



## Introduction to Developmental, Social, Personality & Clinical Psychology Online Course

**Instructor: Dr. Eva Zysk** (she/her) PhD, PGCHE, SFHEA

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I have been enthusiastically teaching psychology and research methods in the UK and Canada for over 10 years. My research has involved OCD contamination fears and virtual reality treatment of social anxiety and public speaking fears. I also enjoy researching student transitions, well-being, and wholistic academic success. In my free time, I play beach and indoor volleyball. How do you switch off?

My OH will be of “everyone-welcome” style which means everyone is welcome to join, ask questions, join in with discussions, or just listen in. I’m happy to discuss the course and related content and provide success and well-being tips. You can pop in & out of my OH anytime as you please. If you have a private or personal matter, stay behind at the end of any of my OHs, or contact me by email to arrange an alternate time to meet.

**Teaching Assistant: Nicole Stuart** (she/her) [nstuart@psych.ubc.ca](mailto:nstuart@psych.ubc.ca)

Hi, I’m Nikki, your TA for Psyc102! I am always happy to help with questions about assignments, exams and with any other areas in which I can support your learning. I am a graduate student in Health Psychology, specifically assessing stress, physical activity, and cognitive aging in middle-aged and older adults. In my free time I like to crochet, hike, bike, and snowboard! You are all always welcome to visit me in my virtual office hours if you have any questions about or need extra support in this course.

### Teaching Team Office Hours (OHs):

All of our OHs will be held via Zoom. Our availability will be updated on Canvas weekly, and you can find the Zoom links there too.

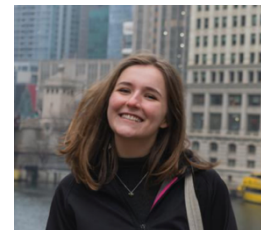
**Senior Teaching Assistant: Monica Emode**

(she/her) BA, MSc [monica.emode@ubc.ca](mailto:monica.emode@ubc.ca)



I am an Epidemiologist at Health Canada and a recent MSc graduate from the UBC School of Population and Public Health. I hold a BA in Psychology from York University. I have a keen interest in mental health and substance use health and in my current role, I support national surveillance and conduct

epidemiological research focused on understanding trends in alcohol and drug use and patterns of substance use behaviours. I have experience teaching and supporting UG and grad-level courses both in Psychology and Public Health and I look forward to getting to know you all over the next term! In my spare time, I enjoy cooking, roller skating, and step aerobics. My OHs will be by appointment.



### Course Description

This exciting and intriguing course will introduce you to some of the major research areas within the field of psychology, which involves 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. The course will involve us covering relevant information, gaining critical skills, and engaging in virtual interactivity; you will also get plenty of examples of how these psychological principles play a role in our day-to-day lives, and get ideas for some life hacks.

### 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).
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.



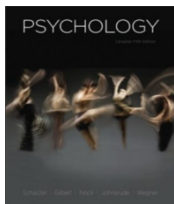
### Course Structure

This course will be held asynchronously\* with required regular participation. There will be approximately 2.5 hours of pre-recorded lectures per week, split into ~3 videos which will typically appear on Mondays, Wednesdays, and Fridays. You will have one week to watch each lecture and to complete the accompanying engagement activity. Refer to page 3 of this syllabus for the breakdown of the course and the main deadlines. \*Note that the midterms and final exam will be held *synchronously*, meaning you will need to be available at the prescheduled time.

## Course Materials & Class Info

**Canvas:** On Canvas you'll find the course info; lecture recordings and accompanying materials; engagement tasks; additional resources; assessment info; our class Q&A forum (Piazza); your grades; and other useful materials. We will communicate with you primarily through Canvas Announcements. If you are not already automatically subscribed, 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?



NB: Textbook covers may vary

**Required Course Materials:** [Schacter 5th Canadian Edition Custom Package](#) - Full Text with 24 months of Launchpad access (this will cover the many Psyc101 courses that also use the same textbook), or if you prefer you can instead opt for single-term access. An e-textbook is just fine.

