

PSYC 102 (Section 204): Introduction to Developmental, Social, Personality, and Clinical Psychology

2019/2020, Term 1

M/W/F 11-11:50am, CIRS room 1250

Online home: <https://canvas.ubc.ca/courses/42981>

Professor: Andrew Rivers

Office hours: Mon 8:30-10:30am @Kenny 3110

Contact: amrivers@psych.ubc.ca

TA: Joseph Liang

Office hours: Mon 1-2pm @Kenny 3525

Contact: joseph.liang@psych.ubc.ca

COURSE DESCRIPTION:

This course will introduce you to several major areas in the study of human psychology (there's much more than Sigmund Freud!). During the course, we will cover latent, or unobservable, psychological constructs like motivation, self-esteem, and personality as well as observable human behavior like helping, conformity, and aggression. In addition to understanding how "normal" humans think, feel, and behave we will also consider "abnormal" psychology as studied in the field of clinical psychology.

LEARNING GOALS:

Over the course of this term, there are five major goals that you should expect to fulfill:

1. **Understand major psychological theories of human cognition and behavior:** Theories are the currency of all scientific inquiry in the psychological sciences. Theories are models that allow us to make sense of the behaviors that we see in ourselves and others. Good theories are simple, useful, and always *wrong* in some ways. We will talk about the implications of this fact and how we should think about uncertainty in the study of human behavior.
2. **Learn about landmark experiments and findings in the study of human behavior:** We will learn about many landmark psychological studies that changed the way we think about human psychology. Not only will we understand the implications of this groundbreaking work, but we will also consider critiques of these landmark studies where appropriate.
3. **Develop an understanding of psychology as a science:** What methods do psychologists use to investigate human behavior? How can we distinguish these methods from other ways of knowing about the world, such as intuition? The answers to these questions relate most closely to *epistemology*, or "how we know the things we know?" We will discuss techniques that psychologists have developed to test their theories, touching on both their strengths and weaknesses.
4. **Apply psychological knowledge to real-world situations:** Psychological knowledge is meant to improve human functioning and well-being. We will learn many pieces of practical information that we can put to use immediately in our own lives (for example, "How can we best eliminate a phobia?").
5. **Find INSPIRATION!** I am genuinely excited and fascinated by human psychology and behavior; I hope to 'infect' you with this same enthusiasm!

TEXTBOOK/READINGS:

The required text for this course is *Psychology: Canadian 4th Edition* (Schacter et al., 2017; ISBN 978-1-319-06688-8 **In addition, you must have access to LaunchPad with your textbook.** All additional materials will be freely available on the Canvas course website.

LEARNING ASSESSMENT:

Learning assessment will consist of five parts: 1) Exams, 2) LearningCurve, 3) Online Activities/Reflections, 4) In-class Participation, and 5) HSP Research Participation.

1) Exams

There will be two noncumulative midterm exams and one *cumulative* final exam. Each exam will consist of multiple-choice items and a few short answer questions. These will gauge understanding of textbook and lecture material, as well as in-class activities. There are **NO MAKEUP MIDTERM EXAMS**. If you miss a midterm exam, your score on the final exam will count as double for the missed midterm exam.

Make-up final exams are available only in the case of **DOCUMENTED** medical or family emergencies. To be eligible for a make-up final exam you must a) contact me **in advance** to notify me that you are unable to be at the final exam, and b) provide unambiguous documentation of the reason for your absence.

You will be tested on topics covered both in the lecture and in the text. Lectures are meant to supplement and extend what is in the textbook. At the same time, there is much to cover, and we will not be able to cover everything in the textbook during class. This means you will need to 1) read the textbook and 2) take responsibility to study outside of class.

All assigned textbook readings are fair game for exams, even material not covered in lecture. Anything we cover in class but is not in the textbook is also fair game for exams.

2) LearningCurve (aka, LaunchPad)

One of the benefits of our textbook is its accompanying interactive program called *LearningCurve*. These short online quizzes will be completed regularly as a way for us to keep current on our readings. All *LearningCurve* activities are accessible through our Canvas website.

