

Psy220 Lifespan Development
Winter Term 2 (January to April 2025)
WF 12:30-1:50pm

Instructor

Elena Nicoladis

Elena.nicoladis@ubc.ca

Office hour: Th 11-12 or by appointment

Office: Art 322

Teaching assistants

Amané Halicki-Asakawa

amaneha@student.ubc.ca

Jacqueline Tams

jtams@mail.ubc.ca

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. Or all of PSYC 101, PSYC 102. Or PSYC 100.

Course Overview, Content, and Objectives

The purpose of this course is to introduce students to lifespan development from a psychological perspective. This course is centred around two themes/ questions:

- Learning as vulnerability across the lifespan
- How do we develop the ability to tell a story of our lives?

To address the first theme, students will read the required readings and attend lectures. To address the second theme, students will attend lectures on research on episodic memory, autobiographical memory, and life story development over the lifespan. Students have the option of working on a class group project on the development of autobiographical memory or reading an autobiography and reflecting on the connections to autobiographical memory.

Learning Objectives:

1. recognize important psychological theories and research findings from across lifespan development
2. recognize methods used in developmental psychology studies
3. critique research from developmental psychology (based on theory, methods, ethics)
4. articulate how to reconcile findings from multiple articles and multiple sources
5. articulate opinions backed up by research findings
6. apply concepts from course material to an understanding of a particular person's life

Evaluation Criteria and Grading

This course is graded as a percentage, with the final grades corresponding to UBC conventions. The table below details the exact assignments, their weight, and the learning objectives targeted with each assignment.

Assignment	Percentage	Due date	Learning objective
Reading quizzes for required readings (best 6 out of 8)	6%	12:20pm days listed below	1, 2
Discussion paragraph†	3%	1:50pm days listed below	4, 6
Midterms (x 3; 15% each)	45%	See course schedule below	1-6
Research article assignment #1	10%	January 24	2, 3
Research article assignment #2	12%	February 28	2, 3
Self-assessment on in-class discussions (best 4 out of 5)	4%	One week following discussion, 12:20pm	4
Big project	18%	Various: see below	1-6
Quiz on in-class presentations	2%	April 7	1-3

†Up to 1% bonus marks available for all the group members for whom an answer is posted to the Canvas site as an example of an excellent answer (0.2% per discussion)
Up to 2% SONA bonus marks available.

Course Format

In order to address the learning objectives related to students' assimilation of material about lifespan development, the format of the course is lecture. Students are expected to arrive having read any required reading(s) for the day and to engage actively with the lecture material. In order to address the learning objectives related to synthesis and application of the material, students will participate in class discussions.

Course schedule

Date	Topic	Assignments due
Jan 8	Introduction	
Jan 10	Infancy	RQ#1
Jan 15	Guest lecture: Kalee de France	
Jan 17	Childhood	RQ#2
Jan 22	ABM/Discussion	DQ#1
Jan 24	Schooling	RQ#3; Research article assignment #1
Jan 29	ABM/Discussion	SA#1; AP Autobiography check; DQ#2
Jan 31	Midterm 1	
Feb 5	Adolescence	RQ#4; SA#2
Feb 7	BIG PROJECT MEETING	RP TCPS-2 certificate (due Feb. 10)
Feb 12	EF in adolescence	RQ#5
Feb 14	ABM/Discussion	DQ#3
Feb 17-21	READING WEEK (NO CLASSES) (SA#3 due by Feb 21)	
Feb 26	Young adulthood	RQ#6; RP Data
Feb 28	ABM/Discussion	Research article assignment #2; DQ#4
Mar 5	Midterm 2	
Mar 7	Guest lecture: Jessica Loughheed	SA#4
Mar 12	Generativity	RQ#7
Mar 14	ABM/Discussion	DQ#5
Mar 19	BIG PROJECT MEETING	
Mar 21	Old age	SA#5
Mar 26	Guest lecture: Jennifer Jakobi	RQ#8; RP Results summary
Mar 28	Midterm 3	
Apr 2	In-class presentations	RP Abstract; AP Paper
Apr 4	In-class presentations	Quiz on in-class presentations

RQ = required reading quiz

ABM = autobiographical memory

DQ = discussion question (to be answered on Canvas in groups during class)

SA = self-assessment of participation in discussion

RP = if your big project is the research project

AP = if your big project is the autobiography project

Required readings

All readings are available in the UBC library. Please consult a librarian if you do not know how to find articles in the library.

