



**Psychology 380S-001  
Socioemotional Development  
2022 Winter Term 1  
Online Course**

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**Office hours:** Wednesdays from 12:30 pm-1:20 pm on Zoom (link available on Canvas home page)

**Teaching Assistants:**

See details on Canvas

**PSYO 380S (3) Socioemotional Development**

Intensive examination of selected topics and issues in psychology. [3-0-0]

*Prerequisites:* Two of [PSYO 219](#), [PSYO 220](#), [PSYO 230](#), [PSYO 241](#), [PSYO 252](#), [PSYO 270](#), [PSYO 271](#), [PSYO 298](#), [PSYO 299](#).

**Course Format**

This course will be delivered online via *Canvas*. Weekly online modules will include chapter readings from the course textbook, “lectures” in audio/visual format, and additional supplementary information (e.g., videos, activities). See Canvas for full details.

**Course Overview, Content, and Objectives**

Emotions organize our behaviour and are central to our social interactions. Much of child development is directed by this reciprocal relationship between emotional and social processes. For example, infants are born equipped to express emotions that influence caregiver behaviour, while at the same time caregivers train children to regulate and selectively express emotions. This process continues and becomes more elaborate across expanding social contexts over the course of development.

The course is divided into four parts. In the first section, we will explore answers to the question “What is emotion?” from several perspectives: historical, evolutionary, biological, cultural, and psychological. The next section focuses on temperament in the first 3 years of life when forces of nature and nurture join to establish stable patterns of behaviour. The third section explores the changes that begin in early childhood as the child becomes better at self-regulation. Finally, the fourth section explores how socioemotional development can be influenced and directed by others and oneself.

**Learning Outcomes**

After completing this course, students will be able to:

1. identify and describe trajectories of social and emotional development from infancy through adolescence
2. evaluate, compare, and contrast theoretical perspectives of emotion and of social and emotional development

**Evaluation Criteria and Grading**

- 1) **Exam 1 (20% of grade).** Exam 1 will cover all material covered in Part 1 of the course. The exam will be in a multiple choice/true false and brief written format.
- 2) **Exam 2 (20% of grade).** Exam 2 will cover all material covered in Part 2 of the course. The exam will be in a multiple choice/true false and brief written format.
- 3) **Exam 3 (20% of grade).** Exam 3 will cover all material covered in Part 3 of the course. The exam will be in a multiple choice/true false and brief written format.



- 4) **Final Exam (30% of grade).** The final exam will be cumulative, with an emphasis on material covered in Part 4 of the course. The exam will be in a multiple choice/true false and brief written format. This exam will take place during the final exam period.
- 5) **Weekly assignments (10% of grade).** Weekly assignments will be submitted via Canvas by 5:00 pm each Friday following the weekly topic (each weekly module starts at 8:00 am PST on Saturday and ends at 5:00 pm PST on the following Friday. These assignments will account for 10% of the total grade. There will be one such “assignment” each week, for a total of 13 assignments, and students’ scores on the top 10 assignments will count towards the final grade (i.e., the three lowest-scoring assignments will not count towards the final grade).
- 6) **SONA (2% bonus).** See below for an explanation of how to participate in SONA.

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. The Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

### **Required Materials**

Textbook: Shiota, M. & Kalat, J. (2018). *Emotion*. New York: Oxford University Press 3rd Edition (Available at campus bookstore – do not use previous editions)

### **Other Readings**

- Pollak, S. D., Camras, L. A., & Cole, P. M. (2019). Progress in understanding the emergence of human emotion. *Developmental psychology*, 55(9), 1801- 1811.
- DeFrance, K. & Hollenstein, T. (2017). Assessing emotion regulation repertoires: The regulation of emotion systems survey. *Personality and Individual Differences*, 119, 204 - 215.
- Coan, J. A., & Sbarra, D. A. (2015). Social baseline theory: The social regulation of risk and effort. *Current opinion in psychology*, 1, 87-91.
- Morris, A. S., Criss, M. M., Silk, J. S., & Houlberg, B. J. (2017). The impact of parenting on emotion regulation during childhood and adolescence. *Child Development Perspectives*.

### **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, examinations will be completed online during the **scheduled course time** (e.g., 8:00 am PST on Wednesdays during weeks exams are scheduled). Please email me if you do not have any of these requirements.