There will be a total of 28 available *LearningCurve* activities that you can complete over the course of the term. I will be assigning points based on your completion of 20 out of these 28 possible activities. Because you can miss up to 8 *LearningCurve* activities, there will be no credit given for late submissions and no opportunities to make-up missed *LearningCurve* assignments.

3) Online Activities/Reflections

There will be 5 out-of-class online activities that I will assign throughout the course. These are designed to give you another perspective (usually more exciting than mine!) on human psychology and/or psychology as a science. In these, you will listen to a podcast about a psychological concept and will give a brief 1-2 page response. The main goal of these activities is to *inspire* you, so if you feel inspired, please explore your inspiration and tell me about it!!

Online activities will be due by 11:59pm on the date noted in the course schedule below (and on Canvas). Late submissions will receive an immediate penalty of 50% reduced marks. Submissions later than 1 week will not be accepted.

4) In-class Participation: Reef/iClicker

Throughout the term we will have the opportunity to discuss lecture materials with each other and in person. Let's take advantage of this opportunity to learn from each other! To incentivize participation in-class, I will semi-regularly ask questions using Reef/iClicker.

To register with Reef/iClicker for this class, please use this access code: 3EB76B854085 (Note that this access code will only work for our section of class!)

5) Participation in Psychology Research (HSP):

Learning about and evaluating findings in psychology requires a working knowledge of *epistemology*—how do we know what we know? What do psychological experiments 'look' like? One excellent way to acquire this knowledge is to actively participate in psychological research. 2% of your course grade will consist of participating in accredited psychology experiments at UBC (1% or 2 course points for each HSP credit). To take advantage of this learning opportunity, see <https://ubc-psych.sona-systems.com>

As an alternative to participating in studies, students can complete writing projects, in which you read and summarize a research article. See the HSP website for detailed information including due dates and submission procedures for the alternative writing projects.

*****Extra Credit Opportunities*****

There will be two opportunities for extra credit:

- 1) Complete at least 26 out of the 28 *LearningCurve* activities (+2 points), and/or
- 2) and/or participate in an additional HSP research study (+2 points).

GRADING BREAKDOWN:

Midterm 1:	40 points
Midterm 2:	40 points
Final Exam:	70 points
LearningCurve (1pt/per):	20 points
Online Activities:	15 points
In-class Participation:	11 points
HSP Participation:	4 points
Extra Credit:	(possible +4 points)
Total:	200 points

GENERAL COURSE POLICIES:

Course Format: Course time will be allocated to lecture, in-class activities, and small group discussion. I will not take attendance, but you will submit responses to several activities in class that count toward your activities/participation grade. I will start lecture promptly, and I ask that you are present and ready to learn right when class starts.

Lecture Notes: Lecture slides will be posted online after class. These are not meant to substitute for being in class, but instead serve as a reminder of the material covered during class.

Meetings: In-person meetings are the best way to discuss course material and questions. Please take advantage of my scheduled office hours and note that I am *happy (enthusiastic, overjoyed, delighted)* to schedule additional meetings if you are not able to meet during my office hours.

Email Policy: If you have a question that cannot be answered in a single sentence, please see me during office hours or meet with a teaching assistant. I will attempt to respond to questions within 24 hours. Emails will rarely be answered over weekends or holidays.

Psychology Department's Policy on Grade Scaling: In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 100-level class is 67% *for an exceptionally strong class*, 65% *for an average class*, 63% *for a weak class* with a standard deviation of 13 percentage points. Scaling is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor, department, or school. Therefore, grades are *never* official until they appear on your academic record.

What do the letter grades that we receive mean?

Receiving a grade of A means there is *strong evidence* that the student generates original thoughts, is capable of analyzing psychological theories, and has an extensive knowledge base of human psychology.

Receiving a grade of B means there is some evidence that the student generates original thoughts, is capable of analyzing psychological theories, and has some knowledge of human psychology.

Receiving a grade of C or D means the student has provided acceptable work, can generate thoughts that parallel readings, can understand but not analyze psychological theories, and has some knowledge of human psychology.

