

Psy220 Lifespan Development

Winter Term 1 2022

MWF 9-10

Instructor

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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. Or all of PSYC 101, PSYC 102. Or PSYC 100.

Course Overview, Content, and Objectives

The purpose of this course is to introduce students to lifespan development from a psychological perspective. This course is centred around three themes/ questions:

- Learning as vulnerability across the lifespan
- How do we develop the ability to tell a story of our lives?
- How does poverty impact development across the lifespan?

To address the first theme, students will read the required readings and attend lectures. To address the second theme, students will attend lectures on research on episodic memory, autobiographical memory, and life story development over the lifespan. Students have some choice in how to address the third theme. They can either do a Community Service Learning (CSL) placement or they can do additional assigned readings. In either case, students are expected to bring that knowledge to participate actively in in-class discussions about poverty and development.

Learning Objectives:

1. recognize important psychological theories and research findings from across lifespan development
2. recognize methods used in developmental psychology studies
3. critique research from developmental psychology (based on theory, methods, ethics)
4. articulate how to reconcile findings from multiple articles and multiple sources
5. articulate opinions backed up by research findings
6. apply concepts from course material to an understanding of how poverty impacts development

Evaluation Criteria and Grading

This course is graded as a percentage, with the final grades corresponding to UBC conventions. The table below details the exact assignments, their weight, and the learning objectives targeted with each assignment.

	Assignment	Percentage	Due date	Learning objective
	Pretest	0.5%	Sept. 9 th , 11pm	
	Reading quizzes for required readings (best 7 out of 9)	10%	8:50am the days listed below	1, 2
	Discussion paragraph†	4%	9:50am the days listed below	4, 6
	Midterms (x 3; 16% each)	48%	See course schedule below	1-6
	Research article assignment #1	8.5%	October 28	2, 3
	Research article assignment #2	15%	November 30	2, 3
CSL	Attendance to /attention at orientation (Sept. 23)	1%	Sept. 30	6
	Reflections	9%	Dec. 7 th , 11pm	6
	Self-assessment on in-class discussions (best 3 out of 4)	4%	One week following discussion, 8:50am	4
No CSL	Discussion reading quizzes (best 4 out of 5)	10%	8:50am the days listed below	6
	Self-assessment on in-class discussions (best 4 out of 5)	4%	One week following discussion, 8:50am	4

†Up to 1% bonus marks available for all the group members for whom an answer is posted to the Canvas site as an example of an excellent answer (0.2% per discussion)
Up to 2% SONA bonus marks available.

Course Format

In order to address the learning objectives related to students' assimilation of material about lifespan development, the format of the course is lecture. Students are expected to arrive having

read any required reading(s) for the day and to engage actively with the lecture material. In order to address the learning objectives related to synthesis and application of the material, students will participate in class discussions. Students will bring to the discussion either what they have learned through participating in a Community Service Learning (CSL) placement or through additional assigned readings.

Lecture schedule

	Date	Lecture No.	Topic	Assignments due
<i>Part I: Infancy and childhood</i>				
	Sept. 7	1	Introduction	
	Sept. 9	2	Intergenerational trauma	Pretest
	Se. 12	3	Infancy	RQ#1; CSL registration
	Se. 14	4	Episodic memory in infancy	
	Se. 16		Guest lecture: Jamie Piercy	
	Se. 19	6	Attachment	
	Se. 21	7	AM in toddlerhood	
	Se. 23	8	DISCUSSION or CSL introduction	DRQ#1
	Se. 26	9	Sociocultural theory & EF	RQ#2
	Se. 28	10	AM in early childhood	
	Se. 30	NO CLASS: DAY FOR TR		SA1(no CSL)/Attendance (CSL)
	Oct. 3	11	Schooling	RQ#3
	Oct. 5	12	AM in middle childhood	
	Oct. 7	13	DISCUSSION	DRQ#2
	Oct. 10	NO CLASS: THANKSGIVING		
	Oct. 12	-	Midterm #1	Midterm #1
<i>Part II: Adolescence and early adulthood</i>				
	Oct. 14	14	Identity development	
	Oct. 17	15	EF in adolescence	SA2/RQ#4
	Oct. 19	16	AM in adolescence	
	Oct. 21	17	DISCUSSION	DRQ#3
	Oct. 24	18	Emerging adulthood	RQ#5
	Oct. 26	19	AM in early adulthood	
	Oct. 28		Guest lecture: Jessica Loughheed	SA3/ Assignment #1
	Oct. 31	21	Couples/parenting	RQ#6
	Nov. 2	22	AM in adulthood	
	Nov. 4	23	DISCUSSION	DRQ#4
	Nov. 7-11 NO CLASS: READING WEEK			
	No. 14	-	Midterm #2	Midterm #2
<i>Part III: Aging</i>				
	No. 16	24	AM in middle age	
	No. 18		Guest lecture: Brian Dalton	SA4
	No. 21	26	Generativity	RQ#7
	No. 23	27	AM in old age	
	No. 25	28	DISCUSSION	DRQ#5
	No. 28	29	Development in old age	RQ#8
	No. 30	30	AM in very old age	Assignment #2
	Dec. 2		Guest lecture: Barb Pesut	SA5
	Dec. 5	32	Dying	RQ#9
	Dec. 7	-	Midterm #3	Midterm #3; Reflections

