



Psychology 220 - 101
Lifespan Development
Fall 2020
Wednesday 1:00 PM to 4:00 PM

Welcome to Lifespan Development!

I am looking forward to meeting you and virtually exploring development across the lifespan together. My aim is to provide an engaging, respectful online learning environment where each student can further their understanding of the course content.

Instructor: Jamie Piercy, Ph.D.

Email: jamie.piercy@ubc.ca

Phone: 250-807-8514

Office: ART 320

Office hours: Wednesday 11:00 am – 1:00pm, virtual in Zoom

Teaching Assistants:

Teaching assistants will be available by e-mail and discussion board to answer course questions or facilitate discussion as appropriate. More information on each TA is available on the Canvas page.

Kaylee Miesner: kaylee.miesner@ubc.ca

Tatiana Sanchez: tatiana.sanchez@alumni.ubc.ca

Chloé Smith: cgasmith@mail.ubc.ca

Emma Alcott: emma.alcott@alumni.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.

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. Powerpoint slides and associated weekly assignments will be posted on Wednesday morning at 9 AM. Lectures will be recorded and posted weekly on *Canvas*. Skeleton slides will also be posted on *Canvas*. Online interactive discussion sessions will be held once monthly in *Zoom*. Additional learning materials will be assigned through the *Revel* 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. Through multiple-choice questions, interaction, and reflection, the course assessment will span the knowledge, comprehension, and application level of cognitive skills.



Learning Outcomes

After completing this course, students will be able to:

- Identify the main theories/themes of development across the lifespan
- Describe the research methodology of lifespan development, with emphasis on Canadian research and policy in each module
- Demonstrate understanding of the *physical* aspects of development across developmental stages (i.e. infancy, early and middle childhood, adolescence, early, middle, and late adulthood, death and dying)
- Discriminate stages of *cognitive* development across infancy and childhood
- Examine *social/emotional* developmental processes across course modules

Evaluation Criteria and Grading

1. **Exams = 18% x 4 = 72% total;** Each exam will be non-cumulative and *closed-book*. The exams will consist of 80 multiple-choice questions completed over 105 minutes (1 hour 45 minutes) on Canvas Quiz using *Respondus LockDown Browser*. Each exam will include material from lecture, Canvas videos and discussions, and textbook material.

The examinations in this course are all closed-book, so you may **not** have access to any of the course materials, including your notes, during the exam. You are **not** to use any search engines or other programs – your browser will be locked in Canvas. You are **not** to take screenshots or pictures of the exam. Nor are you to communicate with anyone – you are to work independently. If you violate these conditions you have engaged in Academic Misconduct and will be subject to the consequences articulated in the Academic Integrity section. Communication with other students (written, text, verbal, etc.) is also not permitted and will constitute Academic Misconduct.

- a) **Exam #1: Prenatal and Infant Development (18% of grade).** This exam will cover Chapters 1-6.
 - b) **Exam #2: Early/Middle Childhood (18% of grade).** This exam will cover Chapters 7-10.
 - c) **Exam #3: Adolescence/Early Adulthood (18% of grade).** This exam will cover Chapters 11-14.
 - d) **Final Exam: Adulthood/Aging (18% of grade).** The exam will cover Chapters 15-19.
2. **Lecture-based quizzes/assignments, 8%.** There will be a brief weekly quiz/activity based on the lecture content (5-points each). I will be using quiz questions to keep you engaged with key concepts from the lecture. These will be available for a limited period of time; quizzes will be released with the lecture (Wednesday 9:00 AM) and due by Friday afternoon at 4:00 PM. *Your lowest 2 performances will be dropped.*
 3. **Revel text quizzes, 7%.** Text quizzes will be assessed using the chapter questions in *Revel*. The quizzes allow three attempts; however, the available point value reduces with the second and third attempt (i.e. max 3 of 5 points on third try). You are strongly advised to do the quiz the week the reading is assigned; however, *Revel* quizzes will be due at 11:59 of the day of each midterm (detailed in the schedule).
 4. **Monthly interactive review lecture activity, 8%.** As noted in the syllabus schedule, we will meet as a group in *live lecture on Zoom* once per month. These will be worth 2% per session; 1% for participation/attendance throughout the session and 1% for completion of a brief activity.
 - a. **You have been assigned to a time (1:00, 2:00, or 3:00 pm) in Canvas under “People” in canvas in the “Review sessions” tab. Please attend your assigned time.**
 - b. In these sessions we will review key concepts for the course section and you will have the opportunity to interact and discuss with your classmates while you complete a brief assignment.