January 10 (RQ #1)

Trevarthen, C. (2011). What is it like to be a person who knows nothing? Defining the active intersubjective mind of a newborn human being. *Infant and Child Development*, 20(1), 119-135.

January 17 (RQ #2)

Drake, K., Belsky, J., & Fearon, R. M. (2014). From early attachment to engagement with learning in school: The role of self-regulation and persistence. *Developmental Psychology*, 50(5), 1350.

Fiske, A. & Holmboe, K. (2019). Neural substrates of early executive function development. *Developmental Review*, 52, 42-62.

January 24 (RQ #3)

Neegan, E. (2005). Excuse me: Who are the first peoples of Canada? A historical analysis of Aboriginal education in Canada then and now. *International Journal of Inclusive Education*, 9(1), 3-15.

Zamarro, G., Hitt, C., & Mendez, I. (2019). When students don't care: Reexamining international differences in achievement and student effort. *Journal of Human Capital*, 13(4), 519-552.

February 5 (RQ #4)

Ellis, B.J., Del Giudice, M., Dishion, T. J.; Figueredo, A. J., Gray, P., Griskevicius, V., Hawley, P. H., Jacobs, W. J., James, J., Volk, A. A., & Wilson, D. S. (2012). The evolutionary basis of risky adolescent behavior: Implications for science, policy, and practice. *Developmental Psychology*, 48(3), 598-623.

Ragelienė, T. (2016). Links of adolescents' identity development and relationship with peers: A systematic literature review. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 25(2), 97-105.

February 12 (RQ #5)

Hallett, D., Chandler, M. J., & Lalonde, C. E. (2007). Aboriginal language knowledge and youth suicide. *Cognitive development*, 22(3), 392-399.

Yeager, D. S., Dahl, R. E., & Dweck, C. S. (2018). Why interventions to influence adolescent behavior often fail but could succeed. *Perspectives on Psychological Science*, 13(1), 101-122.

February 26 (RQ#6)

Arnett, J. J. (2016). Does emerging adulthood theory apply across social classes? *Emerging Adulthood*, 4(4), 227-235.

Moscatelli, M., Ferrari, C., Parise, M., Serrano, C., & Carrà, E. (2021). "Constructing the we": Relational reflexivity of couples with children in Italy. A mixed-method Study. *Marriage & Family Review*, 1-30.

March 12 (RQ#7)

McAdams, D. P., de St. Aubin, E., & Logan, R. L. (1993) Generativity among young, midlife, and older adults. *Psychology and Aging*, 8(2), 221-230.

Jordan, G., Grazioplene, R., Florence, A., Hammer, P., Funaro, M. C., Davidson, L., & Bellamy, C. D. (2022). Generativity among persons providing or receiving peer or mutual support: A scoping review. *Psychiatric Rehabilitation Journal*, 45(2), 123-135.

March 26 (RQ#8)

Connolly, M. & Timmins, F. (2021). Spiritual care for individuals with cancer: The importance of life review as a tool for promoting spiritual well-being. *Seminars in Oncology Nursing*, 37, 151209.

Shin, E., Kim, M., Kim, S., & Sok, S. (2023). Effects of reminiscence therapy on quality of life and life satisfaction of the elderly in the community: A systematic review. *BMC Geriatrics*, 23(1), article 420.

