

## PSYCHOLOGY 243 (A01)—Introduction to Lifespan Development—Spring 2021 (CRN 22556)

<b>Time &amp; Location:</b>	All lectures and exams will be held online — details below		
<b>Instructor:</b>	Dr. Chris Lalonde ( <a href="mailto:lalonde@uvic.ca">lalonde@uvic.ca</a> )	<b>Office:</b>	COR A267
<b>Office Hours:</b>	By appointment & online (details <b>TBA</b> )	<b>Phone:</b>	250 721-7535
<b>Teaching Assistant:</b>	Jessi Lewis ( <a href="mailto:jessilew@uvic.ca">jessilew@uvic.ca</a> )	<b>Office:</b>	<b>TBA</b>
<b>Office Hours:</b>	<b>TBA</b>	<b>Phone:</b>	<b>TBA</b>

**This is a TENTATIVE Outline—the most current version of this document will be on BrightSpace**

**General Notes:** Due to the ongoing pandemic, this course will be presented entirely online. There will be no in-person meetings on campus. Because the class is so large (250 students), and because students may be connecting from time zones across the globe, the lectures, exams, etc. will be delivered “asynchronously”—meaning they will be made available on a weekly basis (Jan 11–Apr 12). Exams will also be held online on the dates specified below.

**Course Description:** Surveys foundational concepts of lifespan development psychology, such as sensitive periods, developmental stages and transitions, and trajectories of change across the lifespan.

### Required Text:

Santrock, J., Mondlach, C., & MacKenzie-Thompson, A. (2020). *Essentials of Life-Span Development* (First Canadian Edition), McGraw-Hill Ryerson Limited.

*Note:* The textbook sold through the UVic Bookstore comes with “Connect” an online learning aid provided by the textbook publisher. Connect is not *required* for this course. That is, there will be no content that is *only* available through Connect that will be part of any exam. But it is a tool that I believe will be of value to students.

**Course website:** <https://bright.uvic.ca/d2l/home/52122>

Video recordings of the lectures will be available on the course website along with the course outline, reading and lecture schedule, lecture notes (PowerPoint), exam information, grades, and general course news.

**Prerequisites:** The pre-requisites for this course are PSYC 100A and 100B. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program.

**Evaluation & Grading Policy:** Students will be graded based on their performance on three exams as well as marks awarded for online participation.

Evaluation	Date	Percentage of Grade
Exam 1	February 11— <b>details TBA</b>	30%
Exam 2	March 15— <b>details TBA</b>	30%
Exam 3	Final exam period— <b>details TBA</b>	30%
Participation	Varies (see Participation)	10%

**Exams:** Exams will include multiple choice questions presented in an online format. Once you begin an exam, you will have 80 minutes to complete the exam (CAL students will be given their individually allotted completion time). More information on the exams will be provided through the course web site. Exams are *NOT* cumulative.

You are responsible for taking examinations as scheduled. **If you miss an exam for a valid reason, contact the instructor or TA as soon as possible.**

Unexcused missed examinations will be assigned a score of zero. Note that jobs, weddings, and other exams will not be considered valid reasons for missing an exam. Because of the size of this class and the online testing requirement, there will be no deferred or make up exams. If you miss the final exam, you must apply to the Office of the Registrar to request a deferral (see the UVic Calendar for guidelines).

Your final letter grade in the course will be determined by your total percent score according to the standard UVic grading scale (see the UVic Calendar for details). Final grades ending with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades ending with a decimal point below 0.5 will be rounded to the next lower whole number. The minimum percentage necessary for each grade is as follows:

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

**Participation:** In order to encourage engagement with the course materials and with other class members, we will be creating different ways to evaluate ‘student participation.’ These measures are still under development, but they will be quick & simple things like completing online polls, posting to online discussions, or answering simple questions about materials presented as part of the online lectures. These activities will be time limited—that is, you can’t wait until the end of the course to complete all the polls, post things etc. If you fail to complete an activity in the allotted time, you won’t get credit for that activity. The participation activities will usually be open for at least a week, so please don’t ask me for an extension if you miss one. Information about each activity (including due dates) will be posted on the website.

