



Psyc102-V02 Course Syllabus

Introduction to Developmental, Social, Personality & Clinical Psychology

Instructor: Dr Eva Zysk, PhD, PGCHE, SFHEA

evazysk@psych.ubc.ca



Office Hours:

My OH are of “everyone-welcome” style. This means you’re encouraged to attend, ask qns, discuss the content, or just listen to the Q&A (and my assessment tips)! You can pop in & out of the OHs as you please.

Date & Time:

Usually Tuesdays 7:30-8:30pm

(see Canvas for any changes)

About Eva: Research interests: OCD contamination fears, virtual reality treatment of social anxiety & public speaking fears. Has been enthusiastically teaching psychology for over 8 years. Loves volleyball, travel, cake, dogs, humour, and good memes.

Teaching Assistants:

Lexis Kepler

lexis.kepler@psych.ubc.ca

MSc Cell & Biology Student



Monica Emode

monica.emode@alumni.ubc.ca

Completing MSc in Population and Public Health



TAs’ Office Hours:

See Canvas!



Class Lecture & Office Hours link:

<https://ubc.zoom.us/j/63925957647?pwd=K2hFOE9ISFlpcFZzY2JUOVk2dmNUQT09>

Meeting ID: 639 2595 7647; Passcode: 604822

Required Course Materials: Schacter 5th Canadian Edition Custom Package - **Full Text with 24 months of Launchpad access.** An e-textbook is just fine (and cheaper); you don’t need a hardcopy (save the rainforest!).

In addition, there may be other assigned readings, videos, blogs, etc. throughout the term (but not too many!).

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.



Canvas: On Canvas you’ll find the course info; lecture materials; additional resources; assessment info; our Q&A forum (Piazza); your grades; and other useful materials. Ensure to set up your announcement alerts so you don’t miss important info: Accounts → Notifications → Announcements → “Notify me right away”.

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

Course Description

This exciting and fascinating 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 a recap of psychology 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 virtual interactivity. Discussions led by your TA will provide opportunity to delve deeper in topics and support your learning. They will involve YOU doing most of the discussing!

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.
5. Use and interpret basic descriptive statistics and graphs.
6. Summarize and evaluate empirical research.
7. Apply psychological principles to daily life.
8. Demonstrate psychological fluency.

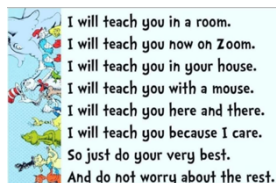
Course Engagement: Activities throughout the term will involve virtual interactive learning, so be prepared to get involved, learn from one another, and to even have fun in doing so! Pedagogical research shows active participation predicts better course grades, so high levels of engagement are valued, highly encouraged... and also graded (see below).



Class 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. I will post my slides for review purposes after each lecture; they will contain communication boxes with extra info or to highlight important bits and even some study tips, which may stem from our class. Do ensure you add your own notes from each video session; do not entirely rely on the uploaded notes alone.

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

How will this class look online?



I would of course much prefer to teach you all in person. However, this term remains online due to the pandemic. As we continue our virtual classes, I will continue to strive to give you as real and as engaging of an experience as I can. If there is any feedback you would like to provide anonymously (things you are linking in the class, things you are not liking so much, ideas you would like to pitch, or anything else you would like for me to know), you can do so here at any point during the term:

<https://b.socrative.com/login/student/> Room: evazysk

Q: Will I need to attend the course in real time, i.e. M&W 9-10:30am PST?

A: I will try to make this course engaging, motivating, and enjoyable... but also as ACCESSIBLE as I can

- Your class has requested in our first lecture that the majority would prefer pre-recorded lectures due to time zone differences. However, I know some of you were very keen on live lectures. I would like to propose that we will do pre-recorded lectures wherever there are no important demonstrations. Where there are, I will run live classes for anyone who wants to take part and is able to attend. These lectures will be recorded for others to view later. I will post on Canvas as we go along before any specific lectures I will do live.
- You will need to be available during the scheduled Friday Discussion time as these will always be held synchronously. Contact your TAs if your current timeslot does not work for you and they can move you to a more suitable time.

