

# PSYC 102 (Section 921): Introduction to Developmental, Social, Personality, and Clinical Psychology

M/W 9am-12pm @ CIRS 1250

Online home: <https://canvas.ubc.ca/courses/95632>

<p><u>Prof Andrew Rivers</u> <b>Student hours:</b> In-person Monday ~11am-12pm <i>Zoom:</i> Monday 6-7pm <b>Contact:</b> <a href="mailto:amrivers@psych.ubc.ca">amrivers@psych.ubc.ca</a></p>	<p><u>TA Kate Guan</u> <b>Student hours:</b> <b>Contact:</b> <a href="mailto:kate.guan@psych.ubc.ca">kate.guan@psych.ubc.ca</a></p>
<p><u>TA Yingchi Guo</u> <b>Student hours:</b> Wednesday 3-4pm on <i>Zoom</i> <b>Contact:</b> <a href="mailto:yingchi.guo@ubc.ca">yingchi.guo@ubc.ca</a></p>	<p><u>TA Maria Brandao</u> <b>Student hours:</b> Tuesday 1-2pm on <i>Zoom</i> <b>Contact:</b> <a href="mailto:mbrandao@psych.ubc.ca">mbrandao@psych.ubc.ca</a></p>

## COURSE DESCRIPTION

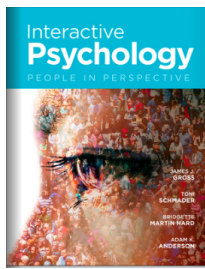
This course will introduce you to several major areas in the study of human psychology (there's much more than Sigmund Freud!). During the course, we will cover latent, or unobservable, psychological constructs like motivation, self-esteem, and personality as well as observable human behavior like helping, 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 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 to 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 groundbreaking studies, but we will also consider critiques of these studies where appropriate.
3. **Understand 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? We will discuss techniques that psychologists have developed to test their theories, discussing 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 components:

### 1) InQuizitive Reading Guides (best 8 scores)

To help *motivate* us, there will be an open-book reading quiz accompanying each of our textbook chapters. *InQuizitive* guides will be due most Mondays & Fridays this term by 11:59pm. These are **open-book**, but you should work on them individually rather than in a group – psychological research shows that we learn best this way! I will drop your lowest *InQuizitive* score (although you are always able to achieve 100%)

### 2) Podcast Activities (best 5 scores)

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 likely to receive full credit. One point (33%) will be deducted for each 24 hours that the assignment is late.

### 3) Midterm Exam

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.

### 4) 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.

### 5) Participation in Psychological Research (3 credits)

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	WEIGHT	DUE DATE(S)
1) <i>InQuizitive</i> quizzes (best 8 scores)	8%	Weekly on (most) Mondays & Fridays
2) Podcast Activities (best 5 scores)	10%	Weekly on Sundays
3) Midterm Exam	35%	6/8
4) Final Exam	44%	TBA
5) Participation in Research (3 HSP credits)	3%	

## GENERAL COURSE POLICIES:

**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 class lectures and will post them to Canvas after each class. Lecture slides in .pdf form will be posted online alongside the videos. Lecture slides are not meant to substitute for being present in lecture.

**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](http://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](http://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](http://students.ubc.ca/livewell)

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## 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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## **COVID-19 Policy Supplement:**

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

Please note that this term's schedule is subject to change based on the Provincial and University guidance. I will attempt to adhere to the policies outlined in this syllabus, but ask that we all try to be as accommodating and flexible as we can during this challenging term. I will announce any major changes in class and through our Canvas 'Announcements' – please check your email regularly for updates.

**If you are sick, it is important that you stay home.** Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en> Classes are optional and supplemental material (class recordings, lecture slides, and previous recorded videos of content) will be available on Canvas so that you can prioritize your health and still succeed.

### **If you miss class because of illness:**

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class recordings, lecture slides, and lecture videos on Canvas
- Ask any questions you have on Piazza, or
- Ask myself or a TA any questions you have
- Attend Zoom office hours
- If you are concerned that you will miss a key Lab activity due to illness, contact either Prof. Andrew or a TA to discuss

**If you attend class and are clearly ill, I will ask you to return home.** We can discuss what you missed later in a one-on-one meeting – let's do our best to keep each other healthy!

**If you are feeling ill at the time of a final exam,** you must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will write the final exam/assignment at a later date.

**If I am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible using Canvas 'Announcements.' No matter what the plans are, the classroom will still be available during our normal class time for you. Here is the hierarchy of options if I am sick:

1. If I am feeling well enough, I will host class on Zoom
2. If I am not feeling able to host class on Zoom, then I will upload recorded videos covering course content for the missed session(s)
3. If I am not feeling able to upload recorded videos, then I will ask a TA or another instructor to substitute for me

<u>Class</u>	<u>Date</u>	<u>Topic</u>	<u>Read</u>	<u>Notes &amp; Due Dates</u>
1	May 16	Introduction & Psychology Basics	Ch. 1	
2	May 18	Research Methods	Ch. 2	- <i>InQuizitive</i> Ch. 1 due 5/20 - Podcast 1 due 5/22
-	May 23	NO CLASS: Victoria Day		- <i>InQuizitive</i> Ch. 2 due 5/23
3	May 25	Social Psychology I	Ch. 15	- Podcast 2 due 5/29
4	May 30	Social Psychology II		- <i>InQuizitive</i> Ch. 15 due 5/30
5	June 1	Personality	Ch. 12	- <i>InQuizitive</i> Ch. 12 due 6/3 - Podcast 3 due 6/5
6	June 6	Stress & Health	Ch. 10	- <i>InQuizitive</i> Ch. 10 due 6/10 - Podcast 4 due 6/10
7	June 8	Midterm Exam & <i>Replication Crisis</i>		Exam covers chapters 1, 2, 15, 12, & 10
8	June 13	Thought, Language, & Intelligence	Ch. 8	
9	June 15	Development	Ch. 11	<i>InQuizitive</i> Ch. 8 due 6/17 Podcast 5 due 6/19
10	June 20	Psychological Disorder	Ch. 13	- <i>InQuizitive</i> Ch. 11 due 6/20
11	June 22	Treatment for Disorder	Ch. 14	- <i>InQuizitive</i> Ch. 13 & 14 due 6/24 - Podcast 6 due 6/26
<b>FINAL EXAM:</b> To be scheduled by the University				