

# Psychology 102.007 TERM 2 2022

## People in Perspective: Introduction to Development, Social, Personality, & Clinical Psychology

We acknowledge that UBC resides on the traditional, ancestral, and unceded territory of the Musqueam people.

<b>Professor:</b> <b>TONI SCHMADER,</b> <b>PH.D.</b>	<u>Online Office hours (PST):</u> Tues/Thurs 12 – 12:30 pm & by appt.	<u>Email &amp; Zoom link</u> tschmader@psych.ubc.ca <span style="color: red;">Access Zoom link through Canvas</span>	Contact for general questions about course content & careers / grad school in psych
<b>Teaching Assistants:</b> <b>GARIMA MANEK</b>	<u>Office hours (PST):</u> Thursdays 4:00 – 5:00 pm <span style="color: red;">Access Zoom link through Canvas</span>	<u>Email &amp; Zoom link</u> garimam@student.ubc.ca	Contact for essay and exam review by last name & section  Students A-L & C of Accessibility
<b>CARMELLE BAREKET-SHAVIT</b>	Mondays 1:45 -2:45 pm <span style="color: red;">Access Zoom link through Canvas</span>	carmelle.bareket.shavit@ubc.ca	Students M-Z & AA Surveys
<b>PIAZZA DISCUSSION BOARD</b>	Find our class page at: <span style="color: red;"><a href="https://piazza.com/ubc.ca/winterterm22021/psyc102007/home">https://piazza.com/ubc.ca/winterterm22021/psyc102007/home</a></span>		For questions about content, assignments, and exams

\*\*Emails should be professional and courteous. We will strive to respond to your questions within 2 business days.

### CLASS MEETINGS:

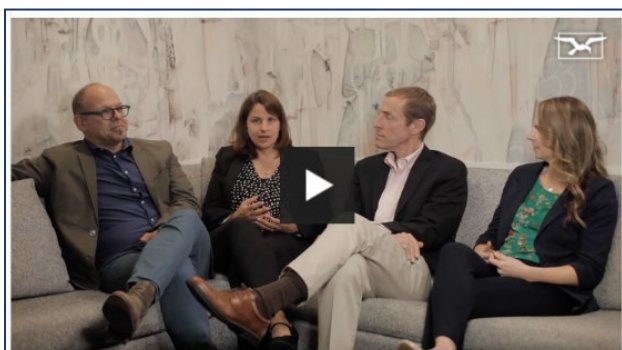
Given current uncertainties, I've designed this course to be online up to (and likely including) the first exam. Lectures will include a mix of synchronous (on zoom) and asynchronous content (one posted video each week) until the Exam 1. Contingent on changing health advisories and university policies, I am hoping to learn together in-person in CIRS 1250 after the first exam.

### **Prior to Exam 1 and during online instruction:**

Tuesdays and Thursdays 11:00 am – 12:00 pm for one hour of synchronous lectures on ZOOM (ACCESS IN CANVAS)  
 From 12 – 12:30 each day, I'll stay on zoom for optional time in office hours.  
 One 30-40 asynchronous video will also be posted each week for you to watch.

### TEXTBOOK:

GROSS, SCHMADER, ANDERSON, & MARTIN HARD (2020)



The authors of *Interactive Psychology: People in Perspective* discuss teaching with their new interactive ebook.

### ***Canvas Digital: Interactive Psychology: People in Perspective with InQuizative for Willio***

- This is a digital text, the 'canvas print' version (with print copies of chapters) is optional (it is stated incorrectly in the course list). **You will access the text through Canvas.** All browsers are supported, but Chrome might work best.
- Once you purchase the digital text, you will be given an access code that you will enter when you first try to access the text through Canvas. Other textbooks are not supported in the course

My co-authors and I wrote this textbook to be the first ever written-to-be-digital psychology text. We hope you enjoy learning from it and also appreciate your feedback (positive or negative) about the text. Please don't hesitate to email me with any suggestions, corrections, or comments. To learn more about our experience writing the text, check out the 'Meet your Authors' video available on this site: <https://www.norton.com/books/9780393428315>.

## COURSE SUMMARY:

Do you like to people watch? Are you constantly wondering why people do the things they do? Are you curious about what babies know? Or how people with mental illness get better? Or the best way to cope with stress? Do you care that the answers to these questions are grounded in scientific evidence attained from careful observation or experimentation rather than people's armchair, self-help sound bites? Then psychology is the field for you!

