



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA

**Psychology PSYO-380F**  
**Attachment across Lifespan**  
**2022 Summer Term 2**

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**Instructor:** Gizem Keskin, MSc

**Email:** gizem01@mail.ubc.ca

**Office Hours:** By appointment and via Zoom

**Prerequisites:** PSYO 111 or PSYO 121, and 6 credits of PSYO 200 level

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**COURSE FORMAT**

This course will be delivered in online and asynchronous. The instructor will upload lecture videos to Canvas. Lectures will be based on assigned readings and additional resources that the lecturer will present. Canvas will be used for the course related announcements. More information about use of Canvas can be found [here](#).

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**COURSE DESCRIPTION**

Attachment Theory has been studied for over 60 years and today, it still helps researchers and practitioners to understand and study human emotional ties. This course covers the history of attachment theory; attachment from infancy to adulthood; attachment to different attachment figures such as main caregivers, parents, peers, romantic partners, and teachers; relations between attachment and other developmental outcomes; intergenerational transmission of attachment; cross-cultural studies of attachment; and critiques of attachment theory and new directions.

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**LEARNING OUTCOMES**

After taking this course, students will be able to:

- Describe development of attachment theory in its historical context
- Identify concepts within attachment theory

- Interpret how early attachment related experiences are related to later developmental periods and generations
- Describe how attachment is a predictor of other developmental outcomes
- Recognize how attachment is similarly or differently demonstrated among various cultures
- Discuss the limitations of attachment theory and new directions in the field
- Link attachment theory to real-world examples
- Critique empirical studies on attachment theory

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## **COURSE MATERIAL**

Shiller, V. M. (2017). *The attachment bond: Affectional ties across the lifespan*. Lexington Books.

Cassidy, J., & Shaver, P. R. (Eds.). (2016). *Handbook of attachment, third edition: Theory, research, and clinical applications*. Rough Guides.

This course will utilize these two books so that you need to have the books before the start date of the course. Both books are available online at UBCO Library.

Additional readings are listed in the course schedule part of the syllabus. Please see course schedule for the assigned articles.

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## **COURSE REQUIREMENTS, GRADING AND GRADING POLICIES**

### **Reflection Paper (10%)**

The aim of reflection papers is to develop critical thinking about scientific studies. There are four articles assigned to readings of lecture 3, lecture 5, lecture 8, and lecture 11. These articles are required readings along with the chapters for the assigned lectures. However, you will choose one of the articles to write your reflection papers. You may choose any article but be aware that the deadline of the reflection papers for the assigned articles will not change. You may also choose to write 2 reflection papers instead of 1, however, it is not compulsory. If you choose to write 2 reflection papers, the paper with the higher grade will be granted on your final grade. Your grade from reflection papers will determine 10% of your final grade. See the Instruction & Grading Rubric for the reflection paper assignment for the instructions and grading criteria.

### **Midterm Exam (45%)**

Midterm exam is a multiple-choice exam. You are responsible from everything we covered in the lectures until the exam date. This exam determines 45% of your final grade.

### **Final Exam (45%)**

The final exam consists of multiple-choice questions. You are responsible for everything we covered in the lectures. The final exam is not cumulative, that means you are responsible for the topics after the midterm exam. This exam determines 45 % of your final grade.

### **SONA Bonus (2%)**

Students earn Sona credit from participating in research activity. This can be either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities. See the explanations of the options at the end of this syllabus.

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## **CLASS POLICIES**

### **Respect to Others**

This course aims to provide the opportunity to learn from each other, to be open minded toward each other and to freely speak our minds. However, any discriminative behavior or language to anyone will not be tolerated.

### **Policy on Rounding 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.

### **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**

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>).

### **Grading**

<u>Percent</u>	<u>Letter Grade</u>
90 - 100	A+
85 - 89	A
80 - 84	A-
76 - 79	B+
72 - 75	B
68 - 71	B-
64 - 67	C+
60 - 63	C
55 - 59	C-
50 - 54	D
0 - 49	F

### **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, maybe found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

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## COURSE SCHEDULE

Date	Topic	Readings
Lecture 1	History of the Attachment Theory	Shiller (2017) Chapter 1
Lecture 2	Attachment in Infancy 1	Chapter 2
Lecture 3	<p><b>Attachment in Infancy 2: Effect of Early Experiences on Future Development*</b></p> <p><b>Deadline of Reflection Paper 1</b></p> <p>Thomas, J. C., Letourneau, N., Campbell, T. S., Tomfohr-Madsen, L., Giesbrecht, G. F., &amp; APrON Study Team. (2017). Developmental origins of infant emotion regulation: Mediation by temperamental negativity and moderation by maternal sensitivity. <i>Developmental Psychology</i>, 53(4), 611–628.  <a href="https://doi.org/10.1037/dev0000279">https://doi.org/10.1037/dev0000279</a></p> <p>*This lecture contains sensitive topics such as childhood neglect and abuse.</p>	Shiller (2017) Chapter 3 + (Thomas et al., 2017)

