

UNIVERSITY OF VICTORIA

PSYCHOLOGY 243 CRN 31371  
Introduction to Lifespan Development  
Summer 2025 – A01

Instructor: Dr. Jody L. Bain  
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Office Hours: By appointment

Class time: July 3 to 25, 2025  
Monday to Friday: 10:30 to 12:20  
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*As always, it is my privilege to:*

*acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.*

The University of Victoria is committed to promoting, providing, and protecting a positive and supportive and safe learning and working environment for all its members. We will continue this spirit and intent during this course; keeping all feeling secure as we discuss difficult and challenging ideas.

**TEXT: There is no required text book for this intensive 2nd year course. The expectations are for attendance in every class as well as ongoing participation in class activities. When appropriate, handouts will be distributed by the instructor.**

Please submit all work on time. I will NOT be permitting any extensions and I am also not available to students in the month of August.

**PURPOSE:**

1. Summarize the main theories relating to the study of lifespan development.
2. Describe the physical, cognitive and social changes that occur across the lifespan.
3. Explain the impact of culture and diversity on development across the lifespan.
4. Apply developmental theory and research techniques to an individual case study of human development.

Prerequisites for this course are PSYCH 100A and PSYCH 100B. Students who remain in this course who do not have these prerequisites do so at their own peril and are not exempt from having to complete the prerequisite courses if required for the degree program. Students are responsible for checking their registration status before the end of the add period. Students will not be added after this deadline.

**The Add/Drop dates are: July 5 for 100% fee reduction; July 5 ADD deadline; July 11 50% fee reduction; July 17, 2025 academic DROP no fee reduction.**

## EVALUATION:

**1. Assignments:** There will be one written assignment (10%), out of several topics given, due in class on one of the dates indicated below. The assignment will involve preparing a short discussion paper (maximum = **five double-spaced pages**) in response to an assigned topic. No late papers will be accepted. Further details will be provided during the first class. This is an APA #7 formatted academic paper; use of AI is not permitted (this will be checked). SEE BELOW FOR TOPIC CHOICES

**Assignments are due: July 9, 15, OR 21, 2025 (pick 1 date)**

**TOTAL VALUE: 10%**

**3. Examinations:** There will be three short answer examinations covering information presented in class. (20% each)

**July 11, 18, 25, 2025**

**TOTAL VALUE: 60%**

**4. In-class Discussions:** There will be five in-class assignments/projects (2% each). These will be in the format of Group Discussions with a focus on lecture concepts and current controversies. They will be held on **July 4, 8, 10, 16, 23, 2025. THESE CANNOT BE MADE-UP.**

**TOTAL VALUE: 10%**

**5. Self-Reflection:** A reflective journal - often called a learning journal - is a steadily growing document that students write, to record the progress of a student's comprehension of key concepts. E.g., Termination of a relationship can be a life-altering experience. Nevertheless, if both parties respect each other and are honest in voicing their reasons for ending the relationship, then the end of the relationship can be seen positively, as a new beginning where both parties learn to become more independent and grow as individuals.

What is reflection? A process by which service-learners think critically about their experiences. Reflection can happen through writing, speaking, listening, and reading about the service experiences. Why is reflection important? Learning happens through a mix of theory and practice, thought and action, observation and interaction. It allows students to learn from themselves.

- Journals should be snapshots filled with concerns, insights, doubts, fears, and critical questions about issues, people, and yourself within a community.
- Write freely. Grammar/spelling should not be stressed in your writing.
- ***Write a full-page entry each day beginning July 4, 2025 to a MINIMUM of 8 entries (2.5% each) in response to topics raised by the instructor in class.***

**TOTAL VALUE: 20%**

**DUE: July 22, 2025 (OR EARLIER AS LONG AS YOU HAVE 8 ENTRIES)**

**Note: Students who have completed the following elements will be considered to have completed the course:**

- **element a: 3/3 exams (Total Value 60%)**
- **element b: reflective journal (Total Value 20%)**

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course.

N is a failing grade and factors into GPA as a value of 0. In accordance with the [University’s policy on academic concessions](#), “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

**Note:** You are responsible for materials in lectures you do not attend. If you miss an examination due to illness, accident, or family affliction, you must notify Dr. Bain immediately. Missed examinations without a valid reason will receive a score of zero. Letter grades will be assigned as follows with scores.

The final letter grade in the course will be based on total percent score rounded to the third decimal point as shown:

A+ =	90 - 100	B+ =	77 – 79	C+ =	65 - 69	F =	0 - 49
A =	85 - 89	B =	73 – 76	C =	60 - 64		
A- =	80 - 84	B- =	70 – 72	D =	50 - 59		

## **COURSE OUTLINE:**

### **Tentative Schedule (Subject to Change)**

<b><u>Date</u></b>	<b><u>Topic/Activity</u></b>
July 3	Introduction to Course Theories of Development
July 4 - 10	Biological Beginnings Physical Development
July 11	<b><u>EXAMINATION #1</u></b>
July 14 - 15	Socioemotional Development
July 16 - 17	Cognitive Development
July 18	<b><u>EXAMINATION #2</u></b>
July 21 – 22	Middle Childhood and Adolescence
July 23 – 24	<b>Adulthood</b>
July 25	<b><u>EXAMINATION #3</u></b>