Psychology is the scientific study of behavior. Humans behavior and experience is rooted in physiological mechanisms, but our ability to engage in conscious and abstract thought makes us complex subjects of study. To understand that complexity, psychologists devise clever techniques and sophisticated theories to isolate patterns of thought and behavior that can be predicted and explained by a combination of biology, the cultural environment, and immediate social context.

The primary goal of this course is to give you a broad survey of several subareas of psychology. While Psych 101 covers the more biological, perceptual, and cognitive aspects of human psychology, in Psych 102 we will cover the developmental, social, and clinical aspects of the discipline. This coverage will focus on classic theories and research to give you a solid foundation for future specialty courses on these topics. However, as psychology is a science, the current knowledge base is always growing and expanding. That's what makes it exciting! So we will also learn about some recent trends and cutting-edge findings in the field.

## Learning Outcomes:

Students completing this course will be able to:

- *Identify how human behaviour can be understood from multiple perspectives.*
- *Describe both classic and contemporary theoretical perspectives in psychology.*
- *Identify key historical figures and findings in the history of psychology.*
- *Distinguish between intuitive ideas and evidence-based methods for understanding behavior*
- *Describe how researchers design studies to test theory using different methods.*
- *Critique research findings by identifying strengths and limitations in different methods and design.*
- *Distinguish between related psychological constructs and apply them to new examples.*
- *Learn material both through independent reading and discussion of topics in class.*

### *Top 10 Tips for Doing Well in this Class*

- 1) Attend every lecture and watch videos, taking good notes on the content (see tips in Chapter 1).
- 2) Read assigned chapters, including embedded interactives.
- 3) Complete InQuizzative quizzes.
- 4) Start studying for tests one week ahead of time.
- 5) Study information from the chapters that was not covered in lectures (and vice versa).
- 6) Take advantage of the opportunity to earn extra credit points.
- 7) Ask questions on Piazza or during online office hours.
- 8) Find a study partner that you can review information with.
- 9) Strive to improve over time; everything gets easier with practice.
- 10) Have fun with the material and stay curious. Relate information to things you observe.

## COURSE FORMAT:

Although we can't meet in person, the course will provide you with some opportunities to interact with me and the instructional team, and more importantly, with each other. Information will be shared with you in various formats, and **you can be tested on material covered in either of these sources of content.**

### *Sources of content*

1. Textbook chapters: The course schedule outlines which chapters we will cover. You are *strongly* encouraged to complete the interactives embedded in the chapters and InQuizitive chapter quizzes as they are assigned to enhance your understanding of the content. **You may still be tested on information covered in the text that we do not have time to cover in class.**
2. Lectures (whether synchronous on Zoom, asynchronous as videos, or in person): **Lectures are designed to clarify as well as extend the text, therefore, lectures will cover material that is not in your text and you will be responsible for that information.** Plan to take notes during each lecture (see Ch. 1 for advice on note-taking) as the slides merely provide an outline for the material. There will be details presented during lecture that are not on the slides.

### *Supplemental content*

Podcasts /other videos:

I'll provide information on podcasts or outside videos per chapter to provide examples of how to connect what we learn to broader issues and facets of life. These are supplemental and will help you engage with the material. **You will not be tested on this content.** Here are a few psych-themed podcasts I recommend.



### *Opportunities to interact*

1. Study groups: In the first two weeks, I'll provide opportunities for you to meet other classmates during Zoom breakout rooms. I know breakout rooms can be awkward, but I encourage you to participate in these conversations. They will provide you with the opportunity to meet others in the class who might be interested in forming study groups.
2. Piazza: Piazza is the class discussion board for all your questions. Whenever possible, rather than emailing questions about the class to me or the teaching staff, you are asked to post your questions on Piazza. You are encouraged to ask and answer questions you see. The TA's will also monitor the board for any questions that cannot be answered by fellow students in the class, and will be answered on Piazza and in the live zoom sessions.  
**Access at: <https://piazza.com/ubc.ca/winterterm22021/psyc102007/home>**
3. Office hours: You are encouraged to come to online office hours to ask questions or get help on issues related to the course. Zoom links are linked in Canvas.