For each exam or assignment that will count toward your final grade, you will be required to affirm the following:

*Students must abide by [UVic academic regulations](#) and observe standards of ‘scholarly integrity,’ (no plagiarism or cheating). Therefore, this online exam must be taken individually and not with a friend, classmate, or group, nor can you access notes, course materials, the internet, or other resources while completing this exam. You are also prohibited from sharing any information about the exam with others. By undertaking this exam, I affirm that I will not give or receive any aid on this exam or access any unauthorized resources and that all work will be my own.*

Students are expected to familiarize themselves with the [UVic Policy on Academic Integrity](#).

**Office Hours:** We can’t hold regular in-person office hours, so we’ll have to figure out some other way. If you would like to meet with me or your TA privately in some virtual way, we can set that up. We try to respond to email in a timely fashion, but there are 250 students in this class... so please be patient. It would be most helpful if the “Subject:” line of your email begins with “PSYC 243.”

### Lecture Topics & Reading List

(TENTATIVE: Changes to this schedule will be announced on the website)

The term is 12 weeks (not counting our Reading Break). There will be 21 online lectures.

We can’t possibly cover everything in the textbook in 12 weeks, so here are the topics and textbook readings we will try to cover. The course will be divided into three parts:

- |   |                  |                 |
|---|------------------|-----------------|
| 1. Infancy & Childhood (parts of chapters 1-5)            | Jan 11 to Feb 11 | Exam 1 (Feb 11) |
| 2. Adolescence & Early Adulthood (parts of chapters 6-10) | Feb 22 to Mar 15 | Exam 2 (Mar 15) |
| 3. Middle & Late Adulthood (parts of chapters 11-13)      | Mar 22 to Apr 12 | Exam 3 (TBA)    |

Week	Week	Topic	Readings
1	Jan 11	Introduction, course outline, studying human development	Course outline Ch 1: 1-38 (all)
2	Jan 18	The Life-Span Perspective	Ch 1: 1-38 (all)
3	Jan 25	Biological Beginnings <ul style="list-style-type: none"> <li>▪ Careers in Life-Span Development</li> <li>▪ The Interaction of Heredity and Environment: The Nature-Nurture Debate</li> <li>▪ Behaviour Genetics</li> <li>▪ Heredity-Environment Correlations</li> <li>▪ The Epigenetic View and Gene x Environment (G x E) Interaction</li> <li>▪ Conclusions about Heredity-Environment Interaction</li> </ul>	Ch 2: 50-71

		<ul style="list-style-type: none"> <li>▪ How Do We Know This? How do genes work?</li> <li>▪ Prenatal Development</li> <li>▪ The Course of Prenatal Development</li> <li>▪ Prenatal Tests</li> <li>▪ <del>Infertility and Reproductive Technology</del></li> <li>▪ Hazards to Prenatal Development</li> <li>▪ Prenatal Care</li> </ul>	
4	Feb 1	Physical & Cognitive Development in Infancy <ul style="list-style-type: none"> <li>▪ Sensory and Perceptual Development</li> <li>▪ Exploring Sensory and Perceptual Development</li> <li>▪ How Do We Know This? What can babies see? Using the visual preference method</li> <li>▪ Visual Perception</li> <li>▪ Other Senses</li> <li>▪ Intermodal Perception</li> <li>▪ Nature, Nurture, and Perceptual Development</li> <li>▪ Cognitive Development</li> <li>▪ Piaget's Theory</li> <li>▪ Contemporary Approaches</li> <li>▪ How Do We Know This? Do infants have a basic sense of morality? Using innovative methodologies</li> <li>▪ Learning, Remembering, and Conceptualizing</li> </ul> Socioemotional Development in Infancy <ul style="list-style-type: none"> <li>▪ Stories of Life-Span Development</li> <li>▪ Emotional and Personality Development</li> <li>▪ Emotional Development</li> <li>▪ Temperament</li> <li>▪ Personality Development</li> <li>▪ Social Orientation and Attachment</li> <li>▪ Social Orientation and Understanding</li> <li>▪ How Do We Know This? Do infants understand intentions and desires?</li> <li>▪ Attachment</li> </ul>	Ch 3: 97-110 Ch 4: 119-135
5	Feb 8	Physical & Cognitive Development in Childhood <ul style="list-style-type: none"> <li>▪ Cognitive Changes</li> <li>▪ Piaget's Theory: The Preoperational Child</li> <li>▪ Piaget's Theory: The Concrete Operational Child</li> <li>▪ Vygotsky's Theory</li> <li>▪ Information Processing</li> <li>▪ Cognitive Development: Applications in Everyday Life</li> <li>▪ How Do We Know This? How do we know that lie-telling is a cognitive milestone?</li> <li>▪ Other Aspects of Cognitive Development</li> <li>▪ Intelligence</li> </ul>	Ch 5: 149-172
	<b>Feb 11</b>	<b>Exam 1 (80 minutes)</b>	<b>Details TBA</b>
6	Feb 22	Socioemotional Development in Childhood <ul style="list-style-type: none"> <li>▪ Stories of Life-Span Development</li> <li>▪ Developing a Sense of Self and Others</li> <li>▪ The Self</li> <li>▪ Understanding Others</li> <li>▪ Gender</li> </ul>	Ch 6: 190-201 207-213 223-228 Ch 7: 243-246

