

PSYC 102 (Section 006): Introduction to Developmental, Social, Personality, and Clinical Psychology

Spring 2021, Term 2

Online home: <https://canvas.ubc.ca/courses/61317>

Professor: Andrew Rivers

Student hours: Thurs. 8-9am & Fri 1-2pm (PST)

on *Collaborate Ultra*

also available on Zoom ID: 7883625730 PW: 998877

Contact: amrivers@psych.ubc.ca

TA: Vivian Qi

Student hours: Tues 10:30-11:30am

on **Zoom** ID: 67375140737 PW: 827644

Contact: vivianqi@psych.ubc.ca

TA: Xiaolei Deng

Student hours: Tues 8:30-9:30pm

on **Zoom** ID: 6671428593 PW: ZXsS4v

Contact: xdeng@psych.ubc.ca

Email policy: Please include "PSYC102" in the subject line. Note that emails may not be answered on weekends.

COURSE DESCRIPTION

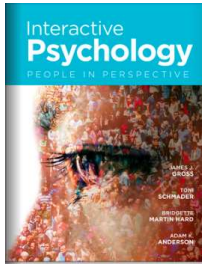
This course will introduce you to several major areas in the study of human psychology (there's much more than Sigmund Freud!). During the course, we will cover latent, or unobservable, psychological constructs like motivation, self-esteem, and personality as well as observable human behavior like helping, 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, you should expect to:

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 can 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



The required text for this course is *Interactive Psychology: People in Perspective* (Gross et al., 2020). All additional readings and material will be available on the Canvas course website. You will be expected to read, listen to, or watch all additional materials unless otherwise noted.

eText is available from the UBC bookstore, ISBN 9780176936310

eText and hardcopy version ISBN 9780176936303

Either one is fine, but you must be able to access a copy of your own ☺

LEARNING ASSESSMENT

Learning assessment (i.e., grades) will consist of the following six components:

1) InQuizitive Reading Guides (10x)

Keeping up with our readings when we are *psychologically distant* from physical class can be difficult! To help *motivate* us, there will be a short quiz accompanying each of our textbook chapters. *InQuizitive* guides will be due most Mondays this term by 11:59pm (PDT). These are **open-book**, but you should work on them individually rather than in a group – psychological research shows that we learn better this way!

2) Podcast Activities (6x)

There will be 6 podcast activities listed on Canvas throughout the term. The purpose of these activities is to *inspire you!* Each podcast covers a fascinating aspect of human psychology, and are produced in a very engaging way. Because their purpose is to *inspire*, there are not ‘right’ or ‘wrong’ answers on these activities. Thus, completed submissions *meeting activity guidelines* are very likely to receive full credit.

3) Individualized Engagement Portfolio

Actively engaging with others to discuss human psychology may be the single best way to deeply learn the material in this class. The *individualized engagement portfolio* is designed to allow us to choose our own engagement journey. Talk with a friend about something you read! Watch a course video with a family member! Meet with a discussion group to debate an interesting current event! At the end of the term, I would like you to document, in writing, at least 8 meaningful ways that you have engaged with others.

4) Midterm Exam (1x)

There will be one midterm exam, which will assess understanding of material from lecture and the textbook. More details about the exam will be announced as the date of the exam approaches.

5) Final Exam

The final exam will be *cumulative*, and will assess understanding of material from lecture and the textbook. More details will be announced as the finals period approaches.

6) Participation in Psychological Research (3x)

Developing an understanding of psychology as a science requires a working knowledge of how research psychologists study human behavior. One of the best ways to acquire this knowledge is to participate in psychological research. Students will be expected to earn 3 participation credits by participating in accredited psychology experiments at UBC. 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 writing projects. To take advantage of this extra credit and learning opportunity, see <https://ubc-psych.sona-systems.com>. To learn more, visit <https://psych.ubc.ca/hsp>

GRADING BREAKDOWN

ASSESSMENT TYPE	POINTS	DUE DATE(S)
1) <i>InQuizitive</i> quizzes (10x)	15	Weekly on (most) Mondays
2) Podcast Activities (6x)	12	Every other Friday
3) Individualized Engagement Portfolio	7	4/14
4) Midterm Exam	50	3/3
5) Final Exam	75	TBA
6) Participation in Research (HSP, 3x)	6	
Total	165	

BONUS *Oops! Token* (1x)

Even if we are diligent in keeping up with course material and diligent in our planning for the weeks ahead, *sometimes* _____ *happens!* Each student will receive an ***Oops! Token*** that they can use once during the term. The token may be used in the following ways:

- “Oops, I forgot to complete my *InQuizitive* this week!”
 - If you use the ***Oops! Token***, you’ll receive full credit for the missed *InQuizitive*.
- “Oops, I submitted my podcast activity after the deadline!”
 - If you use ***Oops!***, I’ll accept your submission with no penalty at any time during the term.
- “Oops, I didn’t document the required number of engagement events in my engagement portfolio”
 - If you use ***Oops!***, the requirement is now only to document at least 4 events.
- “Oops, I missed the midterm exam!”
 - If you use ***Oops!***, your score on the final exam will count for both exams.
- “Oops, it’s the end of the term and I don’t see any more HSP studies available!”
 - If you use ***Oops!***, you’ll receive 1 HSP credit.