## Assessments

<b>Exams</b>		Each exam will consist of 40-50 multiple choice questions covering content from assigned chapters and lectures.
Exam 1	22%	Chapters 1, 2, 11, & 8.16-8.22: Intro, Methods, Developmental, Intelligence & Syllabus
Exam 2	22%	Chapters 12, 9, & 10: Personality; Motivation & Emotion, Stress & Health
Exam 3 (Final Part 1)	22%	Chapters 13, 14, & 15: Clinical Disorders, Treatment, & Social Psychology
Cumulative Exam (Final Part 2)	14%	In addition to Test 5, the final exam will include 20-30 multiple choice questions asking you to integrate content across topics <b>focusing on material covered in the lectures</b>
<b>Activity Assignment (AA)</b>	15%	See below for more information.
<b>InQuizative Quizzes (IQ)</b>	3%	See below for more information.
<b>Research Experience (REC)</b>	2%	See below for more information.
<b>Extra Credit (EC)</b>	2%	See below for more information.



### *Psychology Department Grading Policy*

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. Thus, the unofficial grades posted on Canvas, might be changed by the faculty or department to comply with departmental norms. If necessary, the grades from this course will be scaled (curved) to obtain an average between 68-72%, with an SD of 14%. If this occurs, it will happen after all final grades are in and you will be informed through Canvas. Grades are not official until they appear on your academic record. You will receive both a percent and a letter grade for this course.

### *When and where are tests held?*

Given current uncertainties due to COVID, I will announce whether exams will be online or in person 10 days prior to each exam date. Exam 1, is likely to be online.

### *InQuizative (IQ) chapter quizzes*

Your digital text comes packaged with interactive practice quizzes that gamify learning the material in the assigned chapters. **You must access the ebook within the Canvas site; the Chapter IQ quizzes can be linked for each chapter within separate modules for each content cluster.** You are encouraged to complete each quiz after you read that chapter when the information is fresh, but you can also review the InQuizative quizzes later (for no additional points) to prepare for exams. Note that the questions on the actual exam are likely to be more challenging than those in InQuizative quizzes and will cover material covered in the lecture in addition to the text. The total percentage score received on all of these quizzes **by each assigned deadline (11 p.m. PST the day before the test for that topic)** will be worth 3% of your final grade.

## Activity Assignment:

You will be required to complete **one activity assignment** during the course (out of 3 possible opportunities). Please note that **you cannot do all three to earn extra credit**. These assignments are designed to help you think more deeply about some of the topics we discuss in this course in a fun, insightful, and interactive way. Each assignment will have a video explainer and instruction sheet that will be posted to Canvas 2-3 weeks before the assignment is due. Each assignment includes two steps:

- An interactive component that requires some activity or involvement on your part
- A written essay that addresses the questions from the instruction worksheet on Canvas

Highest marks will be given to students who not only complete all aspects of the assignment, but whose final paper is evaluated by the TA to be of exemplary quality compared to others in the class. The assignment must be completed independently.

Turning in your assignment is a **two-step process**. You will need to submit your activity assignment to two different places (as a Word doc or PDF):

**Step 1: Turnitin.com** Submit your activity assignment to **turnitin.com**, which will allow us to verify that the writing is yours and not substantially overlapping with other assignments or published resources. Information about creating a turnitin.com account will be provided on the worksheet for each assignment.

**Step 2: Submitting to Canvas** Submit the same written assignment to **Canvas** for that assignment to be marked by the TA. Due to the size of the class and the limited number of hours that your TA is paid to work, you will not receive detailed written comments on your assignment. However, you can contact your TA to discuss your mark on an activity assignment and to get general advice for improving your writing.

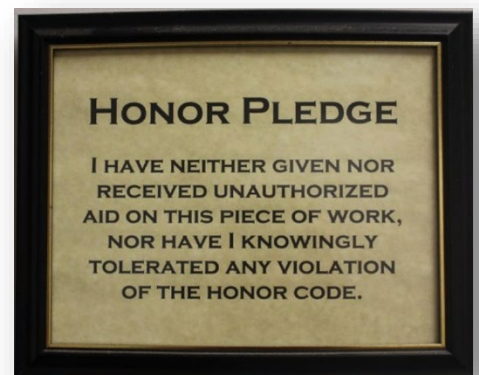
## Honour Code

Written work **must be** the result of your independent work. Evidence of cheating or plagiarism (from a published or online source or from another student) will result in an immediate zero in the class and notification to University authorities. Please familiarize yourself with the definition of plagiarism and the penalties at UBC.