RQ = required reading quiz

DRQ = discussion reading quiz (only for those not doing a CSL placement)

AM = autobiographical memory

SA = self-assessment of participation in discussion

Required readings

All readings are available in the UBC library. Please see course page or a librarian if you do not know how to find articles in the library.

Required readings for all students indicated by *

If you do not have a CSL placement, then the readings indicated with a † are also required.

September 12 (for RQ #1)

*Montirosso, R., & McGlone, F. (2020). The body comes first. Embodied reparation and the co-creation of infant bodily-self. *Neuroscience & Biobehavioral Reviews*, *113*, 77-87.

Sept. 23 (DRQ #1)

†Taylor-Robinson, D., Lai, E. T., Wickham, S., Rose, T., Norman, P., Bamba, C., ... & Barr, B. (2019). Assessing the impact of rising child poverty on the unprecedented rise in infant mortality in England, 2000–2017: time trend analysis. *BMJ Open*, *9*(10), e029424.

Sept. 26 (RQ #2)

*Fiske, A., & Holmboe, K. (2019). Neural substrates of early executive function development. *Developmental Review*, *52*, 42-62.

Oct. 3 (RQ #3)

*Neegan, E. (2005). Excuse me: Who are the first peoples of Canada? A historical analysis of Aboriginal education in Canada then and now. *International Journal of Inclusive Education*, *9*(1), 3-15.

*Zamarro, G., Hitt, C., & Mendez, I. (2019). When students don't care: Reexamining international differences in achievement and student effort. *Journal of Human Capital*, *13*(4), 519-552.

Oct. 7 (DRQ #2)

†Maalouf, M., Fearon, M., Lipa, M. C., Chow-Johnson, H., Tayeh, L., & Lipa, D. (2021). Neurologic complications of poverty: The associations between poverty as a social determinant of health and adverse neurologic outcomes. *Current Neurology and Neuroscience Reports*, *21*(7), 1-7.

Oct. 17 (RQ #4)

*Ellis, B.J., Del Giudice, M., Dishion, T. J., Figueredo, A. J., Gray, P., Griskevicius, V., Hawley, P. H., Jacobs, W. J., James, J., Volk, A. A., & Wilson, D. S. (2012). The evolutionary basis of

risky adolescent behavior: Implications for science, policy, and practice. *Developmental Psychology*, 48(3), 598-623.

Oct. 21 (DRQ #3)

†Palacios-Barrios, E. E., & Hanson, J. L. (2019). Poverty and self-regulation: Connecting psychosocial processes, neurobiology, and the risk for psychopathology. *Comprehensive Psychiatry*, 90, 52-64.

Oct. 24 (RQ #5)

*Arnett, J. J. (2016). Does emerging adulthood theory apply across social classes? *Emerging Adulthood*, 4(4), 227-235.

*Waterman, A. S. (1982). Identity development from adolescence to adulthood: An extension of theory and a review of research. *Developmental Psychology*, 18(3), 341-358.

Oct. 31 (RQ#6)

*Moscatelli, M., Ferrari, C., Parise, M., Serrano, C., & Carrà, E. (2021). “Constructing the We”: Relational Reflexivity of Couples with Children in Italy. A Mixed-Method Study. *Marriage & Family Review*, 1-30.

Nov. 4 (DRQ #4)

†Russell, M., Harris, B., & Gockel, A. (2008). Parenting in poverty: Perspectives of high-risk parents. *Journal of Children and Poverty*, 14(1), 83-98.

Nov. 21 (RQ#7)

*McAdams, D. P., de St. Aubin, E., & Logan, R. L. (1993) Generativity among young, midlife, and older adults. *Psychology and Aging*, 8(2), 221-230.