		<ul style="list-style-type: none"> <li>▪ Families</li> <li>▪ Parenting</li> <li>▪ Sibling Relationships</li> <li>▪ Play</li> <li>▪ Careers in Life-Span Development</li> <li>▪ Media and Screen Time</li> </ul>	
		Physical and Cognitive Development in Adolescence	
		<ul style="list-style-type: none"> <li>▪ Adolescent Cognition</li> <li>▪ Piaget's Theory</li> <li>▪ Adolescent Egocentrism</li> </ul>	
7	Mar 1	Socioemotional Development in Adolescence	Ch 8: 250-274 (all)
		<ul style="list-style-type: none"> <li>▪ Stories of Life-Span Development</li> <li>▪ Identity</li> <li>▪ What Is Identity?</li> <li>▪ Erikson's View</li> <li>▪ Developmental Changes</li> <li>▪ Ethnic Identity</li> <li>▪ Families</li> <li>▪ Parental Management and Monitoring</li> <li>▪ Autonomy and Attachment</li> <li>▪ Parent-Adolescent Conflict</li> <li>▪ Careers in Life-Span Development</li> <li>▪ Peers</li> <li>▪ Friendships</li> <li>▪ Groups</li> <li>▪ Dating and Romantic Relationships</li> <li>▪ Culture and Adolescent Development</li> <li>▪ Cross-Cultural Comparisons</li> <li>▪ Ethnicity</li> <li>▪ The Media</li> <li>▪ Adolescent Problems</li> <li>▪ Risk-Taking</li> <li>▪ How Do We Know This? Do peers play a special role in risk-taking during adolescence?</li> <li>▪ Bullying</li> <li>▪ Depression and Suicide</li> <li>▪ The Interrelation of Problems and Successful Prevention/Intervention Programs</li> </ul>	
8	Mar 8	Physical and Cognitive Development in Early Adulthood	Ch 9: 276-279 285-292
		<ul style="list-style-type: none"> <li>▪ Stories of Life-Span Development</li> <li>▪ The Transition from Adolescence to Adulthood</li> <li>▪ Becoming an Adult</li> <li>▪ The Transition from Secondary to Postsecondary School</li> <li>▪ Sexuality</li> <li>▪ Sexual Activity in Emerging Adulthood</li> <li>▪ Sexual Orientation and Behaviour</li> <li>▪ Sexually Transmitted Infections</li> <li>▪ Cognitive Development</li> <li>▪ Cognitive Stages</li> <li>▪ Social Learning</li> <li>▪ Creativity</li> </ul>	