You will be tested on your understanding of what constitutes plagiarism:

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>

<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>



## Research Experience Component (REC) – 2%

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 one of two options:

### Option 1: Participate in the Psychology Department Human Subjects Pool (HSP)

Most students will choose to earn their research experience component by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation, you can earn one credit towards your final grade.

You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>. Visit <https://psych.ubc.ca/hsp> to find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions.

**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. **At the end of the last day of class for the term, the subject pool is closed.** At that point, you will no longer be able to receive credits. I strongly urge you 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 found online at the same link provided above.

### The SnakeTapper Study



UBC's [Vision Lab](#) invites you to participate in the SnakeTapper experiment!



### Option 2: The Library Option

As an alternative to participation in psychology subject pool experiments, you can earn REC credits by completing a library-writing project, in which you read and summarize a peer-reviewed research article. You can find out more about this option at <https://psych.ubc.ca/hsp>. To submit the Library Assignment to Turnitin.com: The class ID is **33005051**, class name is "HSP 2021-2022 (Spring)" and password is "Research".

## Extra Credit (optional)

You can earn 2 extra credit points by doing up to two additional hours of study participation in the HSP (or summarizing another two additional journal articles for the library option) as described above as the research experience component of the course.

## Learning During COVID

With the ongoing pandemic and uncertainty due to rising rates of Omicron infection at the start of 2022, this course is necessarily designed with some amount of uncertainty. Your health (both physical and mental) is always the most important consideration. With that in mind, here are the COVID-specific course policies:

- 1) **Online vs. In-Person Lectures and Exams.** Lectures will take place synchronously and online until infection and/or hospitalization rates decline. I hope we can return to in-person teaching in February. When lectures become in-person, my hope is that exams will be in-person as well. Office hours will be online for the entire term.
- 2) **When to Self-Isolate.** When we return to in-person learning, it is important that you stay home if you have any COVID-related (e.g., fever, sore throat, cough, difficulty breathing, loss of taste/smell, extreme fatigue), unless you have received a negative PCR test. If you are uncertain about current provincial policies around self-isolation, visit this website: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation>.
- 3) **Wearing a Mask.** You are required to wear a mask during in-person classes and exams. It is recommended that you wear a N95 (or equivalent) mask to provide you and others with maximal protection. You can review all UBC COVID policies here: <https://srs.ubc.ca/covid-19/ubc-campus-rules-guidance-documents/>.



- 4) **Lecture Recordings.** Any online lectures will be recorded for later viewing. However, research shows that students earn higher grades when they attend live lectures as opposed to viewing later recordings. Thus, I highly recommend you attend lectures live (whether online or in person) if possible. When we return to in-person learning, asynchronous recordings (from last year's course) will be available upon request to students with valid reason (i.e., illness, self-isolation, care-giving responsibilities, or school-sanctioned travel).
- 5) **Missing a Class.** There are no attendance points, and thus you do not need to inform me if you miss a class for any reason. If you miss an in-person class due to illness or need to self-isolate, get notes from another student, and see the above policy on lecture recordings.
- 6) **Missing an Exam.** Assuming you are in good health and not required to self-isolate, you must take exams on the date and time they are scheduled. Make-up exams will not be allowed for personal trips out of town or sleeping late. Make-up exams will be given if a student is sick, needs to self-isolate, or is likely to be contagious on the scheduled exam date. If this occurs, you must inform me that you will be unable to take the scheduled exam prior to the exam time. Make-up exams may be given in a different format (short answer, essay) and **must be taken within one week of the scheduled exam** during one of two alternative times that will be made available.
- 7) **Teaching Team Illness.** If I or a TA experience a personal emergency, we will communicate adjustments to the course as an Announcement in Canvas. We will ask for your patience, flexibility, and compassion.