*Jordan, G., Grazioplene, R., Florence, A., Hammer, P., Funaro, M. C., Davidson, L., & Bellamy, C. D. (2021). Generativity among persons providing or receiving peer or mutual support: A scoping review. *Psychiatric Rehabilitation Journal*.

Nov. 25 (DRQ#5)

†Kwan, C., & Walsh, C. A. (2018). Old age poverty: A scoping review of the literature. *Cogent Social Sciences*, 4(1), 1478479.

Nov. 28 (RQ#8)

*Roy, M. D. & Panda, M. (2022). Is generativity Erikson’s answer to human ageing in the neoliberal world?. *Journal of Aging Studies*, 62, 101057.

Dec. 5: Dying (RQ#9)

*Clyne, B., O’Neill, S. M., Nuzum, D., O’Neill, M., Larkin, J., Ryan, M., & Smith, S. M. (2019). Patients' spirituality perspectives at the end of life: a qualitative evidence synthesis. *BMJ supportive & palliative care*. *BMJ Supportive & Palliative Care* Published Online First: 26 November 2019. doi: 10.1136/bmjspcare-2019-002016

Description of assignments and other course requirements

Pretest

The pretest is designed to assess what you know already about the content of this class. You are expected to score abysmally on this pretest. Full points are awarded for attempting to answer the questions. It is not possible to make up the pretest if you miss the deadline (**September 9th by 11pm**). There are 10 questions (9 multiple choice, 1 short answer) and you have 30 minutes to do it once you open the quiz. These questions are representative of the kinds of questions that will be on midterm exams.

Reading quizzes

Quizzes on the required readings will be available on the Canvas site. You are meant to be taking these quizzes right after you have done the relevant reading, on the suggested date for the *reading* in the lecture schedule. You will only be allowed to take each quiz once. The form of each quiz will be approximately 5 multiple-choice and/or true/false questions, with the occasional fill-in-the-blank thrown in. You will have 20 minutes to complete the quiz once you have opened it. The quizzes are due by 8:50am on the day listed in the lecture schedule. It is not possible to make up a reading quiz for any reason.

For the readings required of all students (those with an * next to them in the reading list), the best marks on 7 out of the 9 quizzes will count toward the final grade.

For the readings required of students with no CSL placement (those with a † next to them in the reading list), the best 4 out of 5 will count toward the final grade. If you are doing a CSL placement, you do not have to read the readings marked with a †.

Midterm exams

Each midterm exam will consist of approximately 40 multiple-choice or true/false questions as well as 2 short-answer. The 40 small questions will cover information from the required readings and information presented only in class. The focus will be the material covered since the previous midterm (or the start of classes for Midterm #1). The short-answer questions could come from any aspect of the course material covered prior to that particular midterm.

The questions asked on the reading quizzes are representative of the small questions on the mid-term. Also, the class discussion questions can also be seen as representative of the short-answer questions. Questions and examples of strong answers will be posted on the Canvas site following each in-class discussion.

Midterm #1 will focus on infancy and early childhood. Midterm #2 will focus on adolescence and early adulthood. Midterm #3 will focus on adult development and aging. The small questions are not cumulative. The short-answer questions could rely on remembering important points from a previous section.

Research article assignments

There are two research article assignments that will require students to engage in deep-processing of one or two research articles. The first will be due on **October 28** and the second on **November 30**. Further details on these assignments, including how they will be turned in and assessed will be announced in class and posted on the Canvas site.

Class discussion groups (aka Group Meetings)

The purpose of the class discussion groups is to articulate your own opinions and back them up with empirical evidence as well as providing constructive feedback for students who articulate their opinions and back them up with empirical evidence. You will be assigned to a discussion group that will meet during class time (see lecture schedule for dates). Note that you do not have to meet in the classroom, as long as at least one of your group members has access to the internet to access the Canvas site at 9:35am to see the question. During the discussion meetings, you will discuss with your discussion group your opinions on discussion topics posed in class by expressing what you think. You will back up your opinion with empirical evidence, where empirical evidence can include course material, experience from your CSL placement, your own life experience. You will challenge (in a friendly and respectful way) your discussion group members to do the same.

These discussion groups will work only if you take responsibility for being prepared, participating and thinking about your own learning. Each of these discussion groups will be evaluated with an on-line self-assessment addressing the following questions: 1) did you come prepared? (i.e., you should be up to date on your readings, you should know the questions for the day), 2) did you find your group?, 3) did you articulate an opinion during the class time? did you provide evidence for that opinion from class materials? 4) did you critique a group member's articulation of an opinion and/or evidence? 5) did your group run out of things to talk about (if you did, did you take the opportunity to review class material?), 6) did you contribute to the write-up to turn into class, and 7) how well do you rate your own participation?