		<ul style="list-style-type: none"> <li>▪ Careers in Life-Span Development</li> <li>▪ Information Processing</li> </ul>	
	<b>Mar 15</b>	<b>Exam 2 (90 minutes)</b>	<b>Details TBA</b>
9	Mar 16	Socioemotional Development in Early Adulthood <ul style="list-style-type: none"> <li>▪ Stories of Life-Span Development</li> <li>▪ Stability and Change from Childhood to Adulthood</li> <li>▪ How Do We Know This? What is the role of purpose?</li> <li>▪ Love and Close Relationships</li> <li>▪ Intimacy</li> <li>▪ Friendship</li> <li>▪ Romantic and Affectionate Love</li> <li>▪ Consummate Love</li> <li>▪ Challenges in Marriage, Parenting, and Divorce</li> <li>▪ Making Marriage Work</li> <li>▪ Becoming a Parent</li> <li>▪ Dealing with Divorce</li> </ul>	Ch 10: 300-307 315-318
10	Mar 22	Physical & Cognitive Development in Middle & Late Adulthood <ul style="list-style-type: none"> <li>▪ The Nature of Middle and Late Adulthood</li> <li>▪ Canada's Changing Demographics</li> <li>▪ Healthy Life Expectancy</li> <li>▪ Centenarians</li> <li>▪ Contemporary Theoretical Approaches to Aging</li> <li>▪ The Adaptive Brain</li> <li>▪ Careers in Life-Span Development</li> <li>▪ Cognitive Development</li> <li>▪ Intelligence</li> <li>▪ Memory</li> <li>▪ Expertise and Wisdom</li> <li>▪ Attention</li> <li>▪ Information Processing</li> <li>▪ Education, Work, and Health</li> <li>▪ Use It or Lose It</li> <li>▪ Training Cognitive Skills</li> <li>▪ Cognitive Neuroscience and Aging</li> <li>▪ Multidimensionality and Multidirectionality</li> <li>▪ Careers, Work, and Leisure</li> <li>▪ Work in Midlife</li> <li>▪ Career Challenges and Changes</li> <li>▪ Retirement</li> <li>▪ Leisure</li> <li>▪ Religion, Spirituality, and Meaning in Life</li> <li>▪ Religion</li> <li>▪ Spirituality</li> <li>▪ Religion, Spirituality, and Health</li> <li>▪ Meaning in Life</li> </ul>	Ch 11: 320-323 332-344 349-354
11	Mar 29	Physical & Cognitive Development in Middle & Late Adulthood (continued)	
12	Apr 6	Socioemotional Development in Middle & Late Adulthood <ul style="list-style-type: none"> <li>▪ Stories of Life-Span Development</li> <li>▪ Personality Theories and Development</li> <li>▪ Adult Stage Theories</li> </ul>	Ch 12: 357-368

- The Life-Events Approach
- Stress and Personal Control in Midlife
- Activity Theory
- Socioemotional Selectivity Theory
- Stability and Change
- Longitudinal Studies
- Older Adults in Society
- Conclusions

Death, Dying, & Grieving

- Stories of Life-Span Development
- Defining Death and Life/Death Issues
- Determining Death
- Decisions Regarding Life, Death, and Health Care
- How Do We Know This? How do cultural shifts in beliefs and practices shape our policies?
- Careers in Life-Span Development
- Death in Sociohistorical and Cultural Contexts
- Changing Historical Circumstances
- Death in Different Cultures
- Facing One's Own Death
- Kubler-Ross's Stages of Dying
- Perceived Control and Denial
- Coping with the Death of Someone Else
- Communicating with a Dying Person
- Death by Accident, Overdose, Suicide, or Homicide
- Grieving
- Making Sense of the World
- Losing a Life Partner
- Forms of Mourning
- Dear Students

Ch 13:  
384-397 (all)

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**TBA**

**Exam 3 (80 minutes)**

**Details TBA**

## Notes from your instructor and teaching assistant

**Respect for Diversity:** It is our intent that students from all diverse backgrounds and perspectives are well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups.

**Be Well:** 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. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Here are a few resources available to you:

*Counselling Services:* Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

[www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

*Health Services:* University Health Services (UHS) provides a full-service primary health clinic for students, and coordinates healthy student and campus initiatives. [www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

*Centre for Accessible Learning:* The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/)

*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/)

*Student Mental Health:* Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)

*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: [www.uvic.ca/mentalhealth/undergraduate/connecting/](http://www.uvic.ca/mentalhealth/undergraduate/connecting/)

*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: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

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

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**  
**Important Course Policy Information**  
**Spring 2021**

**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, January 2021.

**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.

**In the Event of Illness, Accident or Family Affliction**

- *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.

You can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- *What to do if you miss an exam other than one scheduled during the formal exam period*

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- *What to do if you require additional time to complete course requirements*

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 (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.

You can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

**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 (UVic Calendar). 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.

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 January 2021.

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

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: <https://www.uvic.ca/services/counselling/success/study/index.php>
2. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>

The [Office of the Ombudsperson](https://uvicombudsperson.ca) 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: <https://uvicombudsperson.ca>.

3. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
4. [https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate\\_Sept\\_2013.pdf](https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf)