PSYCHOLOGY 319: 
APPLIED DEVELOPMENTAL PSYCHOLOGY

WHO?

INSTRUCTOR:
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Office: Orchard Commons
3005

Office Hours:
Mondays & Wednesdays, 11am-12pm & by appointment

TEACHING ASSISTANTS:

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Office Hours: By appointment

Please note that we are all more than happy to meet with you for any reason! Just email us to set up a meeting, with the course number 319 in the subject line of the email. We strive to respond to all emails within 48 hours.

Wondering who to contact?
• Questions about lecture content, exam content, My Virtual Child accounts/technical stuff → Lily
• Questions about exam grades → Angela
• Questions about My Virtual Child grades → Kate
• Questions about pamphlet assignment → Lily or Angela
• Still have questions/concerns after talking to the TA about your grades? → Lily

WHEN?

Mondays, Wednesdays, & Fridays, 1-1:50pm in Hennings 202

WHAT?

This course examines research in developmental psychology as it applies to real-world situations. We will examine socially important research, and discuss how it can inform parenting decisions, education, public policy, and help design interventions for improving children’s welfare. As this course is
only a semester long, it would be impossible to cover in depth the entire field of applied developmental psychology. Instead, we will focus on topics that represent some of the most exciting and controversial areas of developmental psychology.

As a 300-level course, some background in Psychology is expected.

**LEARNING GOALS**

By the end of this course, you should 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 and integrate research on societally important issues relevant to development.
4. Translate psychological research into meaningful suggestions for parents/educators/policy-makers.
5. Use the school’s library resources to search for and locate psychological research on a topic of interest.

**COURSE MATERIALS**

**READINGS:**

There is no course textbook! Instead, 1-3 readings will be assigned for each topic and are available through library reserves on the course Connect website. Readings include both textbook chapters and review articles, as well as some research studies. These readings are intended to provide background to the material discussed in lecture, as well as to cover topics that we do not have time to discuss in class. Some of the readings are at an advanced level. You do not necessarily need to understand all of the statistics used, but please make an effort to look up unknown words, to read carefully and deeply, and to ask questions if you do not understand. You will be responsible for knowing this material, and it will be discussed in class and on quizzes/the final exam. Parts of the readings that are not covered in lecture may also be tested on quizzes/the final exam.

**COURSE WEBSITE:**

You are responsible for checking the course website at [http://www.connect.ubc.ca](http://www.connect.ubc.ca) often throughout the term. You use your CWL to login. This is where you can access and download the course syllabus, find the course readings, and see important announcements.

Lecture slides will be posted on Connect by 12am (midnight) the night before each lecture. This is done as a courtesy. Please be aware, however, that it is likely changes will be made to the slides between that time and lecture or items may be missing. Final versions of the slides will be posted following a lecture, and will be marked as ‘Final Version.’ Also note that lecture slides will not include everything discussed in lecture. If you miss a class, try to get notes from a classmate!

Discussion forums have also been made available on Connect to support peer and self-motivated learning. They will not be actively monitored by the instructor/TAs, but will be checked on occasionally for any signs of threats/cheating/etc.

**MY VIRTUAL CHILD:**

In addition to readings, we will use an online learning module called “My Virtual Child.” It costs $39.60 USD (~$53 CDN), and is purchased at [http://www.myvirtualchild.com/](http://www.myvirtualchild.com/) on the
bottom right, click on “Register” → “Student.” On the next page, click on “No, I need to buy my access code” and follow the rest of the steps to purchase. When purchasing, you will be asked for your name, which is what will be used to identify you for grading purposes. If you don’t feel comfortable using your real name (nobody but me can see it, but since this is a US website, I am required to give you the option of anonymity), you can pick a false name—just be sure to send the instructor an email with your “chosen” name.

For our class, register on My Virtual Child using the following ID: 20756

COURSE REQUIREMENTS & GRADING

ATTENDANCE
Attendance is expected in this course, and is necessary in order for you to do well. Although attendance will not be taken in class, there will be material covered in lecture in substantially greater depth than what is posted in lecture slides to Connect. By regularly attending class you ensure yourself the best chance of success.

