things you learned, (2) two things you found particularly interesting from readings or discussion, and (c) one question you still have about that week's material. You can expect to receive full points on weekly reflections for submitting complete and relevant responses to each prompt. Note that each students' two lowest scores on these reflections will be dropped from the final grade to accommodate extenuating circumstances. These reflections must be submitted via Canvas by 5:00 pm on the



Friday of that week's class, and only students who attend class that day will have their reflection marked.

- 3) **Student-facilitated discussion (20% of grade).** Once per term, each student will co-facilitate a seminar discussion with another student, beginning in Week 3. This will involve submitting discussion questions in advance, preparing a brief presentation reviewing the primary concepts and key themes from assigned readings that week, and facilitating discussion in class.
- 4) **Reflection papers (30% of grade, total).** Students will submit three reflection papers throughout the term (see dates on Course Schedule). Each reflection paper is worth 10% of your final grade. See details on Canvas for the instructions for these reflection papers.
- 5) **Final project (30% of grade).** Students will prepare a final "knowledge translation/mobilization" project in a format of their choosing. Knowledge translation and mobilization refer to getting research into the hands of "research users" such as parents in the general community, clinical practitioners, teachers, etc. See full details on Canvas for the assignment instructions.

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. The Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the 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

There is no required textbook for this course. All assigned readings will be available on Canvas.

Policy on Rounding 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.

Missed Graded Work

Students who, because of unforeseen events, are absent during the term and are unable to complete 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 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 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>.

Policy on ChatGPT/ Generative AI

If you use ChatGPT (or a similar tool) to get ideas and/or partial answers for an assignment and/or to generate any text for a draft or final version of any part of an assignment, you must declare that you have used it, with a couple sentences describing the extent to which it was used, and you must save any generated text from this tool in case it is requested. You will not be penalized for using this tool, but the instructor may ask you to provide the generated text to help with grading decisions. In this case, your *original* contributions will be evaluated. Failure to fully declare the use of this tool will be considered "unauthorized". (See 3.b below)

Rationale

Recently ChatGPT has become widely available, making it easy to generate text-based answers to pretty much any question. The quality of those answers varies considerably, depending on many factors. Using



ChatGPT without the permission of the instructor is considered Academic Misconduct as per UBC's policy (3. Academic Misconduct by UBC Students):

- Section 3.1. "any conduct by which a student gains or attempts to gain an unfair academic advantage or benefit"
- Section 3.b. "use or facilitation of unauthorized means to complete an examination or coursework"
- Section 3.e. "committing plagiarism, namely submitting or presenting the work of another person as one's own, without appropriate referencing."

One might argue that it isn't an "unfair academic advantage or benefit" if it is available to everyone, but the same argument could be made about most types of cheating, so this argument is easy to reject. One might also argue that an AI tool is not a "person", though the AI is definitely the work of people, so at least indirectly what it produces is the work of someone(s) other than you.

Regardless of the above UBC policy and any hairsplitting arguments one might concoct, to make things crystal clear, I have provided you with the policy for this class. A breach of this policy will be considered misconduct. Note: If I update this policy (as the situation evolves), I will inform the class by Canvas announcement/email.

Course Communication

We will use the Discussions in Canvas to answer student questions about the course structure and material. There is a separate thread for each week and its associated lectures. Please post your questions about course content to the relevant thread instead of emailing the course instructor. Often, many students will have similar questions about course content and by having such discussions on the forum, everyone can benefit. For questions about personal situations, please email the course instructor directly.

