



**Psychology 220 - 101**  
**Lifespan Development**  
Winter Term 1 2021  
Monday 2:00 PM to 5:00 PM

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*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](mailto:Jamie.piercy@ubc.ca)

**Phone:** 250-807-8514

**Office:** ART 320

**Office hours:** Monday 11:30 am – 1:00pm, virtual in Zoom

**Land Acknowledgment:**

I would like to acknowledge that UBC Okanagan is situated on the territory of the Syilx Okanagan Nation and their peoples. I would also like to note that you are joining us today from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.

**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 the course TAs is available on the Canvas page.*

**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. Lectures will be recorded and posted with outline slides on *Canvas* Monday at 9 AM. Associated weekly assignments will also be posted on Monday morning at 9 AM. Online interactive discussion sessions will be held once monthly in *Zoom*.

**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 in developmental psychology.

**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 = 25% x 3 = 75% total**; Each exam will be non-cumulative and *closed-book*. The exams will consist of multiple-choice questions completed over 80 minutes (1 hour 20 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 (25% of grade)**. This exam will cover Chapters 1-6.
  - b) **Exam #2: Childhood and Adolescence (25% of grade)**. This exam will cover Chapters 7-12.
  - c) **Final Exam: Adulthood/Aging (25% of grade)**. The exam will cover Chapters 13-19.
2. **Lecture-based quizzes and activities, 10%**. 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. This may include responding to relevant videos/articles. These will be available for a limited period of time; quizzes will be released with the lecture (Monday 9:00 AM) and due by Wednesday afternoon at 5:00 PM. *Your lowest 2 performances will be dropped.*
  3. **Monthly interactive review lecture activity, 6%**. As noted in the syllabus schedule, we will meet as a group in *live lecture on Zoom* three times throughout the term. 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 (1:00pm or 3:30pm) 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. The assignment for this review will be due for all students by Wednesday at 5:00 PM.
  4. **Reflection video/audio, 7%**. To encourage engagement with the course material, once per section you will be required to record a *brief* (i.e., 30-45 second) response to a series of questions pertaining to the covered section of the lifespan (e.g., infancy, childhood, adulthood). Questions for your online submission will be available on Canvas. Due dates are outlined in the syllabus schedule. *Three opportunities will be available and your two highest scores will be recorded.*
  5. **SONA (2% Bonus)**. See below for explanation of how to participate in SONA.

**Assessment Summary**

Class Quizzes/Activities	12%
Live Lecture/Activity	6%
Personal reflection assignments	7%
Exams (3 x 25%)	<u>75%</u>
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., 2:00 pm PST). Please email me if you do not have any of these requirements.

**Required Materials:**

Boyd, Johnson & Bee (2020). *Lifespan Development*, (7<sup>th</sup> Canadian Ed.), Don Mills: ON Pearson.  
ISBN: 9780135413395

**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. It is the student's responsibility to attend the exam as scheduled; missing an exam due to misreading the start time is not an appropriate excuse. 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 2021 is December 11<sup>th</sup> – December 22<sup>nd</sup>. 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.

### **International Online Learning:**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### **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 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=3,54,111,0z>



### **Grading Practices**

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record.

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>

### **Student Service Resources**

#### **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 (250.807.9263), the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214), email: [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca) Web: [www.students.ok.ubc.ca/drc](http://www.students.ok.ubc.ca/drc)

#### **UBC Okanagan Equity and Inclusion Office**

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO. **UNC 216:** 250.807.9291 email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca), Web: [www.equity.ok.ubc.ca](http://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](mailto:healthwellness.okanagan@ubc.ca) Web: [www.students.ok.ubc.ca/health-wellness](http://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.

#### **SAFEWALK**

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at **250-807-8076**. For more information, see: [www.security.ok.ubc.ca](http://www.security.ok.ubc.ca)



## **SONA 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](mailto: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](http://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**

	<b>Topics/Exam/Activity</b>	<b>Required Reading</b>
<b>Week 1</b> Sept 13	Introduction, Basic Concepts, Theories of Development	Syllabus Chapters 1, 2
<b>Week 2</b> Sept 20	Prenatal Development & Birth; Physical, Sensory, Perceptual Development in Infancy <b><u>Reflection 1 Due Friday, September 24 at 5:00 PM</u></b>	Chapters 3, 4
<b>Week 3</b> Sept 27	Cognitive, Social, Personality Development in Infancy <b>Class discussion/review 1 on Zoom (at assigned group time)</b>	Chapters 5, 6
<b>Week 4</b> Oct 4	<b>Exam 1 Prenatal and Infant Development</b>	
<b>Week 5</b> Oct 11	<b>THANKSGIVING MONDAY NO CLASS</b>	
<b>Week 6</b> Oct 18	Early Childhood	Chapters 7, 8
<b>Week 7</b> Oct 25	Middle Childhood <b><u>Reflection 2 Due Friday, October 29 at 5:00 PM</u></b>	Chapters 9, 10
<b>Week 8</b> Nov 1	Adolescence <b>Class discussion/review 2 on Zoom (at assigned group time)</b>	Chapters 11, 12
<b>Week 9</b> Nov 8	<b>READING BREAK NO CLASS</b>	
<b>Week 11</b> Nov 15	<b>Exam 2 Childhood/Adolescence</b>	
	Early Adulthood: Chapters 13, 14	
<b>Week 11</b> Nov 22	Middle Adulthood	Chapters 15, 16
<b>Week 12</b> Nov 29	Late Adulthood <b><u>Reflection 3 Due Friday, December 3 at 5:00 PM</u></b>	Chapters 17, 18
<b>Week 13</b> Dec 6	Death, Dying, Bereavement <b>Class discussion/review 3 on Zoom (at assigned group time)</b>	Chapter 19

**EXAM 4 (Ch. 15-19) TBD: EXAM PERIOD (Dec 11 – 22, 2021)**