



Course Syllabus

Introduction to Developmental, Social, Personality & Clinical Psychology

Psyc 102 Section 006

Winter Term 2 2020: M W F 1-2pm

CIRS 1250



Instructor: Dr Eva Zysk

Office: ORCH 3073

evazysk@psych.ubc.ca

102 Office Hours:

Most MWFs will be held:

1:50-2:15 outside CIRS1250

Swing by for some group Q&As & life chats!
(or email for private appointment)

About Eva: Researches OCD contamination fears, virtual reality treatment of social anxiety & public speaking fears. Has been enthusiastically teaching psychology for 8 years. Loves volleyball, travel, all food, dogs, humour, and dank memes.

Teaching Assistant

Name: Xiaolei Deng

Email: xdeng@psych.ubc.ca

Office Hours: by appointment (please email)

Location: Kenny building

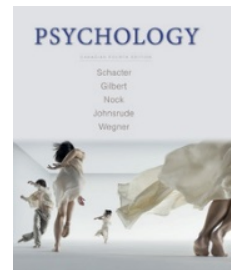
About: My clinical interest is in anxiety disorders, especially OCD and selective mutism. Don't hesitate to email me to arrange a time to meet with any questions about the content of this course, technological issues, assessments, or anything related to psychology, especially clinical psychology.

Required Materials: Schacter 4th Canadian Edition Custom Package - Volume 2 with 6 months of Launchpad access, OR - Full Text with 24 months of **Launchpad** access (Psyc102 and any section of Psyc101). In addition, there will be other assigned readings, videos, blogs, etc. throughout the term posted on Canvas. Academic papers can be found through the [UBC Library](#).

→ Please keep the receipt from your text purchase; you will need this receipt for creating/validating your Launchpad account.

→ If you purchase your text elsewhere, or if you have a different edition of the text, you will not be able to access Launchpad.

iClicker Reef (app) will be used in our lectures; you will have it for free for our class. Set it up now.



Our Learning Room: Canvas Psyc102 006. Here you'll find the course info, lecture slides, additional resources, assessment info, class discussions and Q&A (Piazza), your grades, and other useful course materials. Set up your announcement alerts so you don't miss important information: Accounts → Notifications → Announcements → "Notify me right away").

➤ *Did you know you can also download the Canvas App?*

Course Description

This exciting and fascinating 3-credit course will introduce you to some of the major research areas within the field of psychology: the scientific study of the brain, the mind, and behaviour. The course begins with an overview of psychology, its scientific approaches and its research methods, and then covers several fundamental topics including: emotion & motivation, intelligence, development, personality, social psychology, stress & health, and psychological disorders and their treatments. Lectures will involve us covering relevant information, gaining critical skills, and engaging in interactivity.

This course will run for 13 weeks, with ~3 hours of contact time per week. There will be 36 lectures in total (plus 2 in-class midterms). Do your best to attend each and every one! 😊

Learning Objectives:

By the end of this course you should be able to:

1. Define modern psychology and identify its major perspectives.
2. Recognize, connect, and evaluate psychological concepts and theories from specific subfields (e.g., social, personality, clinical).
3. Critically evaluate information that you encounter in your daily life, and draw informed conclusions.
4. Differentiate between commonly-used research methods in psychology, including experimental and correlational designs.
5. Use and interpret basic descriptive statistics and graphs.
6. Summarize and evaluate empirical research.
7. Apply psychological principles to daily life.



Attendance & Engagement: Activities throughout the term will involve interactive learning, so be prepared to get involved, learn from one another, and to even have fun in doing so! Pedagogical research shows active participation predicts better course grades, so high levels of engagement are valued and highly encouraged. Additionally, this makes the class more interesting for students and the instructor alike! You may also like to know that I value when students are “wrong”, so never ever be afraid to speak up. It gives opportunities in my teaching to discuss the topic in more depth and engage in interesting discussions, so err away in the name of learning. Engagement will be measured through in-class and outside of class activities (see below). Class attendance is also important because exam questions will be based in part on class content, which may go beyond the textbook and some class notes. Ensure you catch up with a classmate on all material covered, activities run, and announcements made for every session (or part, thereof) missed.

Class Materials & Preparation: For most classes, unless otherwise instructed, there will be no pre-reading; i.e. you will not need to read the associated chapter before the class, and can come with no knowledge of the topic we will be covering. I will make my lecture slides available on Canvas for downloading or printing after each session; I always add extra notes to these that stemmed from our class (see blue communication boxes). Do ensure you add your own notes from each session; never solely rely on the uploaded notes alone.

To bring to each class: a curious mind, paper, a pen, a smartphone/laptop, and the installed Reef app.

N.B.: Instructor materials are not permitted to be shared outside our course without my consent. Please just ask.

Electronics: Laptops and tablets can be useful for note-taking and you are welcome to bring these along (although note that research suggests taking notes by hand may be better for learning). However, please be mindful that laptops can also be distracting to students around you. Please keep your screen on topic. I would be happy to set up a ‘tech-free zone’ for students who request it.