MIDTERM EXAMS (36%)
Two non-cumulative quizzes given during class time (50 minutes), each worth 18%. Midterm exams will cover material from both lecture and assigned readings. The exams will contain multiple choice and short-answer questions.

- Midterm #1 (18%): February 1
- Midterm #2 (18%): March 13

Accommodations for missed midterm exams will only be given with a valid medical reason (with doctor’s note). In the case of illness, please contact the instructor as soon as possible.

FINAL EXAM (30%)
Cumulative final exam, covering material from across the course. The final exam will consist of multiple choice and short-answer questions.

The final exam will be scheduled during the University exam period (April 10-28). There will be no makeup exam for the final.

MY VIRTUAL CHILD (20%)
My Virtual Child is an online learning module that lets you “raise” your own child from birth to age 18. The program will first have you fill out personality and abilities questionnaires, and given your answers (and some random variation), will assign your child a “nature.” Throughout your child’s development, the program will pose different scenarios and questions, asking you how you would respond. Based on your child’s nature, your decisions about child rearing, and random events that occur, your child will develop along a unique path.
At five different points in your child’s development, you will have to answer questions sets (3 questions each) about the decisions you made and your thoughts on how your child is growing up. You submit your answers on the My Virtual Child program, due by the **start of class (1 pm)** on the following due dates.

**Schedule of My Virtual Child Questions:**
- 9 months: Question Set 1 (Due January 16)
- 2 years, 6 months: Question Set 2 (Due January 30)
- 4 years: Question Set 3 (Due February 15)
- 10 years, 11 months: Question Set 4 (Due March 6)
- 18 years: Question Set 5 (Due March 20)

*No late submissions will be allowed.* Each of the My Virtual Child question sets is worth 4% of your course grade. Your responses will be evaluated based on whether you answer the questions fully, your ability to integrate research/information from lecture and readings, the quality and comprehensiveness of your reflections, and your critical thought.

PAMPHLET ASSIGNMENT (14%)
One of the hallmarks of applied developmental psychology is translating developmental psychology research into suggestions for parents and others. For this assignment, you will design a pamphlet targeted towards parents or educators, informing them of relevant research and suggestions for one topic related to development. For example, you may wish to inform parents about research findings on the pros and cons of co-sleeping, and advise them of what practical suggestions this research might provide.

Your pamphlet should be between **600-800 words**, excluding references. It can be bifold style, trifold style, or full-page handout style, as long as it is within the word limit. References must be included in the pamphlet, not separate.

For your topic of interest, your pamphlet should include concrete data (facts, percentages), an overview of what the research has found, and suggestions for best practices based on research. The pamphlet should be easily understandable to a reader without a background in psychology (make sure to define any unclear terms). Feel free to use illustrations, graphs, and diagrams, etc. to make your points clear.

What we are looking for in this assignment is the ability to take scholarly research and making it accessible to somebody without a scientific background (parents, teachers). To do so, you need to be *brief and concise yet accurate and comprehensive*. The challenge is to find the right balance.

You must use **at least 3 empirical research sources** in your pamphlet. In addition to these research sources, you may also use review articles, government statistics, textbooks, etc. Empirical research related to your topic of interest can be found using PsycInfo, a database on the UBC Library website. We will go over how to find articles, as well as further information on the assignment, at some point during the course.

You must correctly cite all references within your pamphlet.

The pamphlet assignment is due **April 3 at the start of class (1 pm)**. Late assignments will receive a deduction of 10% off each calendar day.
HUMAN SUBJECTS POOL CREDITS (UP TO 3% EXTRA CREDIT)
You may earn up to 3% extra credit to your final course grade through participating in research studies (or by completing library assignments).

Information can be found at http://psych.ubc.ca/internal/human-subject-pool/

GRADE DISTRIBUTION & SCALING

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the average grade in a 100- and 200-level Psychology courses are 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Each student will earn a percent grade for this course and will be automatically assigned a corresponding letter grade by the Registrar.

ETHICAL & RESPONSIBLE CONDUCT

Always treat yourself, your classmates, and your instructors with respect both in and outside of class. This includes being on time to class, and being aware of your words and actions. Be mindful of other students during class. Please turn off all mobile phones, mp3 players, etc. before coming to class. If you choose to take notes on a laptop, please quit/minimize any programs that may distract others (internet, facebook, games, etc).

