



a place of mind

## PSYCHOLOGY 319

### APPLIED DEVELOPMENTAL PSYCHOLOGY

Fall 2014

#### PROFESSOR:

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#### TEACHING ASSISTANT:

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**COURSE WEBSITE:** <http://psych.ubc.ca/lwalker>

#### COURSE DESCRIPTION:

This course provides a comprehensive overview of the application of theories and research in developmental psychology to contemporary social issues. Developmental psychology has the potential to make meaningful contributions to the myriad issues concerning infants, children, adolescents, and families in contemporary society. Students will have the opportunity to explore ways in which developmental research enriches our understanding and guides our treatment of contemporary social issues. Public policies will be evaluated in light of psychological research. The course has a lecture format with class discussions.

#### PREREQUISITES:

- (a) PSYC 100, *or* (b) PSYC 101 and 102, *or* (c) 6 credits of 200-level Psychology (but not PSYC 205 or 263); *and*
- in third year or later (if you have not yet completed at least 36 previous credits you may not take this course); *or*
- permission of the professor.

*Note:* For useful information about the major/honors programs in psychology, please access the Department's website «<http://psych.ubc.ca/undergraduate/programs/>».

#### COURSE PACKET:

A course packet (copies of the 363 slides presented in lectures) is available at the UBC Bookstore. Purchase of the course packet is strongly recommended. Note that some of the material presented in lectures cannot be reproduced in the course packet due to the requirements of the *Copyright Act (2012)*. In particular, images which can legally be projected in class presentations cannot be reproduced without obtaining further permission—which was not possible in all cases. Credit for the images which are reproduced is provided in the course packet; as well, note is made of material that is reproduced under the fair dealing provisions of the Copyright Act. In terms of additional reading, throughout the

term you should be noting issues relevant to the course that are reported in the media, particularly in terms of Canadian and international public policy concerning children and families.

### COURSE REQUIREMENTS:

- an 80-min in-class **midterm exam** on Thursday, October 16th (35%) – covering all material to that point in the course (somewhere around the section on marital transitions). The format will probably be both multiple-choice and short-answer questions.
- a **term paper** (30%) – The term-paper assignment involves reviewing two related research articles on either of the following topics:
  - a) cyberbullying
  - b) gender and child-care quality

Both of these topics have conceptual and practical significance, as well as empirical challenges in their investigation. One of the articles for each of these topics has been selected for you to provide a good start. You can download these articles from the UBC Library website.

cyberbullying            Fanti, K. A., Demetriou, A. G., & Hawa, V. V. (2012). A longitudinal study of cyberbullying: Examining risk and protective factors. *European Journal of Developmental Psychology*, 9, 168-181. doi:[10.1080/17405629.2011.643169](https://doi.org/10.1080/17405629.2011.643169)

gender and child-care quality            Winer, A. C., & Phillips, D. A. (2012). Boys, girls, and “two cultures” of child care. *Merrill-Palmer Quarterly*, 58, 22-49. doi:[10.1353/mpq.2012.0004](https://doi.org/10.1353/mpq.2012.0004)

Do not review both of these articles in your paper. Choose one topic (and its associated article) and then find another article to incorporate into your term paper. This second article must report original empirical research on your topic, appear in a psychology journal, and have been published within the last 5 years (2010 or more recent). Another article from the same issue of the journal might be appropriate; you can scan that issue. Of course, the assigned article may point you to a particularly relevant research article as well. The *PsycInfo* database is a good way to find articles in psychology. It is prudent to avoid overly short or overly lengthy articles. Choose an article of appropriate length, complexity, relevance to the topic, and relation to the target article (since you will need to integrate these articles).

We are looking for original, critical, and creative thought on these difficult topics in applied developmental psychology, with a clear indication that you have seriously grappled with the issues. In the introduction to your paper (the *first section*), you should explain the social context for, and the significance of, your topic. This should be accomplished by addressing two things: one is to incorporate some background information from the “popular” media or other sources on the topic; the other is to refer to relevant public policy. This background information and public policy should be appropriately cited. Your paper should then transition to focus on the issue through the lens of applied developmental psychology.