A smartphone will often be used for interactive parts of many classes, so bring it (or a laptop) along to each class. We will be using the Reef app in most/all sessions. However, please refrain from using your smartphone for other purposes. Why? See the large evidence base for poorer attention, engagement, learning and academic outcomes of both users and those around them [here](#), [here](#), [here](#), [here](#), [here](#), [here](#), [here](#)... (hopefully you get the idea). If you need to send a text/ make a call/ check something on Facebook etc., you are welcome to step out of class (and come back when done, of course!).

N.B.: If for any reason you would like to audio-record a session or part of, please just ask.

Dear Students,
I know when you're texting in class.
 Seriously, no one looks down at his/her crotch and smiles.
Sincerely, your teacher.



Questions: Questions are encouraged in class, so don't be shy to raise your hand at any time. It is highly likely you are not the only one with that question. Questions let me know students may not understand something or are interested to hear more so I know to focus more on the topic.

Further content- or assessment-related questions should otherwise be posted on our Piazza Discussion Board where the class can benefit from seeing our answers. We will strive to answer questions there within 48 hours, but my classes tend to boast <20 min response rates (let's keep it up!). The TA is also eager to support your learning so do arrange to meet and chat about all things psychology-related! I am also available for students to speak about personal matters (e.g. if you are falling behind for health reasons, etc); please email me to book an appointment or drop by at the end of my Office Hours (when it's quieter).

Health Concerns / Personal matters: If you are experiencing psychological or physical ill-health, please see your personal GP, or you can assess UBC's [Student Health Services](#). Please don't hesitate to reach out to me if you are in need and there are any barriers preventing you from accessing any resources. Also, please come see me if there is a way I can help accommodate any of your needs in this course. If you require an extension or have missed a midterm, you should aim to contact your Faculty Academic Advising office (N.B.: Arts allows drop-ins). You should bring along any evidence of your circumstances that you may have. Please see the final page of the syllabus for further details.

How will we know if the learning objectives have been met?



Assessment Style:	Brief Overview	Deadline / Date	Percent of Grade
Midterm 1	Up to & including Intelligence (~50 mins)	Feb 12 th @ 1pm	15%
Assignment	Short Essay	Mar 9 th @ 9am	15%
Midterm 2	Up to & including Social Psych (~50 mins)	Mar 18 th @ 1pm	15%
Launchpad Quizzes	Best 5 of 8 quiz scores	Throughout term (dates on Canvas)	5%
Homework & Engagement	Homework, syllabus quiz, engagement (e.g. Reef & Piazza), and attendance	Throughout term (dates on Canvas)	18%
REC - Research Credits	Either HSP research participation... OR HSP library project	End of term (see HSP deadlines)	2% (+up to 3% bonus!)
Final Exam	2-2.5 hours	Exam period: 8 th -26 th April	30%

Midterm Exams: will be comprised of multiple-choice items and possibly some short written responses. Details will be given for each midterm in class in advance of the exam. Midterm 2 is non-cumulative. I will provide you with a textbook reading guide to help you focus your revision efforts.

Assignment: Further details about the assignment will be given in class and posted on Canvas after it is introduced.

Lateness penalty: 10% per day for 4 business days, after which point, the assignment will not be accepted. Plan ahead in case of any technological issues (note that 1 minute late = 1 day late).

Homework & Syllabus Quiz: Homework tasks will be assigned throughout the term; many will be for “completion points” for sufficient effort and understanding. The syllabus quiz will be held in Lecture 3.

Class Engagement: will be evaluated primarily on your Piazza engagement (especially for answering other students’ questions and regularly engaging in discussions) and Reef participation. Unless otherwise specified, points will normally be awarded for effort rather than correctness. Engagement points may also be awarded to students who show a high level of engagement in class, and/or engage in other notable ways in person (outside office hours) or online.

N.B. Do not attempt to cheat. Any students involved in cases of cheating such as answering Reef questions for non-attending students will receive a zero and may be called in to speak about their academic conduct.

Launchpad Quizzes: These brief assigned textbook quizzes are due after the end of each chapter we cover. Complete at least 5 quizzes, but you can do all 8 and we will take your top 5 scores!

Launchpad Learning Curve and Practice Quizzes: These adaptive smart-quizzes are programmed to assess your current knowledge and help you determine where to focus your study efforts. They are formative and optional.

REC HSP Credits: See info below.

Final Exam: Exam details will be released in March. The exam will be cumulative, but with an emphasis on material since Midterm 2. Be mindful not to make travel plans before the exam schedule release; there will be no alternative date for the final exam.