- Please keep the receipt from your textbook purchase; you will need it for 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. You will need launchpad to complete the chapter quizzes (5% of grade).
- Academic papers for assignments can be found through the [UBC Library](#).

### piazza

Piazza is our class Q&A and discussion forum. You can find it on the left ribbon in our Canvas course. **What is it for?** It's a great platform for community, collaboration and interactivity. It is your 24/7 place to ask questions where you will receive efficient help. You can also use it to communicate with peers to share information and resources. **What will you be doing?** For top engagement points, students should aim to regularly be active on Piazza through helping provide answers, occasionally taking part in their choice of discussions, and in following along with the relevant posts (NB: you are *not* expected to read all the posts). **How can you get started?** [Sign up](#) with both your first name and surname, and ideally your [UBC email address](#) at the start of the course. Our welcome message on Piazza will explain how to use the forum. Show us you have read our message by providing your poll response, and start collecting engagement points.

- Piazza is a valuable resource, but it does have an annoying fault. By default, it will email you constant updates on posts. Save yourself a headache by right away changing the settings - click on the cog symbol in the blue ribbon (top right), then select "Account/Email Settings". You can completely unsubscribe from receiving email updates, and just pop by Piazza regularly at your own time.
- Piazza measures various statistics, and thus students engaging with Piazza may receive engagement credits in different ways. One of the highest valued engagement methods on Piazza is to help answer your peers' questions if you think you know the answer. But don't worry - we will be on hand to 'endorse' correct answers, and can correct any less accurate responses.
- You can make anonymous posts, but when we don't know who you are such posts do not get added to your engagement score.

**Class Preparation:** For most classes, unless otherwise instructed, there will be no pre-readings; i.e. you will not need to read the associated chapter before the class. Tip: We invite you to look over the notes from each previous class, however briefly.

**Class Notes:** We will make most of the content from our slides available for review purposes. However, ensure you add your own notes from each lecture; to help you pass the course you should not rely on the uploaded notes alone.

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

**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 reach out to us if you are in need and there are any barriers preventing you from accessing any resources. Also, please contact us if there is a way we can help accommodate any needs you may have and make this course accessible to you. If you require an extension or have missed a midterm, 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 exam. Please see the final page of the syllabus for further details.

**Learning Community (LC):** You have each been added to a Learning Community of ~6 students.

You can find your LC under Canvas → People → Groups. LCs are designed to provide you with peer support, and LC peers are encouraged to interact, socialize, collaboratively work together on or check answers to EAs, and/or check in with and support one another. Working with your LC is not mandatory, but it will undoubtedly be helpful and make the course more interactive and enjoyable. LC members who consistently engage with their group throughout the term may submit their LC log (one per LC, signed off by all participating members, updated at least fortnightly) by the last day of term; their LC engagement can be used to top up their course engagement score (e.g. if your Piazza engagement was low or you missed a number of EAs). Getting to know someone from the class will additionally help secure you the option of working collaboratively on one of the assignments.

- You can start off the introductions by sending an 'announcement' within your group which message all LC members (just keep in mind that the Canvas default is that instructors receive it too). You can suggest to move to an alternate communication platform after that.
- If you have reached out to members of your LC at least twice and have not heard back after a week, you are welcome to contact us and we can add you to another LC. If your LC receives a new member at any point, we hope you can make them feel welcome. If you find anyone has acted disrespectfully, you may also contact us.



## Assessments

You will demonstrate to what extent you have met the course learning objectives via the assessment methods below. Further general information about each assessment follows. You will receive detailed information about each of the assignments and exams closer to each due date.