Description of assignments and other course requirements

Reading quizzes

Quizzes on the required readings will be available on the Canvas site. You are meant to be taking these quizzes right after you have done the relevant reading, on the suggested date for the *reading* in the course schedule. You will only be allowed to take each quiz once. The form of each quiz will be approximately 5 multiple-choice and/or true/false questions, with perhaps the occasional fill-in-the-blank thrown in. You will have 20 minutes to complete the quiz once you have opened it. The quizzes are due by 12:20pm on the day listed in the lecture schedule. **It is not possible to make up a missed reading quiz for any reason.** The best marks on 6 out of the 8 quizzes will count toward the final grade. Missed quizzes count as zero.

Midterm exams

Each midterm exam will consist of approximately 40 multiple-choice or true/false questions as well as 4 short-answer. The small questions will cover information from the required readings and information presented only in class. The focus will be the material covered since the previous midterm (or the start of classes for Midterm #1). The short-answer questions could come from any aspect of the course material covered prior to that particular midterm.

The questions asked on the reading quizzes are representative of the small questions on the mid-term. Also, the class discussion questions can also be seen as representative of the short-answer questions. Questions and examples of strong answers will be posted on the Canvas site following each in-class discussion.

Midterm #1 will focus on infancy and early childhood. Midterm #2 will focus on adolescence and early adulthood. Midterm #3 will focus on adult development and aging. The small questions are not cumulative. The short-answer questions could rely on remembering important points from a previous section.

Research article assignments

There are two research article assignments that will require students to engage in deep-processing of one or two research articles. The first will be due on **January 24** and the second on **February 28**. Further details on these assignments, including how they will be turned in and assessed will be announced in class and posted on the Canvas site.

Class discussion groups (aka Group Meetings)

The purpose of the class discussion groups is to articulate your own opinions and back them up with empirical evidence as well as providing constructive feedback for students who articulate their opinions and back them up with empirical evidence. We will form discussion groups in class (see course schedule for dates). Note that you do not have to meet in the classroom, as long as at least one of your group members has access to the internet to access the Canvas site at 1:35pm to see the question. During the discussion meetings, you will discuss with your discussion group your opinions on discussion topics posed in class by expressing what you think. You will back up your opinion with empirical evidence, where empirical evidence can include course material or your own life experience. You will challenge (in a friendly and respectful way) your discussion group members to do the same.

These discussion groups will work only if you take responsibility for being prepared, participating and thinking about your own learning. Each of these discussion groups will be evaluated with an on-line self-assessment addressing the following questions: 1) did you come prepared? (i.e., you should be up to date on your readings, you should know the questions for the day), 2) did you articulate an opinion during the class time? did you provide evidence for that opinion from class materials? 3) did you critique a group member's articulation of an opinion and/or evidence? 4) did your group run out of things to talk about (if you did, did you take the opportunity to review class material?), 5) did you contribute to the write-up to turn into class, and 6) how well do you rate your own participation?

The self-assessment will be available on the Canvas site starting at 2pm on the day of the group meeting up to 12:20pm one week later. The best 4 out of 5 self-assessments will count toward 4% of your final grade. **It is not possible to make up a missed self-assessment for any reason.**

By 1:35pm on the day of the in-class discussion, a question to be answered will be posted simultaneously on the Canvas site and in class. This question must be answered by the group. Only one person needs to submit the answer to the Canvas site (or turn in an answer on paper). Each group will turn in a single one-paragraph answer (i.e., "discussion paragraph"), either on paper in class or through the Canvas site by 1:50pm. If you are turning in the answer on paper, make sure to list the names of all group members. The best mark for your discussion paragraph will be the only one that counts. All members of the group will receive the same mark. A small number of the answers will be chosen to be posted on-line on the Canvas site as examples of excellent answers to short-answer questions (see description of mid-term exams above). If your group's summary is chosen, all members of the group will receive a bonus 0.2% toward their class total. Your group can get this bonus mark up to five times over the term.

Big project

The purpose of this project is to apply knowledge from class. You have a choice of one of two projects: 1) a research project (done as a class) or 2) an autobiography project (done individually).