The self-assessment will be available on the Canvas site starting 10am on the day of the group meeting up to 8:50am one week later. If you are not doing a CSL placement, your best 4 out of 5 self-assessments will count toward 4% of your final grade. If you are doing a CSL placement, your best 3 out of 4 self-assessments will count toward 4% of your final grade (those doing a CSL placement will be at the CSL orientation for the first discussion on **September 23**).

At 9:35am on the day of the in-class discussion, a question to be answered will be posted simultaneously on the Canvas site and in class. This question must be answered by the group. Each group will turn in a single one-paragraph answer (i.e., "discussion paragraph"), either on paper in class or through the Canvas site by 9:50am. If you are turning in the answer on paper, make sure to list the names of all group members. One (or at most two for Group Meeting #5) of the group member's names will be underlined (this is the person who gets credit for writing up the answer; each student will receive no more than 4% points towards his/her personal class discussion paragraph). A small number of the summaries will be chosen to be posted on-line on the Canvas site as examples of excellent answers to short-answer questions (see description of mid-term exams above). If your group's summary is chosen, all members of the group will receive a bonus 0.2% toward their class total. Your group can get this bonus mark up to five times over the term.

CSL placements and assignments

Students have the option of doing a Community-Service Learning (CSL) placement in lieu of doing the five readings required for the discussions. There will be a number of different placement opportunities possible, involving varying numbers of hours. So, there is some flexibility around schedules. That said, if you have a lot of outside commitments on your time,

you may wish to opt out of this opportunity. If you have a criminal record (particularly if it includes a crime against someone vulnerable), please do not choose this option. In most placements, you will be working with vulnerable populations that require a criminal records check for working with vulnerable populations. Different partners have different approaches for making sure the criminal records checks happen so wait until you know your placement before doing the police check. The records check usually costs \$20. If you end up paying for it yourself, please save your receipt as the CSL office will refund you. If you have had a recent criminal records check (within the last six months), you do not need to do another one. Robyn Bunn (robyn.bunn@ubc.ca) can answer any questions about the CSL placements; make sure to include “Psy220” in the subject line.

The number of placements is limited. If you are interested, you can fill out this Qualtrics survey: https://ubc.ca1.qualtrics.com/jfe/form/SV_8v5kZjwndvpRcpw by **September 12 at 2pm**. We will ask your name, email address, and some times you anticipate being available throughout the term. Many (but not all) of our partners will require you to be fully vaccinated for placements so we need that information, too. One of our partners has a strong preference for female-identifying volunteers so there is an optional question about your gender identification. The first 60 students to fill out the survey will be eligible for placement. We will place up to 10 students on the waitlist, in case students drop the course or change their minds.

Students are expected to attend the orientation with Robyn Bunn on **September 23 at 9am**. Attendance will be assessed via a quiz on the Canvas site (called “Attendance at orientation”). This quiz will open on September 23 at 10am and students have until September 30 to complete it. Attendance counts toward 1% of students’ final grade.

Throughout the term, students are expected to use their experience in their CSL placements to contribute actively to the in-class discussions.

At the end of the term, students will complete a short reflections paper (on Canvas). Students are expected to write a well-organized essay of no more than two pages double-spaced. What (if anything) did the CSL experience contribute to their understanding of lifespan development? Please use concrete examples to back up arguments. This paper is due by **December 7th at 11pm**.

RESEARCH ACTIVITY (aka Sona for bonus marks!)

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.

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 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 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. If you do not check your email frequently, provide a phone number on the cover page.

Missing/late work

It is highly recommended that students turn in their work on time. Sometimes that is not possible. Note that it is not possible to make up the pretest, reading quizzes, or class-discussion-related assignments for any reason. For all other assignments, if students have a valid reason for missing a midterm or a late assignment, please communicate with the instructor as soon as possible. Valid reasons include medical emergencies and conditions, religious observance, and family weddings. Valid reasons do not include holiday travel, missed alarms, or minor medical conditions. If a valid reason is presented for missing a midterm, the weight of that midterm will be transferred to the next midterm. If the third midterm is missed, students can arrange with the instructor for a date/time to do a make-up exam. For late assignments with no valid excuse presented, there will be a 10% reduction in the marks for every 24-hour period that the assignment is late. Students will receive a zero for any assignment not turned in by **December 8, 2022**, for which no alternative arrangements have been made with the instructor.

Further information on Academic Concession can be found under Policies and Regulation in the Okanagan Academic Calendar <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

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>.

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>