Cheating of any type is not tolerated. Just don’t do it—it is not worth your education, your reputation, or your future. Any cheating will result in failing the assignment or exam, and may lead to an automatic fail for the course and/or expulsion from the university. If you have any questions about citing or using sources in your assignments, please see your Instructor or TA BEFORE the assignment is due.

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).

RESOURCES

- **UBC Academic Regulations**: Information on academic regulations, including course withdrawal dates and credits, can be found in the UBC Calendar at http://students.ubc.ca/calendar

- **UBC Learning Commons**: http://learningcommons.ubc.ca offers a variety of learning and research sources for students. The website includes tutoring, workshops, study groups, many other online tools, and links to most of the academic resources offered at UBC.

- **Academic English Support Program**: https://cstudies.ubc.ca/student-information/services/academic-english-support Provides free one-on-one coaching for improving Academic English skills. Open to all UBC students.

- **UBC Counseling Services**: http://www.students.ubc.ca/livewell/book-an-appointment/counselling-services/ or 604-822-3811. For help with mental illness, stress, etc.

- **Vancouver Crisis Line**: http://www.crisiscentre.bc.ca or 604-872-3311. Offers emergency support.

- **The Kaleidoscope**: http://the-kaleidoscope.com/ A confidential peer-run mental health support group that takes place on campus 2-3 times a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you’re just feeling stressed about school in general. Registration is not required to attend. See the website for meeting times and locations. Food and drink is provided.

- **SpeakEasy**: http://www.ams.ubc.ca/services/speakeasy/ A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

- **Student Health Services**: http://students.ubc.ca/livewell/services/student-health-service or 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health.

- **Access and Diversity**: http://students.ubc.ca/about/access or 604-822-5844/ Provides accommodations for students living with physical, mental, and/or learning disabilities.
CLASS SCHEDULE

Please note that this schedule is tentative, and may change. Any changes will be announced both in class and on the course website.

January 4-16
Background
→ What is Applied Developmental Psychology?
→ Research Methods & Ethics
→ Parenting

January 18-30
Issues in Infant Development
→ Birth
→ Prematurity
→ Childcare

Midterm Exam #1: February 1

February 3 - March 10
Issues in Child Development
→ Adoption, Foster Care & Institutionalization
→ Children & the Law: Child Witnesses
→ Children & Media
→ Schooling

Midterm Exam #2: March 13

March 15-24
Issues in Adolescent Development
→ Sexuality & Teen Pregnancy
→ Juvenile Justice

March 27 – April 5
Topics of Class’s Choice
To be determined by class vote at a later date

Final Exam to be scheduled during University Exam Period (April 10-28)
# Course Calendar

*(Subject to Change)*

## January 2017

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<th>Monday</th>
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<td><strong>Course Outline &amp; Expectations</strong></td>
<td><strong>What Is Applied Developmental Psychology?</strong></td>
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<td>RESEARCH METHODS &amp; ETHICS</td>
<td><strong>Parenting, Part 1</strong></td>
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<td><strong>Childcare, Part 1</strong></td>
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<td><em>Belsky et al. (2007). Are there long-term effects of early child care?</em></td>
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<td><strong>Childcare, Part 2</strong></td>
<td><strong>Wrap-Up &amp; Exam Review</strong></td>
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<td><em>My Virtual Child- Question Set 2 Due</em></td>
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*My Virtual Child- Question Set 1 Due*
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<td>MIDTERM EXAM #1</td>
<td><strong>ADOPTION &amp; FOSTER CARE, PART 1</strong>&lt;br&gt;Brodzinsky &amp; Pinderhughes (2002). Parenting and child development in adoptive families.</td>
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<td>ADOPTION &amp; FOSTER CARE, PART 2</td>
<td><strong>INSTITUTIONALIZATION, PART 1</strong>&lt;br&gt;Nelson et al. (2009). The deprived human brain.</td>
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<td>TEEN PREGNANCY</td>
<td>JUVENILE JUSTICE, PART 1</td>
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<td>Steinberg &amp; Scott (2003). Less guilty by reason of adolescence.</td>
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FINAL EXAM TO BE SCHEDULED DURING UNIVERSITY EXAM PERIOD (APRIL 10-28)