➔ *For information on scaling, make-up assessments, re-marking, extensions and missed exams, please see final page.*

Research Experience Component:



Psychology is an active and exciting scientific discipline. Many of the studies that you will learn about in this course were carried out at universities just like ours! As part of this course, you will be asked to complete a research experience component (REC) as way of introducing you—in a more hands-on and interactive way—to cutting edge research in psychology. This REC will be worth 2% of your grade in the class and you are free to choose between the two options detailed below (or mix & match):

(a) Participate in the Psychology Department Human Subjects Pool

Most students will choose to earn their research experience component by spending **2 hours** participating in psychology studies (worth 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. *Ensure you assign your credits to the correct class.* The subject pool closes on the last day of classes, but you are strongly urged to participate in and confirm your credits long before the last week of class. Further instruction on how to use the HSP online system can be found at <http://www.psych.ubc.ca/resguide.psy> in the document entitled "Subject Pool Information for Participants."

(b) The Library Option

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive 1 research participation credit for each article summary that meets the following requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2010 to present (best is 2016 and up)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The article should also not be one covered in this or any other psychology class you are taking/have taken
- The summary should be ~500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.
- You must also submit your article and your summary to 'Turn-it-in' (a plagiarism detection program). If you don't have a Turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library assignment the class ID is 6880064, class name is Library Option for HSP, and password is "research". See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turn-it-in. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

If you have any technical questions, these should be directed to hspresearch@psych.ubc.ca.

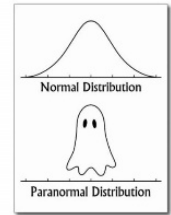
Extra credit (optional)



You may earn up to **3% extra credits** that will be added to your final grade (after scaling), up to a total final grade of 103%. Yay! These extra credit points can be earned by doing up to three additional hours of study participation in the HSP (or summarizing another 3 additional journal articles for the library option; or a combination) as described above.

Because we can all do with a little boost in our lives!

Department's Policy on Grade Distributions & Scaling: In order to reduce grade inflation and maintain equity across multiple course sections, Psychology courses are required to comply with departmental norms regarding grade distributions. The mean grade in a 100/200-level class is 67 for a "good" class, 65 for an "average" class, and 63 for a "weak" class (SD = 14). Scaling will be used in order to comply with these norms; grades may be scaled up or down as necessary by instructors or the department. Irrespective of scaling, resulting marks always depend on students' mastery of course material relative to their peers.



Make-Up Assessments: Students unable to meet a deadline or sit an exam due to a serious medical problem, court appearance, or death in immediate family will be given the opportunity to make up the assessment. Wherever possible, they should provide their academic advisor a signed letter from the appropriate professional, before (or no later than 2 working days after) the deadline or exam date, on letterhead with the name, address, and phone number of the letter writer, that states: "Due to [legitimate reason], [name] could not write the exam scheduled for Psyc102 on [time & date]." In the case of a medical reason, it is advised the statement: "In my opinion, the medical problem would have made [name] incapable of writing the exam" be added. The UBC Health Services will not provide letters so the student should see their private physician. For first occurrences of an acute illness likely to be quickly resolved without seeing a health professional, students may directly apply to the instructor with a self-declaration form (see Canvas). Further information and policies can be found in the [UBC Calendar](#).

Remarking Appeals: If you have what you perceive to be an error in marking on any assessment, you may apply in email to the Instructor within three days the work was handed back for a re-marking of your entire assessment. It is advised you wait 24 hours to digest the feedback before submitting a remarking request. Your request should detail why you believe the assessment should be re-marked. If your request is approved, your work will be independently re-marked and the latter grade (whether lower or higher than the original) will be retained.

Copyright: All materials of this course (course handouts, lecture slides, assessments, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students must request and receive verbal or written permission for any recordings. The instructor can grant this post-hoc. Please just ask.

Academic Integrity: Cheating, plagiarism, collusion and other forms of academic misconduct are serious concerns and will not be tolerated in any way by the University. This includes but is not limited to: dishonest or attempted dishonest conduct at tests (e.g., unauthorized use of books, notes, or other aids, communicating with others for purposes of obtaining information, copying from the work of others, and purposefully exposing or conveying information to other students taking the test) or in-class quiz/poll, changing test answers once tests are marked, and handing in papers with sections prepared by others. Please review the [university policy](#) on forms of academic dishonesty. The Department uses software that can reliably detect cheating on assignments and exams, including multiple-choice exams. You will be required to submit all written work to TurnItIn, a service designed to detect plagiarism. Evidence of cheating or plagiarism may result in a zero credit for the work in question, a failing grade for the course, suspension from the University, cancellation of scholarships, and/or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original and own work and must be referenced fully and appropriately. Please consult the [APA guide](#) for information about how to cite all sources. Harvard Style will also be accepted. If you have any questions as to whether or not your practice could be considered even a borderline case of academic misconduct, please consult your TA in advance of your submission. If you've made it to this point in the syllabus, well done. Once you have read this document in full, please add to Piazza (Funnies folder) your favourite student-themed meme or joke to demonstrate your thoroughness, engagement, and importantly, sense of humour.



Territory Acknowledgement: UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.