(1) Research project

In order to participate in this research project, you must complete the workshop on the Tricouncil Policy on ethics in research. If you have not done this for any other course, please sign up and complete the workshop here: <https://tcps2core.ca/welcome>

Once done, please upload your certificate of completion on the Canvas site, ideally by **February 10**. This quiz is worth **1%** of your final grade and you may not participate in the study until this is complete. If you fail to complete this quiz, all other assignments for the research project will be marked as zero.

The purpose of this project is to collect and compile data from people about the distribution of their life events. Students will be asked to collect data from two people that they know (prioritizing children and/or older adults, if possible) following the protocol presented in class on **February 7**. Students will turn in their data by entering the data (follow the link on the Canvas page) by **February 26**. Data entry will be worth **2%** of students' final grade. The results will be presented

in class on **March 19**. Students are expected to turn in on Canvas a summary of the research results that they would like to focus on by **March 26**. This assignment is worth **5%** of students' final grade. By **April 2**, students are asked to turn in an abstract (250-word limit) that incorporates the reading they did for the research article assignments, the method and results of the study in class, and implications. This assignment is worth **5%** of students' final grade. In the last week of classes, students will be assigned to a time slot to present their results in class. The presentation is worth **5%** of students' final grade. If students miss their presentation time, they may present in person to the instructor only at a later date. This later date must be requested by 5pm on April 4 or else a zero will be given for the presentation.

(2) Autobiography project.

Pick an autobiography (no biographies!!!) of a person who wrote the autobiography at the age of 60 years or older. By **January 29**, verify that the autobiography is acceptable by taking the quiz on the Canvas site. Getting approval is worth **2%** of your final grade. If you get less than 2% on that quiz, the marks on subsequent assignments may be low. Once approved, read the autobiography. Participate in discussions in class by February 7 (read at least through the childhood of the person by then) and March 19 (try to be close to finishing by then). By **April 2**, you will turn in a paper of 2-3 pages (double-spaced) discussing the connections between course material and the autobiography. This paper is worth **11%** of your final grade. In the last week of classes, students will be assigned to a timeslot to present their thoughts. The presentation is worth **5%** of students' final grade. If students miss their presentation time, they may present in person to the instructor only at a later date. This later date must be requested by 5pm on April 4 or else a zero will be given for the presentation.

Quiz on in-class presentations

After viewing all the in-class presentations, there will be a very short quiz on what you learned. This quiz will be available on Canvas as of April 4 at 1:50pm and due by **April 7** at 11:59pm. The quiz is worth **2%** of students' final grade.

RESEARCH ACTIVITY (aka Sona for bonus marks!)

See Canvas site.

Late assignment policy

Any assignment turned in past the deadline may be marked down by 10% for every 24 hours that it is late. This penalty will not apply if a valid excuse is presented to the instructor in a timely way.

Grades

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

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. **Incidences of plagiarism or cheating usually result in a failing grade or mark of zero on the assignment or in the course.** Careful records are kept to monitor and prevent recidivism. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar

at: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,0>

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

UBC Okanagan Equity and Inclusion Office:

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

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

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.

Office of the Ombudsperson for Students:

The Office of the Ombudsperson for Students offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

Email: ombuds.office@ubc.ca

Web: www.ombudsoffice.ubc.ca

SAFEWALK:

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call 250.807.8076

For more information, see: www.security.ok.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 250.807.9640.

Independent Investigations Office (IIO):

If you or someone you know has experienced sexual assault or some other form of sexual misconduct by a UBC community member and you want the Independent Investigations Office (IIO) at UBC to investigate, please contact the IIO. Investigations are conducted in a trauma informed, confidential, and respectful manner in accordance with the principles of procedural fairness.

You can report your experience directly to the IIO via email: director.of.investigations@ubc.ca or by calling 604.827.2060 or online by visiting investigationsoffice.ubc.ca