Assessment Style	Brief Overview	Deadline / Date	Percent of Grade
Assignment 1	Generate a RQ (solo or with a partner)	Choice of deadline: Jan 27 <sup>th</sup> 5pm (+0.3/10 earlybird bonus), <u>OR</u> Feb 1 <sup>st</sup> 5pm	10%*
Midterm 1	Up to & including Intelligence. On Canvas.	Feb 13 <sup>th</sup> 6-7pm***	15%**
Assignment 2	Short Essay (solo)	Choice of deadline: Mar 10 <sup>th</sup> 5pm (+0.5/15 earlybird bonus), <u>OR</u> Mar 15 <sup>th</sup> 5pm	15%
Midterm 2	Up to & including Social Psych	Mar 22 <sup>nd</sup> 7-8pm***	15%**
LaunchPad Quizzes	Best 6 of 9 quiz scores	Throughout the term	6%
Class Engagement	Engagement in the course, including syllabus quiz, EAs or other homework, and Piazza participation	Regular engagement throughout the term	12% (+2% bonus)
REC: HSP Research Credits	Either (a) Research participation or (b) Library project	(a) April 13 <sup>th</sup> (b) April 3 <sup>rd</sup> (See HSP website)	2%
Final Exam	Cumulative. Up to 2.5 hours. On Canvas.	Exam period: April 17 <sup>th</sup> –28 <sup>th</sup> (including Saturdays)	25%**
<i>Possible Total Final Grade:</i>			<i>102%</i>

\* If your life circumstances create time or other barriers for you, you may apply to the Instructor by email by Jan 20<sup>th</sup> to request to omit this assignment for compassionate reasons. In its place, Assignment 2 will become worth 25%.

\*\* If your Final Exam grade is higher than your midterms average, your lower midterm grade will be replaced with your exams average.

\*\*\* If you are unavailable in this time, please read below.

**Assignments:** We will provide the details of each assignment on Canvas. We encourage all students to aim for the earlybird deadlines; the bonus incentives are meant to help avoid missing final deadlines. Late work will be reduced by 10% per day for first 5 business days, after which point the assignment will not be accepted. Ensure you plan ahead in case of any pesky technological issues.

**Exams:** Exams will likely be comprised of multiple-choice and written-response questions. Details will be provided in advance of each exam. Exams will be based on lecture material, activities, the required readings, and any other assigned materials. Exams will assess your knowledge alongside your ability to apply what you have learned. The midterms are non-cumulative. The final exam is cumulative, but with an emphasis on material since Midterm 2.

- **Midterm times:** If you are unable to be available virtually to complete the midterm on Canvas at the set time, please email the Instructor by 3 weeks before the midterm date and you will be offered an alternative date and time before the set midterm date.
- **Final exam times:** Final exam details are released mid-Feb by the UBC Exams Office. You will need to ensure you are available for [UBC's set dates](#) (April 17-28<sup>th</sup>). However, students with legitimate exceptional circumstances may be able to be accommodated with an earlier exam date. Please contact the instructor before the end of March providing the reason you are unable to make that date. All other accommodations (e.g. due to sudden illness) will go through your academic advisor.

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

**Engagement Activities (EAs):** There will be a brief EA following each lecture to help you keep you on track with the course, keep your focus during the recordings, reflect on the material and pull out the key concepts, and for you to test your own comprehension on each topic. Pedagogical research shows that if students know they will later be tested on the material, it increases their attention and retention—so let's make the most of this psych hack. Each EA will be due one week after the release of the accompanying lecture. EAs are intended to be brief and will typically take 3-10 minutes but budget about 15 minutes just in case (and don't spend any longer than that). Note that EAs will not be reopened once the deadline passes. Don't worry if you are unable to complete all of the EAs, however; there is built-in leeway and you can still get 100% for EA participation even if you miss a few! Many EAs will count for participation (i.e. completion & evidence of effort) rather than correctness so don't fret if there are some questions to which you don't know the answers. If your score is consistently low, a TA may check in with you to see if you need additional support. You are welcome to collaborate with your LC or a classmate; submitting identical answers for EAs is permitted, unless where otherwise specified. Otherwise, you are encouraged to check answers to any questions you may have gotten stuck on with your LC in the first instance. If your LC is equally stumped, you are invited to post your question to Piazza before or after submitting your EA. Please be careful to avoid blank or incomplete submissions of EAs and homework—let us know if you submitted prematurely by accident.