Fine Print: The ***Oops Token!*** is a ‘no questions asked’ benefit, you can use it whenever you’d like and for whatever *oops!* might have happened. The ***Oops Token!*** CANNOT be used for the final exam. Additionally, the ***Oops Token!*** cannot be used for the midterm exam after you have started the midterm exam.

To use the ***Oops Token!***, complete the ***Oops Token!*** survey on Canvas – remember, no questions asked no reason necessary!

GENERAL COURSE POLICIES:

This course will take the form of ‘distance learning.’ Because students are all over the world right now, and in different time zones; class will be *asynchronous* – meaning that I will record lecture videos and upload them to our Canvas course webpage along with supplemental materials. Attendance at student hours on *Collaborate Ultra* is not mandatory, but is encouraged.

To complement *asynchronous* lectures, I will hold both morning (Thursday) and midday (Friday) weekly student hours so that, no matter where in the world you currently are, you’ll be able to meet with me to discuss psychology!!

Meetings: Meetings, either during listed student hours or scheduled via email, are the best way to ask questions about course material. I encourage everyone to take advantage of scheduled student hours and note that I am **happy** to schedule individual meetings with you.

Lecture Videos & Lecture Notes: I will record and post lecture videos covering class material. This means that you do not need to be present during our scheduled class times – watch the lectures at your convenience (hopefully in a nice park while you get some sun!). Lecture slides in .pdf form will be posted online alongside the videos. Lecture slides are not meant to substitute for watching lecture videos.

Discussion Communities: In order to help build opportunities for engagement with one another, I will be collecting a list of students who would like me to build them a special discussion group on Canvas. This can allow us to meet new people, and have a regular group of people to discuss psychology with. Discussions in these groups can count toward the *Individualized Engagement Portfolio*. We'll also have a larger *Piazza* discussion board that is public to the whole class, and I encourage you to discuss psychology there as well.

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 72% *for an exceptionally strong class*, 70 *for an average class*, 68% *for a weak class* with a standard deviation of 14 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.

Note: A excellent discussion of the rationale for grade scaling by a UBC Psychology professor is available here: <https://www2.psych.ubc.ca/~schaller/scaling.htm>

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).

Diversity and Inclusion: Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!). Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be shared with me after class or in student hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TA know.

Acknowledgements: I want to cite those who I learned from in creating this syllabus. Portions are inspired by Dr. Elizabeth Dunn, Dr. Peter Graf, Dr. Mark Lam, Dr. Simon Lolliot, Dr. Lily May, Dr. Catherine Rawn, Dr. Mark Schaller, Dr. Toni Schmader, Dr. Eva Zysk & likely many more. Thank you all!

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 and we can coordinate a meeting (or not if you'd prefer to stick to email). 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 more information, visit www.earlyalert.ubc.ca

For information about addressing mental or physical health concerns, including seeing a UBC counsellor or doctor, visit students.ubc.ca/livewell

Healthy Lifestyles

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 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 on [the UBC Senate website](#).

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<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Special Section</u>	<u>Read</u>	<u>Due Dates</u>
1	Jan 11-15	Introduction & Psychology Basics		Ch. 1	
2	Jan 18-22	Research Methods	"Big Ideas in Psychology"	Ch. 2	- Podcast #1: Friday 1/22 (@11:59pm)
3	Jan 25-29	Social Psychology	"Milgram's Shock Machine"	Ch. 15	- InQuizitive Ch.1. & Ch.2: Monday 1/25 (@11:59pm)
4	Feb 1-5	Social Psychology (Part 2)	"Zimbardo's Tall Tale"		- InQuizitive Ch. 15a: Monday 2/1 - Podcast #2: Friday 2/5
5	Feb 8-12	Personality	"What's up with the 'Four Types'?"	Ch. 12	- InQuizitive Ch. 15b: Monday 2/8
6	Feb 15-19	WINTER BREAK	No Lectures		- InQuizitive Ch. 12: Monday 2/15
7	Feb 22-26	Stress & Health	"An End to Procrastination"	Ch. 10	- InQuizitive Ch. 10: Monday 2/22 - Podcast #3: Friday 2/26
8	Mar 1-5	Midterm Exam	Exam is Wednesday 3/3 Covering Ch. 1, 2, 15, 12, & 10		
9	Mar 8-12	Special Topic:	Psychology & COVID-19		- No InQuizitive due: Take a break!! - Podcast #4: Friday 3/12
10	Mar 15-19	Thought, Language, & Intelligence	"Does 'Brain Training' work?"	Ch. 8	- InQuizitive Ch. 8: Monday 3/15
11	Mar 22-26	Development	TBD	Ch. 11	- InQuizitive Ch. 11: Monday 3/22 - Podcast #5: Friday 3/26
12	Mar 29 - Apr 2	Replication Crisis	"Is Science Broken?"		- No InQuizitive due: Take a break!!
13	Apr 5-9	Psychological Disorder	"What are Tulpas?"	Ch. 13	- InQuizitive Ch. 13: Monday 4/5 - Podcast #6: Friday 4/9
14	Apr 12-14	Treatment	"ECT: The Whole Story"	Ch. 14	- InQuizitive Ch. 14: Monday 4/12 - Engagement Portfolio: Wednesday 4/14
-	FINAL EXAMS: Wednesday, April 21 st at 7am OR 3:30pm				