Q: How will we communicate?

A: You will receive key information through the Lectures and Canvas Announcements

Q: Where can I ask questions?

A: Piazza & Office Hours!



Perhaps you are confused because I didn't explain something well? Maybe you would like more examples? Maybe you are interested in learning more about the topic?

*Maybe you are making connections with other courses or in your own life? Maybe you are lost and don't know where to start? Whatever your question, and whatever the reason, questions are always encouraged. It is highly likely you are not the only one with that question. Given that we want *all* students to benefit from our answers, we will be using **Piazza** as our class Q&A and discussion forum. Here you will receive efficient help. We highly encourage other students to answer questions they know the answers to (don't worry, we can correct these if they're not fully accurate, or endorse excellent answers). Students are expected to regularly be active on Piazza through helping answer some questions and contributing their thoughts to Piazza posts, and in following along with the relevant posts (you will not be expected to read all the posts). [Sign up](#) to Piazza on Canvas with your preferred first name, surname, and your (ideally **UBC**) email address. All students will need to do this again for Psyc102.*

Top tip: Piazza may at first glance look like a headache. Give it a chance. Students who regularly use it really end up liking it and get a lot of benefit from it! It also will give us an online community feel and you can get help on there any time of day or night, much faster than if you email the teaching team!

- TAs and I are eager to support your learning so do drop by our virtual OHs and chat about all things psychology-related (or just join and listen in!)! In my OHs you will not be asked to turn on your video nor speak if you choose not to; for e.g., you can instead use the chat function to ask us questions in OHs – although of course it is nice for me to see your faces and chat with you whenever you do choose to do so.

Q: How will I be supported in taking this course?

A: You will be supported in many different ways!

- The Instructor and TAs will each hold open **Office Hours** at times students around the globe can attend
 - Drop by and say hi, or even just eavesdrop on the qns and our answers!
 - If you have a personal matter, email your TA or me to book a private appointment
- You will have opportunities to explore content in more depth in your Discussion Sessions with your TA
- You can pose your questions in our 24hr **Piazza** Q&A forum
- You will be supported by your peers from your Discussion group (or other friends you already made in the class)
- There will be lots of **Resources** available to you
- If you need any **additional support**, please do not hesitate to reach out to any of us.

Q: What is a Discussion Session?

- **Your Discussion session will be held synchronously on Friday with your TA at the times posted on Canvas Announcements.** If you have any questions about your Discussion session, please contact your TA.

Q: What will exams look like?

A: You will write your exams remotely with video invigilation.

Q: How will Psyc102 be different than Psyc101?

A: This will be in part based on your choice!

- I wish for as many of you to have positive experiences with this course as possible. Thus, you will see that I am flexible on a number of aspects of this course. You see that the syllabus was co-created with you! 😊
- I have considered all your feedback from the UBC Teaching evaluations. I have made some changes to the course content and structure that are in line with what you wanted more of, and less of what you said you didn't like as much 😊. I am always open to feedback – see above for how you can share further feedback throughout the term.

Health Concerns / Personal matters: If you are experiencing psychological or physical ill-health, please arrange for an appointment with 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 assessing any resources. Also, please contact 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, in the first instance you should aim to contact your Faculty Academic Advising office, and supply any evidence of your circumstances that you may have. They will liaise with me with regards to a new assignment deadline or alternate time to sit the referral midterm. 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
Assignment 1	Generate a RQ (alone or with partner)*	Feb 8 th 11pm	5%
Midterm 1	Up to & including Intelligence	Feb 22 nd 6pm**	15%
Assignment 2	Short Essay (individual)	Draft version: March 5 th 11pm Final version: March 8 th 11pm	15%
Midterm 2	Up to & including Social Psych	March 15 th 6pm**	15%
LaunchPad Quizzes	Best 5 of 8 quiz scores	Throughout term (Dates on Canvas)	5%
Discussions	Engagement in Discussions	Regular participation throughout the term	10%
Class Engagement	Virtual Participation & Engagement in the course	Regular engagement throughout the term	8% (+2% bonus)
REC: HSP Research Credits	Either (a) Research participation or (b) Library Project	(a) ~ start of April (b) ~ end of March/start of April (See HSP website for deadlines)	2% (+1% bonus)
Final Exam	Up to 2.5 hours	Exam period begins April 18 th (Sat & Sun included this term)	25%