In the *second section* of your paper (and likely the longest section), you should integrate the two empirical articles into a coherent discussion. For each, you should provide a clear and concise summary (being careful to avoid plagiarism), as well as a critical evaluation. (a) Explain the conceptual issue that is at stake in the research, (b) note the main features of the research design and measures, and (c) highlight the major findings.

The *third section* of your paper should extrapolate from the research findings to discuss the theoretical and research implications for applied developmental psychology and the practical implications for public policy. You should discuss the challenges of conducting research in these real-life contexts, and you should explore both what we can learn about the topic from this research, but also what we cannot. This will require you to use both creative and critical thought.

Your reference list should have a minimum of four entries: the two empirical articles, one article (perhaps, although not necessarily, from the popular media) for background information, and one “document” referring to public policy.

Your entire paper must not exceed 1200 words (including absolutely *everything* – title, headings, body, references, footnotes, etc.). If your submitted paper is within this length requirement, you will automatically be credited 10 pts (of 100). If you exceed the length requirement (by even a single word) no credit will be granted and none of the excessive words will be evaluated for content. The quality of the expression of your ideas, including spelling and grammar, is an important aspect of evaluating your paper. Be vigilant in avoiding plagiarism.

Include your name and student number on the paper. Use the author/date APA form of citations, include a reference list, and use headings, as appropriate, to organize your paper. Since you will be submitting your paper electronically and feedback will be via word-processing “comments,” you must use an appropriate file format (.rtf, .doc, or .docx only; *not* .pdf). For ease of reading, it would be appreciated if you formatted your paper in 12-point font, double-spaced, and with 1” margins all around. Name the electronic file of your paper with your student number (e.g., 12345678.doc).

You must submit your paper as an email attachment sent to the TA at [psyc319@psych.ubc.ca](mailto:psyc319@psych.ubc.ca), with only your UBC student number in the subject heading of your message. You will receive email confirmation of receipt of your message. If you do not receive a confirmation email for whatever reason, talk to the TA within a week’s time. If you format your paper and email according to specifications, you will be credited 10 pts (of 100).

Your paper is due Tuesday, November 4th. The due date means the calendar day (*received by* 11:59pm on November 4th). Don’t attempt to submit your paper at the last moment. If you submit your paper late, even by a minute (without a prior extension), there will be a deduction of 10 pts (of 100) for each day.

- a 2-hour **final exam** (35%) – covering only the material from the midterm exam to the end of the course. The format of the final exam will probably be multiple-choice and short-answer questions.
- participation in the department’s **subject pool** research (3%) – You may earn extra points for research participation (at a rate of ½ point for ½ hr, to a maximum of 3 points) or, as an alternative, by completing a library-writing project. Your earned points are added to your final (scaled) grade. For complete details, see “Subject Pool Information for Participants” «<http://psych.ubc.ca/internal/human-subject-pool/>». You should register for the system now.
- participation in a **volunteer service** opportunity – This is strictly optional, but recommended as a means to better understand what it means to apply developmental psychology. The University’s Centre for Community Engaged Learning «<http://students.ubc.ca/career/community-experiences/trek>» provides a listing of opportunities.