5. **Discussion boards, 5%.** There will be 8 discussion boards available throughout the term on a number of topics. These will be identified in the Canvas site in the lesson description and will be active for one week from posting (i.e. due the following Wednesday). Discussions involve providing *brief* appropriate posts and reflections. A rubric will be provided. You are expected to respond to **3 discussion boards**. While you are welcome to engage in discussion beyond this, only three responses will count toward your grade.
6. **SONA (2% Bonus).** See below for explanation of how to participate in SONA.

Assessment Summary

Class Quizzes/Activities	8%
<i>Revel</i> Quizzes	7%
Monthly Lecture/Activity	8%
Discussions	5%
Exams (4 x 18%)	72%
TOTAL	100%

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.

Please note I do not “round up” final grades It is policy in this course that final grades cannot be adjusted (through extra assignments or otherwise) in order to achieve a passing mark, higher letter grade etc. In order to maintain fairness within this course, requests for additional assignments as well as requests to round or “bump up” final grades will be denied.

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>).

Requirements for Technology for Online Delivery of Courses

In order to engage with this course online, students are required to have a laptop or desktop computer and a stable internet connection. While the lectures will be pre-recorded and posted, this course also includes live activities (assigned and moderated virtual discussion groups) which will require a microphone; a camera is recommended, but not required. Examinations will be completed online during the **scheduled course time** (e.g., 1:00 pm PST). Please email me if you do not have any of these requirements.

Required Materials:

Available in the bookstore; packaged by the publisher with *Revel*. This resource creates an immersive learning experience for students. The price of *Revel* is \$79.99, this includes both access to *Revel* and the e-text. *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.

- If you wish, you may also purchase a printed, 3-ring version of the text when you buy the electronic version for an additional \$39.99; the text will be shipped to you within 7 days directly to your home. ***Revel is required*** to supplement the lecture materials, so you are advised to purchase the electronic form of the text rather than trying to use a paper version.



Boyd, Johnson & Bee (2020). *Lifespan Development*, (7th Canadian Ed.), Don Mills: ON Pearson.
ISBN: [9780135454886](https://www.pearson.com/ca/9780135454886)

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 Revel:

1. Enter your **Course Invite Link**: <https://console.pearson.com/enrollment/amwalv>
2. Sign in / Create an account from the “Sign in” button on the top-right corner
 - a) “**Sign in**” with an existing username and password.
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
3. From now on, you can log in from <http://console.pearson.com>
4. 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.

Technical Issues During Examinations

As per UBC policy, all examinations must be completed during the scheduled course time. Out of fairness to all students, there are no exceptions to this policy. The instructor and/or TAs will be available during all examinations via Zoom should students encounter technical difficulties. It is the responsibility of the student to ensure that any technical issues are reported to the instructor **immediately**. If you cannot connect with the instructor and/or TAs via Zoom, please document the issue or technical concern via a screenshot. Failing to report technical issues in a timely manner, may result in the issue not being resolved and may negatively impact your grade.

Final Examination:

The examination period for Term 1 of Winter 2020 is December 7th – December 22nd. 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 (<https://fass.ok.ubc.ca/student-resources/undergrad/student-forms/>) 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 one written summary 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. 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/Exam/Activity	Required Reading
Week 1 Sept 9	Introduction, Basic Concepts, Theories of Development	Syllabus Chapters 1, 2
Week 2 Sept 16	Prenatal Development & Birth; Physical, Sensory, Perceptual Development in Infancy	Chapters 3, 4
Week 3 Sept 23	Cognitive, Social, Personality Development in Infancy <i>Class discussion/review 1 on Zoom (at assigned time)</i>	Chapters 5, 6
Week 4 Sept 30	Exam 1 Prenatal and Infant Development <i>Revel quizzes due at 11:59 PM</i>	
Week 5 Oct 7	Early Childhood	Chapter 7, 8
Week 6 Oct 14	Middle Childhood <i>Class discussion/review 2 on Zoom (at assigned time)</i>	Chapters 8, 9
Week 7 Oct 21	Exam 2 Early/Middle Childhood <i>Revel quizzes due at 11:59 PM</i>	
Week 8 Oct 28	Adolescence	Chapters 10, 11
Week 9 Nov 4	Early Adulthood <i>Class discussion/review 3 on Zoom (at assigned time)</i>	Chapters 12, 13
Week 10 Nov 11	Exam 3 Adolescence/Early Adulthood <i>Revel quizzes due at 11:59 PM</i>	
Week 11 Nov 18	Middle Adulthood	Chapters 15, 16
Week 12 Nov 25	Late Adulthood	Chapters 17, 18
Week 13 Dec 2	Death, Dying, Bereavement <i>Revel quizzes due at 11:59 PM</i> <i>Class discussion/review 4 on Zoom (at assigned time)</i>	Chapter 19

EXAM 4 TBD: EXAM PERIOD (Dec 7 – 20, 2020)