<b>Lecture 4</b>	<b>Attachment among Toddlers and Preschoolers</b>	<b>Shiller (2017) Chapter 4</b>
<b>Lecture 5</b>	<b>Attachment in Middle Childhood and Adolescence</b> <b>Deadline of Reflection Paper 2</b>  Carnelley, K. B., Hepper, E. G., Hicks, C., & Turner, W. (2011). Perceived parental reactions to coming out, attachment, and romantic relationship views. <i>Attachment &amp; Human Development, 13</i> (3), 217-236. <a href="https://doi.org/10.1080/14616734.2011.563828">https://doi.org/10.1080/14616734.2011.563828</a>	<b>Shiller (2017) Chapter 6 + (Carnelley et al., 2011)</b>
<b>Lecture 6</b>	<b>Midterm Exam</b>	-
<b>Lecture 7</b>	<b>Attachment in Adulthood 1</b>	<b>Shiller (2017) Chapter 5 (pp. 88- 109) + Chapter 7 (pp.157-155)</b>
<b>Lecture 8</b>	<b>Attachment in Adulthood 2*</b> <b>Deadline of Reflection Paper 3</b>  Péloquin, K., Brassard, A., Lafontaine, M. F., & Shaver, P. R. (2014). Sexuality examined through the lens of attachment theory: attachment, caregiving, and sexual satisfaction. <i>Journal of Sex Research, 51</i> (5), 561–576. <a href="https://doi.org/10.1080/00224499.2012.757281">https://doi.org/10.1080/00224499.2012.757281</a>  *This lecture contains sensitive topics such as intimate partner violence, gender based violence and sexualized violence.	<b>Shiller (2017) Chapter 7 (pp. 155- 165) + (Péloquin et al., 2014)</b>
<b>Lecture 9</b>	<b>Life-Span Attachment Perspective and Intergenerational Transmission of Attachment</b>  Verhage, M. L., Schuengel, C., Madigan, S., Fearon, R., Oosterman, M., Cassibba, R., Bakermans-	<b>Cassidy and Shaver (2016) Chapter 38 (pp. 878-893)+</b>

	Kranenburg, M. J., & van IJzendoorn, M. H. (2016). Narrowing the transmission gap: A synthesis of three decades of research on intergenerational transmission of attachment. <i>Psychological bulletin</i> , 142(4), 337–366. <a href="https://doi.org/10.1037/bu10000038">https://doi.org/10.1037/bu10000038</a>	(Verhage et al., 2016)
<b>Lecture 10</b>	<b>Cross-Cultural Patterns of Attachment</b>	<b>Cassidy and Shaver (2016) Chapter 37 + (Posada et al., 2013)</b>
<b>Lecture 11</b>	<b>Current Perspectives and Critiques of Attachment Theory and Related Approaches</b>  <b>Deadline of Reflection Paper 4</b>  Bourassa, K. J., Ruiz, J. M., & Sbarra, D. A. (2019). The impact of physical proximity and attachment working models on cardiovascular reactivity: Comparing mental activation and romantic partner presence. <i>Psychophysiology</i> , 56(5), e13324.	<b>Cassidy and Shaver (2016) Chapter 43</b>
<b>Final Exam Period</b>	<b>Final Exam</b>	-

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## CAMPUS RESOURCES

### UBC Okanagan Disability Resource Center

UBC Okanagan Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. 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 Commons Corner in the University Centre building (UNC 227).

Office: UNC 227A

Phone: 250.807.9263

Email: earllene.roberts@ubc.ca

Web: [students.ok.ubc.ca/academic-success/disability-resources/](http://students.ok.ubc.ca/academic-success/disability-resources/)

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

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office.

Office: UNC 277C

Phone: 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)

### **Sexual Violence Prevention and Response Office (SVPRO)**

A safe and confidential place for UBC students, staff and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. We support your decision, whatever you decide.

Office: Nicola Townhome 120, 1270 International Mews  
Kelowna, BC Canada V1V 1V7

Phone: 250.807.9640

Email: [svpro.okanagan@ubc.ca](mailto:svpro.okanagan@ubc.ca)

Web: [svpro.ok.ubc.ca](http://svpro.ok.ubc.ca)

### **Student Learning Hub**

The Student Learning Hub is your go-to resource for free math, science, writing, and language learning support—now online and flexible to meet your remote learning needs! The Hub welcomes undergraduate students from all disciplines and years to access a range of supports that



include tutoring in math, sciences, languages, and writing, as well as dedicated learning support to help you develop skills and strategies for academic success.

Office: LIB 237

Email: [learning.hub@ubc.ca](mailto:learning.hub@ubc.ca)

Web: [students.ok.ubc.ca/academic-success/learning-hub](https://students.ok.ubc.ca/academic-success/learning-hub)

### **Safewalk**

Working alone in an office or a lab late at night? Call anytime 6:00 PM till late nightly for a co-ed pair of student [UBCEFRT](#) volunteers to walk you to your car, to the bus stop, to your class, to the library, or anywhere on campus!

Web: <https://security.ok.ubc.ca/safewalk/>

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## **SONA Bonus**

### **RESEARCH ACTIVITY**

Students earn Sona credit from participating in research activity. This can be either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing 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.sona-systems.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. It is important to sign up for experiments early in the semester in order to increase the odds that a timeslot is available. If you wait until late in the semester, all timeslots may be taken. **IMPORTANT:** Please note, due to concerns related to COVID-19, only online studies will be hosted on Sona.

#### *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 library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

#### *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* (6<sup>th</sup> 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. If you do not check your email frequently, provide a phone number on the cover page.

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### **Copyright Disclaimer**

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students <http://copyright.ubc.ca/requirements/copyright-guidelines/> and UBC Fair Dealing Requirements for Faculty and Staff <http://copyright.ubc.ca/requirements/fair-dealing/>. Some of these figures and images are subject to copyright and will not be posted to *Connect*. All material uploaded to *Connect* that contain diagrams and figures are used with permission of the publisher; are in the public domain; are licensed by Creative Commons; meet the permitted terms of use of UBC's library license agreements for electronic items; and/or adhere to the UBC Fair Dealing Requirements for Faculty and Staff.

Access to the *Canvas* course site is limited to students currently registered in this course. Under no circumstance are students permitted to provide any other person with means to access this material. Anyone violating these restrictions may be subject to legal action. Permission to electronically record any course materials must be granted by the instructor. Distribution of this material to a third party is forbidden.