**Tentative Course Schedule**

	Topics and assignment due dates	Assigned readings (Read prior to class)
Week 1: Sept 8	Course Introduction; Introduction to Socioemotional Development Workshop: Co-create seminar guidelines	Douclevff & Greenhalgh (2019)
Week 2: Sept 15	Lecture/discussion: Emotion regulation and its development Workshop: Make plan for student-led discussions	Thompson (2011)
Week 3: Sept 22	Lecture/discussion: Infancy Workshop: Work smarter, not harder: Tips for writing in APA style	DiCorcia & Tronick, 2011 Alexander & Wilcox, 2012
Week 4: Sept 29	Lecture/discussion: Toddlerhood and Pre-school Workshop: Focus on reflection papers	Cole et al., 2018 Boone Blanchard et al., 2019
Week 5: Oct 6	Lecture/discussion: Middle childhood Workshop: TBD Due: Reflection Paper 1	Granic, 2014 Chen et al., 2022
Week 6: Oct 13	Lecture/discussion: Tweens, puberty, what is adolescence? Workshop: TBD	Hollenstein & Loughheed, 2013 DeLay et al., 2022
Week 7: Oct 20	Lecture/discussion: Adolescence: Digging deeper Workshop: TBD	Ha et al., 2014 Xu & Zheng, 2022
Week 8: Oct 27	Lecture/discussion: Emerging adulthood: What is it, and is it real? Workshop: TBD Due: Reflection Paper 2	Syed, 2014 Perez et al., 2020
Week 9: Nov 3	Lecture/discussion: Middle adulthood: Not just a crisis Workshop: What is Knowledge Translation (KT)?	Infurna et al., 2020 Ong et al., 2022
Week 10: Nov 10	Lecture/discussion: Older adulthood Workshop: KT assignment	Charles & Levine, 2018 Jackson et al., 2023
Week 11: Nov 17	No class (Midterm break)	None
Week 12: Nov 24	Lecture/discussion: Development across the lifespan Workshop: KT assignment Due: Reflection Paper 3	Almeida et al., 2023 Véronneau et al., 2015
Week 13: Dec 1	Last class: Putting it all together. Due: Final KT assignment	None



Reading List

Below are the full bibliographic references for the assigned readings in this course. Note that all assigned readings will be available in Canvas under the relevant weekly module page.

- Alexander, G. M., & Wilcox, T. (2012). Sex differences in early infancy. *Child Development Perspectives*, 6(4), 400–406. <https://doi.org/10.1111/j.1750-8606.2012.00247.x>
- Almeida, D. M., Rush, J., Mogle, J., Piazza, J. R., Cerino, E., & Charles, S. T. (2023). Longitudinal change in daily stress across 20 years of adulthood: Results from the national study of daily experiences. *Developmental Psychology*, 59, 515–523. <https://doi.org/10.1037/dev0001469>
- Blanchard, S. B., Coard, S. I., Hardin, B. J., & Mereoiu, M. (2019). Use of parental racial socialization with African American toddler boys. *Journal of Child and Family Studies*, 28(2), 387–400. <https://doi.org/10.1007/s10826-018-1274-2>
- Charles, S. T., & Levine, L. J. (2018). Managing emotions across adulthood. In P. M. Cole & T. Hollenstein (Eds.), *Emotion regulation: A matter of time* (pp. 250–271). Routledge. <https://doi.org/10.4324/9781351001328-12>
- Chen, X., Liu, M., & Bian, Q. (2022). *Culture and children's social development*. In P. K. Smith & C. H. Hart, (Eds.), *The Wiley-Blackwell handbook of childhood social development* (pp. 241–259). John Wiley & Sons, Ltd.
- Cole, P. M., Loughheed, J. P., & Ram, N. (2018). The development of emotion regulation in early childhood: A matter of multiple time scales. In P. M. Cole & T. Hollenstein (Eds.), *Emotion Regulation: A Matter of Time* (pp. 70–87). Routledge.
- DeLay, D., Field, R. D., Sechler, C. M., & Lynn Martin, C. (2022). The association between young adolescent emotional adjustment and peer affiliations: Making a case for gender diversity within peer relationships. *Merrill-Palmer Quarterly*, 68(1), 25–38.
- DiCorcia, J. A., & Tronick, E. (2011). Quotidian resilience: Exploring mechanisms that drive resilience from a perspective of everyday stress and coping. *Neuroscience and Biobehavioral Reviews*, 35(7), 1593–1602. <https://doi.org/10.1016/j.neubiorev.2011.04.008>
- Douclev, M., & Greenhalgh, J. (2019). How Inuit parents teach kids to control their anger. NPR.org. Retrieved from <https://www.npr.org/sections/goatsandsoda/2019/03/13/685533353/a-playful-way-to-teach-kids-to-control-their-anger>
- Granic, I. (2014). The role of anxiety in the development, maintenance, and treatment of childhood aggression. *Development and Psychopathology*, 26(4pt2), 1515–1530. <https://doi.org/10.1017/S0954579414001175>
- Ha, T., Dishion, T. J., Overbeek, G., Burk, W. J., & Engels, R. C. M. E. (2014). The blues of adolescent romance: Observed affective interactions in adolescent romantic relationships associated with depressive symptoms. *Journal of Abnormal Child Psychology*, 42(2), 551–562. <https://doi.org/10.1007/s10802-013-9808-y>
- Hollenstein, T., & Loughheed, J. P. (2013). Beyond storm and stress: Typicality, transactions, timing, and temperament to account for adolescent change. *American Psychologist*, 68(6), 444. <https://doi.org/10.1037/a0033586>
- Infurna, F. J., Gerstorf, D., & Lachman, M. E. (2020). Midlife in the 2020s: Opportunities and challenges. *The American Psychologist*, 75(4), 470–485. <https://doi.org/10.1037/amp0000591>
- Jackson, K. L., Luo, J., Willroth, E. C., Ong, A. D., James, B. D., Bennett, D. A., Wilson, R., Mroczek, D. K., & Graham, E. K. (2023). Associations between loneliness and cognitive resilience to neuropathology in older adults. *The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences*, 78(6), 939–947. <https://doi.org/10.1093/geronb/gbad023>