### **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. This is the only circumstance in which it is appropriate to document (i.e., screenshot) exam material. Failing to report technical issues in a timely manner may result in the issue not being resolved and may negatively impact your grade.

### **Academic Integrity Examination Policies for Closed-Book Exams**

The examinations in this course are all closed-book, so you are **not** permitted to access any of the course materials, including your notes, during the exam. You are **not** to use any search engines or other programs except for the program required to complete 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 (see



below). Communication with other students (written, text, verbal, etc.) is also not permitted and will constitute Academic Misconduct.

### **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**

The examination period for Term 1 of Winter 2022 is December 11th – 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.

### **Course Communication**

We will use the Discussions in Canvas to answer student questions about the course. There is a separate thread for each week and its associated lectures. Please post your questions about course content to the relevant thread instead of emailing the course instructor or TA personally. Often, many students will have similar questions about course content and by having such discussions on the forum, everyone can benefit. For questions about personal situations, please email the course instructor or TA directly.

### **Coursework during Pandemic Times**

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>

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**Course Schedule**

<b>Topics and/or exam</b>		<b>Assigned readings</b>
<b>Part 1: Emotion</b>		
<b>Sept 6 to Sept 9</b>	Introduction and Historical Perspectives.....	Chapter 1
<b>Sept 10 to Sept 16</b>	Evolutionary Perspectives..... Emotion in the Body.....	Chapter 2 Chapter 7
<b>Sept 17 to Sept 23</b>	Emotion in the Brain .....	Chapter 6
<b>Sept 24 to Sept 30</b>	What is Emotion.....	Chapters 4 & 5
<b>Part 2: Foundations of Emotional Development</b>		
<b>Oct 1 to Oct 7</b>	Exam 1, Wednesday, Oct. 5th during class time 8:00 am PST..... Theories of Socioemotional Development.....	Exam 1 is on Part 1 Pollack et al. (2019)
<b>Oct 8 to Oct 14</b>	Early Emotional Development .....	Text pg. 218-234
	Attachment.....	Text pg. 243-251
<b>Oct 15 to Oct 21</b>	Genetics and Temperament..... Anxiety & Fear.....	None Text pg. 313-322
<b>Part 3: Development of Self- and Other-Regulation</b>		
<b>Oct 22 to Oct 28</b>	Exam 2, Wednesday, Oct. 26 <sup>th</sup> during class time 8:00 am PST..... The Self & Self-Conscious Emotions.....	Exam 2 is on Part 2 Text pg. 341-343
<b>Oct 29 to Nov 4</b>	Emotion Regulation I..... Emotion Regulation II.....	Chapter 15 DeFrance & Hollenstein (2017)
<b>Nov 5 to Nov 11</b>	Note: Midterm break (November 7-11); No lectures or assigned readings	
<b>Nov 12 to Nov 18</b>	Social Baseline and Co-Regulation..... Development of Emotion Dysregulation.....	Coan & Sbarra (2015) Text pg. 322-329; 334-337
<b>Part 4: Directing the Course of Emotional Development</b>		
<b>Nov 19 to Nov 25</b>	Exam 3, Wednesday, Nov. 23 <sup>rd</sup> during class time 8:00 am PST..... Positive Emotions.....	Exam 3 is on Part 3 Chapter 12
<b>Nov 26 to Dec 2</b>	Family and Peer Relationships..... Parenting.....	Text pg. 234-241 Morris et al. (2017)
<b>Dec 3 to Dec 8</b>	Your socioemotional development.....	None
<b>Date TBD</b>	Final exam (during final exam period).....	Final exam is cumulative

**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 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, or to get involved in human rights work on campus, please contact the Equity and Inclusion Office.

**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)

**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 Earlene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

**UNC 214** 250.807.9263

email: [earlene.roberts@ubc.ca](mailto:earlene.roberts@ubc.ca)

Web: [www.students.ok.ubc.ca/drc](http://www.students.ok.ubc.ca/drc)

**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. Don't wait—successful learners access support early and often. For more information, visit [students.ok.ubc.ca/hub](http://students.ok.ubc.ca/hub) or contact [learning.hub@ubc.ca](mailto:learning.hub@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.

Visit [svpro.ok.ubc.ca](http://svpro.ok.ubc.ca) or call us at 250.807.9640



## 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.

#### *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.