**COURSE OUTLINE and CALENDAR:**

Sept 02 (Tuesday)	Imagine UBC orientation (no classes)
Sept 04 (Thursday)	course overview
Sept 09 (Tuesday)	1. context
Sept 11 (Thursday)	
Sept 16 (Tuesday)	last day for change of registration or withdrawal from this course without withdrawal standing (“W”) recorded on your academic record
Sept 16 (Tuesday)	2. foundational issues
Sept 18 (Thursday)	
Sept 23 (Tuesday)	3. day care and parental employment
Sept 25 (Thursday)	
Sept 30 (Tuesday)	4. parenting styles
Oct 02 (Thursday)	
Oct 07 (Tuesday)	5. child abuse
Oct 09 (Thursday)	6. marital transitions
Oct 10 (Friday)	last day to withdraw from this course with “W” recorded on your academic record (otherwise “F”); course cannot be dropped after this date
Oct 13 (Monday)	Thanksgiving Day (university closed)
Oct 14 (Tuesday)	6. marital transitions (cont’d)
Oct 16 (Thursday)	midterm exam
Oct 21 (Tuesday)	7. media influences
Oct 23 (Thursday)	exam review; term paper overview
Oct 28 (Tuesday)	7. media influences (cont’d)
Oct 30 (Thursday)	8. antisocial behavior and delinquency
Nov 04 (Tuesday)	term paper due
Nov 04 (Tuesday)	8. antisocial behavior and delinquency
Nov 06 (Thursday)	9. adolescent risk-taking behavior
Nov 11 (Tuesday)	Remembrance Day (university closed)
Nov 13 (Thursday)	10. gender and morality
Nov 18 (Tuesday)	
Nov 20 (Thursday)	11. character
Nov 25 (Tuesday)	
Nov 27 (Thursday)	
Nov 28 (Friday)	term ends
Dec 02-17	final exam period

**COURSE POLICIES** (for additional information see the section of the UBC Calendar on academic regulations «<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0>»):

Attendance and class participation	Regular attendance is strongly advised (exams primarily cover material presented in lectures that is not in the course packet). Questions, comments, and participation in class discussions are strongly encouraged. Students are expected to share their ideas and opinions.
Email	You are welcome to ask questions before, after, or during lectures, as well as during office hours; however, because of the large number of students in the course, individual tutoring cannot be done by email (by either the professor or the TA) unless your query can be handled by a one-sentence response.
Office hours	You are welcome to attend office hours not only to ask questions about course content, but also to chat about more general issues in psychology, graduate school, careers, and so on.
Class etiquette	Please, in consideration of the professor and other students: (a) no personal conversations during lectures; (b) no audible communication devices (cell-phones, etc.); (c) no disruption if you arrive at class late or need to leave early; (d) do not be “off-task” with your devices during class (texting, surfing, etc.); (e) no recording of lectures.
Academic concession	If you encounter medical, emotional, or personal problems that affect your attendance or academic performance, please notify the professor as well as your faculty’s Academic Advising Office. See the section of the UBC Calendar on academic concession « <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0</a> ».
Late assignments	Extensions on the term paper are given only on compassionate grounds and are granted <i>only in advance</i> . Extensions are not given because of academic workload or conflicts. Marks will be deducted for late papers (10% of the assignment’s value for each day beyond the deadline).
Missed exams	Examinations will be given on published dates only. Make-up exams will be granted only for documented medical reasons that confirm that you were not able to write on the set date.
Format of assignments	Adherence to format and length requirements will be part of the evaluation of the term paper. Spelling and grammar will be considered in evaluating all written work.
Return of exams	Exams will not be returned to students, although they may be viewed during the TA’s office hours. Grades will be posted as soon as they are available.

Scaling of grades	Final grades may be scaled if necessary to achieve an appropriate grade distribution. Department policy requires an average performance of 66-70% (with a standard deviation of about 13% and a failure rate of 6-11%). Bonus points for research participation are added after any scaling has been applied.
Plagiarism	Plagiarism is a form of academic misconduct in which an individual submits or presents the work of another person as his/her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. When referring to the ideas or findings of someone else, acknowledge such with author/date citations. When quoting directly, indicate such with quotation marks and author/date/page citations. Plagiarism is also submitting the same or similar paper more than once at this or another institution. The University subscribes to <i>TurnItIn</i> —a service designed to detect and deter plagiarism. Your paper will be screened for plagiarism. See the UBC Calendar « <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0</a> » for additional information regarding academic offences and penalties. Also see the guidelines regarding plagiarism on the Faculty of Arts website « <a href="http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html">http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html</a> ».
Cheating and other academic offences	Cheating devalues the genuine achievement of other students and will not be tolerated. See the UBC Calendar « <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0</a> » for additional information regarding academic offences and penalties.