Receiving a grade of F is an indicator of inadequate performance with little understanding of human psychology. If you feel that you are struggling, please *meet with me* as soon as you can so that we can discuss strategies for improvement.

Psychology Department's Policy on Academic Misconduct: Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at www.universitycounsel.ubc.ca/policies/policy69.html)

Early Alert: Reach out and ask for help if you need it!

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or phone during my office hours, before or after class, or by dropping into my office (location). I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer students support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For information about mental or physical health concerns, including seeing a UBC counsellor or doctor, visit students.ubc.ca/livewell, and for more information, visit earlyalert.ubc.ca

Speak Easy: Need to Talk?

University can be a challenging and stressful time. Speakeasy is here to provide a safe space of non-judgment and acceptance for students and faculty members who need support. Our goal is to empower you to resolve issues in your own way by providing support, information and guidance; no issue is too big or too small. We can also connect you with many other resources, so if you need help and aren't sure where to turn, Speakeasy is a good place to start. Some common issues students come to us with include:

- *Academic stress*
- *Relationship issues*
- *Family obligations and pressure*
- *Sexual orientation*
- *Depression*
- *Anxiety*
- *Disordered eating*
- *Loneliness*
- *Self-injury*
- *Suicidal thoughts*
- *Substance abuse*
- *How to support family and friends struggling with mental health issues*
- *General mental health information*

Visit ams.ubc.ca/student-services/speakeasy/ for more information

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

COURSE SCHEDULE

Date	Day	Topic	Reading	LearningCurve	Other due dates
9/4	W	Introduction & Basics of Psychology	Syllabus		
9/6	F	Basics part 2	Ch 1		
9/9	M	Research Methods part 1	Ch 2		
9/11	W	Research Methods part 2			
9/13	F	<i>Big Ideas in Psychology</i>		1a-c, 2a-b	
9/16	M	Social Psychology part 1	Ch 13		
9/18	W	Social Psychology part 2		13a-b	
9/20	F	<i>Milgram's Shock Machine</i>			Activity 1: Mind & Body
9/23	M	Social Psychology part 3		13c	
9/25	W	Social Psychology part 4		13d	
9/27	F	<i>Class Cancelled: Climate Strike</i> <u>Watch "Stanford Prison Experiment" video lecture</u>			Activity 2: Riding the Herd
9/30	M	Personality part 1	Ch 12	12a	
10/2	W	Personality part 2		12b	
10/4	F	<i>What's up with Myers-Briggs?</i>		12c	
10/7	M	Stress and Health part 1	Ch 14	14a, 14c	
10/9	W	Stress and Health part 2		14b	
10/11	F	MIDTERM EXAM 1			
10/14	M	THANKSGIVING HOLIDAY (NO CLASS)			
10/16	W	Emotion & Motivation part 1	Ch 8	8a	
10/18	F	Emotion & Motivation part 2		8c	Activity #3: Fearless

10/21	M	Intelligence part 1	Ch 10	10a	
10/23	W	Intelligence part 2		10b	
10/25	F	<i>Special Topics: Intelligence</i>			
10/28	M	Development part 1	Ch 11	11a	
10/30	W	Development part 2		11b	
11/1	F	<i>A Strange Situation</i>		11c	
11/4	M	Replicability & Psychological Science			
11/6	W	Replicability & Psychological Science			
11/8	F	MIDTERM EXAM 2			
11/11	M	REMEMBRANCE DAY (NO CLASS)			
11/13	W	Disorder/Treatment part 1	Ch 15	15a	
11/15	F	Disorder/Treatment part 2		15b	Activity #4: Making Friends
11/18	M	Disorder/Treatment part 3	Ch 16	15c	
11/20	W	Disorder/Treatment part 4		15d	
11/22	F	<i>Special Topics: Disorder</i>		16a	
11/25	M	Disorder/Treatment part 5		16b	Activity #5: All the World's a Stage
11/27	W	Wrap-up day			
12/14	Sat	FINAL EXAM			3:30-5:30pm Location: TBA