- Ong, A. D., Urganci, B., Burrow, A. L., & DeHart, T. (2022). The relational wear and tear of everyday racism among African American couples. *Psychological Science*, 33(8), 1187–1198. <https://doi.org/10.1177/09567976221077041>
- Perez, C. M., Nicholson, B. C., Dahlen, E. R., & Leuty, M. E. (2020). Overparenting and emerging adults' mental health: The mediating role of emotional distress tolerance. *Journal of Child and Family Studies*, 29(2), 374–381. <https://doi.org/10.1007/s10826-019-01603-5>
- Syed, M. (2015). Emerging adulthood: Developmental stage, theory, or nonsense? In J. J. Arnett (Ed.), *The Oxford Handbook of Emerging Adulthood* (1–Book, Section). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199795574.013.9>
- Thompson, R. A. (2011). Emotion and emotion regulation: Two sides of the developing coin. *Emotion Review*, 3(1), 53–61. <https://doi.org/10.1177/1754073910380969>
- Véronneau, M.-H., Serbin, L. A., Stack, D. M., Ledingham, J., & Schwartzman, A. E. (2015). Emerging psychopathology moderates upward social mobility: The intergenerational (dis)continuity of socioeconomic status. *Development and Psychopathology*, 27(4pt1), 1217–1236. <https://doi.org/10.1017/S0954579415000784>
- Xu, J., & Zheng, Y. (2023). Parent- and child-driven daily family stress processes between daily stress, parental warmth, and adolescent adjustment. *Journal of Youth and Adolescence*, 52(3), 490–505. <https://doi.org/10.1007/s10964-022-01691-5>



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 may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order 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>.

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UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, or to get involved in human rights work on campus, please contact the Equity and Inclusion Office.

UNC 216 250.807.9291

email: equity.ubco@ubc.ca

Web: www.equity.ok.ubc.ca

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, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

UNC 214 250.807.9263

email: earllene.roberts@ubc.ca

Web: www.students.ok.ubc.ca/drc

Student Learning Hub

The Student Learning Hub is your go-to resource for free math, science, writing, and language learning support—now online and flexible to meet your remote learning needs! The Hub welcomes undergraduate students from all disciplines and years to access a range of supports that include tutoring in math, sciences, languages, and writing, as well as dedicated learning support to help you develop skills and strategies for academic success. Don't wait—successful learners access support early and often. For more information, visit students.ok.ubc.ca/hub or contact learning.hub@ubc.ca

Sexual Violence Prevention and Response Office (SVPRO):

A safe and confidential place for UBC students, staff and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. We support your decision, whatever you decide.

Visit svpro.ok.ubc.ca or call us at 250.807.9640