



Psychology 220 - 001
Lifespan Development
Fall 2019
Friday 2:00pm to 5:00 PM, FIP 204

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Office hours: Tuesday 1:00-2:00pm

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. Lecture slides will be posted on *Canvas*. Additional learning materials are available through the *REVEL* platform. In class participation and assessment will utilize the *Learning Catalytics* platform.

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.

Learning Outcomes

After completing this course, students will be able to:

- Identify the main theories/themes of development across the lifespan
- Appreciate the research methodology of development, with emphasis on Canadian research and policy
- Understand the physical, cognitive, and social/emotional aspects of development in a) infancy b) early and middle childhood c) adolescence d) early, middle, and late adulthood and e) death and dying.



Evaluation Criteria and Grading

- 1) **Exam #1: Prenatal and Infant Development (20% of grade).** The exam will cover Chapters 1-6 of the course, including all lecture and textbook material. This exam will cover relevant information from the methodology introduction and first phase of development, in a multiple choice format and will be worth 100 marks.
- 2) **Exam #2: Early/Middle Childhood (20% of grade).** The exam will cover Chapters 7-10 of the course, including all lecture and textbook material. This exam will cover 4 chapters and will be out of 100 marks in a multiple choice format.
- 3) **Exam #3: Adolescence (20% of grade).** The exam will cover Chapters 11-14 of the course, including all lecture and textbook material. This exam will cover 4 chapters and will be out of 100 marks in a multiple choice format.
- 4) **Final Exam: Adulthood/Aging (20% of grade).** The exam will cover Chapters 15-19 of the course, including all lecture and textbook material. The final exam will be written during the final exam period (date TBA). This exam will cover 5 chapters and will be out of 100 marks in a multiple choice format.
- 5) **In class brief assessments (20%).** Approximately 8 brief quizzes (5 items each) will be presented in class and used to test knowledge of that day's lecture material. The lowest performance can be dropped. Participation in and accuracy of responses in these quizzes will contribute 20% of the course grade.
- 6) **SONA (2% Bonus).** See below for explanation of how to participate in SONA.

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:

Available in the bookstore; packaged by the publisher with REVEL. This resource creates an immersive learning experience for students. REVEL brings course content to life using media and assessment tools. In addition to access the textbook content online in e-book and audiobook formats, REVEL integrates helpful study tools for practicing and self-testing what it is discussed in class and in the textbook.

Boyd, Johnson & Bee (2018). *Lifespan Development*, (6th Canadian Ed.), Don Mills: ON Pearson.
ISBN: 9780136596752

How to Register:

First, disable pop-up blockers and use a recommended browser: Google Chrome, Firefox, or Safari. **Note:** *If you're using Pearson MyLab and/or Mastering this term, register for it first to use the same username and password for REVEL.*



For Learning Catalytics:

*****You MUST do this BEFORE registering for Revel*****

1. Go to <https://learningcatalytics.com>. Click **Register**.
2. Select **No** when a pop-up appears (you **are not** using learning catalytics with a MyLab or Mastering product – you **are using it with Revel**).
3. If you bought the access code from the bookstore, click **Yes I have an Access Code**. Enter it in.
4. If you have not purchased an access code, select **No** and purchase with **PayPal or Credit Card**.

For Revel:

5. Enter your **Course Invite Link**: <https://console.pearson.com/enrollment/dw6jdg>
6. Sign in / Create an account from the “Sign in” button on the top-right corner
 - a) **“Sign in”** with an existing username and password.
(*The one you just created for Learning Catalytics*)
Select your access option
 - b) **“Redeem access code”** you purchased from the bookstore
 - c) **“Purchase materials”** with a credit card or PayPal account
 - d) **“Get 14-day temporary access”** if you’re waiting on financial aid or want to try the product first
7. From now on, you can log in from <http://console.pearson.com>
8. You can also choose to purchase a loose-leaf, print version of the textbook at this time, or purchase it later from a link in your confirmation e-mail.

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 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 an exam must provide written documentation (i.e., doctor’s note) of the absence to the instructor and must arrange to make up the exam before the next scheduled class. Students who do not write the exam by the next scheduled class will receive a “0” for the exam.

Final Examination:

The examination period for Term 1 of Winter 2019 is December 2nd – December 17th. 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 (<http://ikbsas.ok.ubc.ca/students/undergrad/forms.html>) 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 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>.

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

RESEARCH ACTIVITY (2% BONUS)

This course allows for 2% bonus to be added to your final grade. This requirement may be fulfilled either through direct participation in research through the SONA online volunteer subject pool (Option 1), by completing two written summaries of primary research articles (Option 2), or by a combination of the two types of activities.

Research Participation (Option 1)

As a participant in one of numerous Psychology Department Subject Pool experiments posted at <http://ubco.sonasystems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation at UBCO. Hence, participation requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

Important Requirements

You may participate in more than one experiment in order to accrue credits. In order to ensure that a variety of research methodologies are experienced, ***at least one [1] of the two [2] credit hours must be earned by participating in online questionnaires and at least one [1] of the remaining credit hours must be fulfilled by participating in the university's on-site studies.*** In the event that you participate in a single listed study offering more than 1.5 credits for participation, this regulation will be waived. A substantial number of both types of studies are typically hosted on SONA; therefore, you will have many different choices. It is important to sign up for experiments early in the semester in order to increase the odds that a time slot is available. If you wait until



late in the semester, all time slots may be taken.

Logging On To The System

SONA is only open for those students who are registered in a psychology course offering SONA credit. 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 experiment and will lose the credit value of the study from possible marks associated with participation in research.

Please email psyc.ubco.research@ubc.ca with any questions or concerns that you may have regarding the SONA system, including unassigned bonus credits. Your professor does NOT have access to this information.

Research Summary Assignment (Option 2)

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit by completing 1 library-writing project to a satisfactory level. Each library-writing project is worth a total of two credits [i.e., 2% toward the final grade].

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* (6th ed.). 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.



Course Schedule, Required Readings

	Topics and/or exam	Required Reading
Week 1 Sept 6	Introduction, Basic Concepts, Theories of Development	Syllabus, Chapters 1, 2
Week 2 Sept 13	Prenatal Development & Birth Physical, Sensory, Perceptual Development in Infancy	Chapter 3, 4
Week 3 Sept 20	Cognitive, Social, Personality Development in Infancy	Chapter 5-6
Week 4 Sept 27	Exam 1 (Ch 1-6): Prenatal/Infant Development Introduction to Early Childhood	
Week 5 Oct 4	Early Childhood	Ch 7-8
Week 6 Oct 11	Middle Childhood	Ch 9-10
Week 7 Oct 18	Exam 2 (Ch 7-10): Early/Middle Childhood Introduction to Adolescence	Ch
Week 8 Oct 25	Adolescence	Ch 11-12
Week 9 Nov 1	Emerging Adulthood	Ch 13-14
Week 10 Nov 8	Exam 3 (Ch 11-14): Adolescence Introduction to Adulthood	
Week 11 Nov 15	Middle Adulthood	Ch 15-16
Week 12 Nov 22	Late Adulthood	Ch 17-18
Week 13 Nov 29	Death, Dying, Bereavement Summary/Review	Ch 19

EXAM PERIOD DEC 2nd – 17th 2019