### **Assignment Topics**

1. Obtaining a Driver's License is viewed as a rite of passage for most adolescents in North America. What are some of the positive and negative aspects of having a minimum driving age set at sixteen years? Should this minimum age be changed? What impact would such a change have on adolescents and their behaviours? Why has there been a decline in the number of adolescents seeking to get a driver's license?
2. Adolescence is a period of development in which behavioural limits/societal rules are often tested, and corrective measures are taken by caregivers. What responses do you think are appropriate in effectively changing the behaviour of an adolescent? What measures were used on you when you were an adolescent and your actions required changes? Were they effective? Why or why not?
3. Are there concerns about the practice of parent-infant co-sleeping? Do you believe children benefit from co-sleeping in infancy?
4. Do you believe that maternal employment has a significant impact upon the developing child beginning in infancy? Why do you believe research does not focus on paternal employment?
5. Health care for the young – should psychotropic medications such as antidepressant and antipsychotic medications be prescribed to children? If so, at what age?
6. I anticipate providing care for my elderly parents – in the form of:
7. Are there significant advantages for children raised in two-parent versus a single-parent family?

In addition – below are a number of topics that are frequently debated in the media. If you would like to write about ONE of these (as a replacement for one of the above topics) let me know and we will, together, formulate key areas to be addressed.

#### Frequently Debated Topics

- 1) Educational programming on television for children less than 2 years of age
- 2) Parental rights of reviewing children's viewing habits on the internet (privacy)
- 3) Mandatory driving exams for those over 75 years of age
- 4) Adolescent drug and alcohol use – provide information to use to make choices versus prohibit use
- 5) Mandatory retirement at age 65 in all, some, no professions
- 6) Life satisfaction increases with children present in a family
- 7) Right to die choice
- 8) Amount of alcohol consumption during pregnancy
- 9) On-line friendships are maladaptive for adolescents
- 10) Personality remains stable over a lifespan

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Summer Session 2025

### Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

### Attendance and Absences

**Attendance is important.** Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

### Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

### Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca)

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

### Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

## Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

## Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

## Ombudsperson and Academic Concerns

From the course calendar...

*Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.*

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

## Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

**The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).**

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Spring 2025.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)



### Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

### Program Requirements

For more information see the [UVic Calendar](#).

### Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

### Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**  
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the [“In-Course Extension Form”](#) and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**  
Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**  
Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

### Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

### Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

### This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

## University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](#)!

### Academic Important Dates

#### Summer session – (May – August)

Wednesday, May 7 <sup>th</sup>	May – August (Term 1) courses begin for all faculties
Monday, May 12 <sup>th</sup>	May (Term 4) and May-June (Term 2) courses begin
Monday, May 19 <sup>th</sup>	University Closed (Victoria Day)
Saturday, May 31 <sup>st</sup>	Fee deadlines for summer
Wednesday, June 4 <sup>th</sup>	May (Term 4) Courses End
Thursday, June 5 <sup>th</sup>	June (Term 5) Courses Begin
Monday, June 9 <sup>th</sup>	First registration date for Winter Session 2025/2026
Friday, June 27 <sup>th</sup>	May-June (Term 2) and June (Term 5) Courses End
Monday, June 30 <sup>th</sup>	Reading Break May-August (Term 1) sections only (except Law)
Tuesday, July 1 <sup>st</sup>	University Closed (Canada Day)
Tuesday, July 1 <sup>st</sup>	Reading Break May-August (Term 1) sections only (except Law)
Thursday, July 3 <sup>rd</sup>	July (Term 6) and July-August (Term 3) courses begin
Friday, July 25 <sup>th</sup>	July (Term 6) courses end
Monday, July 28 <sup>th</sup>	August (Term 7) courses begin
Friday, August 1 <sup>st</sup>	May-August (Term 1) classes end for all faculties
Monday, August 4 <sup>th</sup>	University Closed (British Columbia Day)
Tuesday, August 5 <sup>th</sup>	May-August (Term 1) examinations begin for all faculties
Saturday, August 16 <sup>th</sup>	May-August (Term 1) examinations end for all faculties
Wednesday, August 20 <sup>th</sup>	July-August (Term 3) and August (Term 7) courses end

#### Add and drop dates for standard 2024-2025 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
1	May 7	Aug 1	May 19	May 22	Jun 8	Jul 2
2	May 12	Jun 27	May 18	May 19	May 29	Jun 11
3	Jul 3	Aug 20	Jul 9	Jul 10	Jul 21	Aug 3
4	May 12	Jun 4	May 15	May 15	May 20	May 27
5	Jun 5	Jun 27	Jun 7	Jun 7	Jun 13	Jun 19
6	Jul 3	Jul 25	Jul 5	Jul 5	Jul 11	Jul 17
7	Jul 28	Aug 20	Jul 31	Jul 31	Aug 5	Aug 12

## Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C115

Phone: 250 721 8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: <https://www.uvic.ca/sexualizedviolence/>



# BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

## ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

## ***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

## ***Health Services:***

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. [www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>