***If your grade on Assignment 1 is lower than Assignment 2, Assignment 1 grade will be dropped. This also means that you can choose not to complete Assignment 1 (although it is advisable to complete it as it will also help you for VANT 148!)**

**** Please email Eva by January 25th if cannot make this time for the midterm providing a reason and I can offer another time**

Assignments: Further details about each of the assignments will be given in lecture recordings and posted on Canvas after each is introduced and explained. Lateness penalty: 10% per day for first 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).

Midterm Exams: will be comprised of multiple-choice items and possibly some short written-response. Details will be given for each midterm 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.

LaunchPad Quizzes: These brief assigned quizzes are based on the Schacter textbook and are due after the end of each chapter we cover. Complete at least 5 of the 8 quizzes, but if you do more, we will take your top 5 scores!

- **LaunchPad 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 *optional* but you will likely find them helpful for revision.

Class engagement: will be evaluated on meaningful Piazza engagement (mainly answering other students' questions and feeding into relevant discussions), participation in lectures, and scores on/completion of other quizzes (e.g. syllabus quiz: counts for correctness points) and homework. Unless otherwise specified, points will normally be awarded for effort rather than correctness for lecture quizzes.

Discussions: You will be required to verbally engage in your Discussion sessions and talk about psychology with your classmates and your TA. English proficiency does not matter; it is effort and engagement that will be given credit! You will be expected to initiate speaking (i.e. not wait for you to be called upon).

HSP Credits: See info below.

Final Exam: Exam details will be released in March by the UBC Exams Office. You will need to ensure you are available for the set date as there will be no alternative date for the exam. The Psyc102 exam will be cumulative, but with an emphasis on material since Midterm 2.

➔ 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." This year most studies will be available online.

(b) The Library Option

As an alternative to participation in psychology subject pool research, 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 2013 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, etc.
- 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 **1% extra credit** that will be added to your final grade (after any scaling) by doing up to 1 additional hour of study participation in the HSP (or summarizing another additional journal article for the library option) as described above.

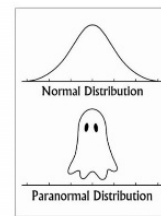
You may additionally earn up to **2% extra credits** for going above and beyond engaging with this course. This means I will allow a maximum score of 10/8 for Engagement this term. Various engagement methods will be noted (including exceptional engagement in Discussions as reported by your TA).

Thus, the maximum total grade in this course is 103%. Yay! ... *Because we can all do with a little boost in our lives!*

Further Important Course Details (the fine print... please do read!!):

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."

→ Eva's note: Don't worry about this, though. I can explain in my OHs how it can work to your advantage in many ways. Just ask me!



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 (or instructor) 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-V02 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 (on 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 two days the work was handed back for a re-marking of your entire assessment. Your request must detail why you believe the assessment 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.

Studying Abroad: During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit [this link](#) for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit [this link](#).

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 copies/recordings. The instructor can grant this post-hoc. Just ask!

Academic Integrity: Cheating, plagiarism, collusion and other forms of academic misconduct are serious concerns and will not be tolerated 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 UBC's Calendar entries on [Academic Honesty](#), [Academic Misconduct](#), and [Disciplinary Measures](#), and check out the [Student Declaration & Responsibility](#). The Department uses software that can reliably detect cheating on assignments and exams, including multiple-choice exams. You will be required to submit your 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 and a report to the department head, a failing grade for the course, suspension from the University, cancellation of scholarships, and/or a notation added to a student's university 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 & MLA styles also accepted). You may also find bookmarking this [Learning Commons page](#) useful. 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. After you have read this document in full, please add to the for_fun folder on Piazza your favourite student-themed meme, comic or joke to demonstrate your thoroughness, engagement, and importantly, sense of humour.

University Values & Policies: 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.



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.