## Fostering Equity and Inclusion

I am committed to building a class community where all students feel included and are treated equitably. This class aims to be inclusive of ability, age, ethnicity, gender expression/identity, nationality, political views, sexual orientation, socioeconomic background, race, and religion (this is not an exhaustive list!). Given the topics we discuss, you may sometimes encounter (from the instructor team, other students, and/or class content) controversial, personally triggering, and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged and to refrain from discussion that might be personally painful. Our goal is not to always agree, but rather to disagree without being dismissive, threatening, or alienating. If a statement or behaviour targets or threatens another student due to their group membership or identity, it should not be shared with the class. If at any point you feel offended, threatened, or alienated in our class, please let me or a TA know. I (like many people) aim to learn about and foster inclusion of diverse perspectives and identities. If at any point, you feel I am failing to create an inclusive space in our course, please let me or a TA know. You can learn more about diversity initiatives in the Department of Psychology by visiting <https://psych.ubc.ca/about/equity-inclusion/>.



## Accessibility Accommodations

UBC is committed to equal opportunity in education for all students including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning or performance on tests or exams please visit UBC's Center for Accessibility (CfA) <http://students.ubc.ca/about/access> and take the necessary steps to ensure your success at UBC. If you are enrolled at CfA, please contact **Garima Manek** ([garimam@student.ubc.ca](mailto:garimam@student.ubc.ca)) to make sure she has the documentation for your testing accommodation.

## Class Etiquette

### **During online engagement (in lectures or Piazza)**



- During online lectures, you are asked to maintain attention on the session and avoid multi-tasking.
- During online lectures, you are expected to participate in breakout room discussions (ideally with cameras on to allow for more natural conversations when in pairs or small-groups) and periodic polls to help encourage your engagement and sense of community in the class.
- You are expected to use the chat and Piazza discussion board in a professional and civil manner that contributes to or asks questions of the content in a manner that is not distracting, disparaging, or offensive to the instructional team or others in the class.

**During in-person learning,** I request your help to limit distractions during class. Please follow these simple rules and if another student in the class is causing a disruption, please bring it to my attention.

- No talking or whispering during class.
- Turn off your cell phone, or inform me if you need to have it set to vibrate for emergency contact.
- Please arrive to class on time or let me know if you need to arrive late or leave early.
- No eating or sleeping during class
- Notetaking: Research suggests that learning is enhanced by taking notes by hand rather than on a computer (Mueller & Oppenheimer, 2014). If you would prefer to take notes on a laptop during in-person lectures, you are required to sit near the front of the classroom to minimize distractions to other students. I ask that you do not surf the web in class, as this can be very distracting to those sitting around you



## CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNED READING</u>	<u>ASSIGNMENT DUE DATES</u>
WEEK 1 JAN 11	INTRODUCTION	CHAPTER 1	
WEEK 2 JAN 13, 18	RESEARCH METHODS	CHAPTER 2	
WEEK 3 JAN 20, 25, 27	DEVELOPMENT	CHAPTER 11	AA1 DATA DUE BY TUESDAY JAN 25 BY 11 P.M. PST
WEEK 4 FEB 1, 3	INTELLIGENCE	CHAPTER UNITS 8.16 – 8.22	
WEEK 5 FEB 8	TEST 1		CH 1, 2, 11, 8 INQUIZATIVE QUIZZES DUE 11 PM, WED, FEB 7
WEEK 6 FEB 10, 15	PERSONALITY	CHAPTER 12	AA1 ESSAY DUE FRIDAY FEB 11 BY 11 P.M. PST
WEEK 7 FEB 17	MOTIVATION	CHAPTER 9	
 <b>READING WEEK (FEB 21-25)</b> 			
WEEK 8 MAR 1, 3	EMOTION	CHAPTER 9	AA2 DATA DUE BY FRIDAY MARCH 4 BY 11 P.M. PST
WEEK 8 MAR 8, 10	STRESS & HEALTH	CHAPTER 10	
WEEK 9 MAR 15	TEST 2		CH 12, 9, 10 INQUIZATIVE QUIZZES DUE 11 PM, MON, MARCH 14
WEEK 10 MAR 17, 22	CLINICAL DISORDERS	CHAPTER 13	AA2 ESSAY DUE WEDNESDAY MARCH 23 BY 11 P.M. PST
WEEK 11 MAR 24, 29	THERAPIES	CHAPTER 14	
WEEK 12 MAR 31, APR 5, 7	SOCIAL PSYCHOLOGY	CHAPTER 15	LAST DAY FOR REC CREDIT IS FRI APR 8 AA3 ESSAY DUE FRI, APRIL 8 BY 11 P.M. PST CH 13, 14, 15 QUIZZES DUE 11 PM, FRI, APRIL 15
TBA	TEST 3 + CUMULATIVE FINAL EXAM		