**Launchpad Quizzes:** These brief quizzes are based on the Schacter textbook and are due after the end of each chapter we cover. Complete at least 6 of the 9 quizzes, but if you complete more, we will take your top 6 scores! Aim to complete these without any notes, as the quizzes are primarily in place to best get you prepared for the exams; trusting and investing in this method is more likely to help you achieve a higher overall grade in the longer term.

- **Launchpad Learning Curve 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 beneficial for revision.

### Research Experience Component:

Psychology is an active and exciting scientific discipline. Much research in psychology is carried out at universities just like ours. Towards this course, you will be asked to complete a research experience component as way of introducing you—in a hands-on and interactive way—to cutting edge research conducted by the Psychology department. This REC will be worth 2% of your grade and you can choose between two options detailed below (or mix & match for a total of 2 credits). You can learn more about the REC at <https://psych.ubc.ca/hsp>. Direct any technical questions to [hspresearch@psych.ubc.ca](mailto:hspresearch@psych.ubc.ca).

(a) **Human Subject Pool:** [Recommended] Most students will choose to earn their research experience component by participating in psychology studies (worth 1 credit for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>. If you register in the system by the end of the first month of classes you will have the opportunity to earn your first ½ credit with a brief online survey that may increase your eligibility for more interesting studies. While the in-person studies are often more interesting and you are encouraged to attend at least one, if you choose to you can receive all of your 2 credits through online studies. The HSP closes on the last day of classes; you are strongly urged to participate in and confirm your credits long before then. *To receive your points at the end of term, ensure you assign your credits to the correct class.*

(b) **The Library Option:** As an alternative to participation in the HSP, you may complete a library-writing project. Such projects consist of reading and summarizing the research question, the methods, and the results of a recent research article from the peer reviewed journal *Psychological Science*. The article can be on any topic within psychology but not a paper you already covered in any class nor in any of your assignments. You will receive 1 research participation credit for each article summary that meets the requirements listed online. You will be required to first submit your work to the plagiarism-detection website Turnitin.

### Bonus Points:



You may earn up to **2% bonus points** for exceptional engagement with this course. Thus, the maximum total grade in this course is 102%. Yay!

**Withdrawals:** Withdrawal from this course without record of the course on your transcript must occur by January 23<sup>rd</sup>, or by March 3<sup>rd</sup> for withdrawal with a standing of "W" on your transcript. Please come see the Instructor if you have any questions about this course.

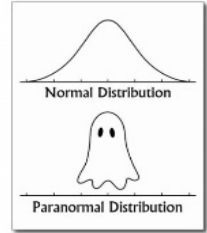
**Your Thoughts & Feedback:** We are always looking to improve the course and our teaching, and are open to change. At any point in the term and any number of times you are welcome to anonymously leave your thoughts about what you're enjoying and/or areas for improvement in the course or our teaching here: <https://forms.office.com/r/s0v9jjj6W>.



## Further Important Course Details

**Psychology 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 200-level class is 70% for an 'average' class, 68% for a 'weak' class, and 72% for an 'exceptionally strong class', with a target standard deviation of 14. Final grades may be scaled as necessary by instructors or the department for each course. Thus, grades are not official until they appear on a student's academic record. Grades always depend on students' mastery of course material relative to their peers.

➤ Instructor's note: Although it may sound daunting, I can explain about the advantages of this – ask in my OHs anytime.



**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 if their request for an [academic concession](#) is approved by their advising office. For final exams, students who are granted a deferred standing (SD) will write this exam later in the academic year. It is strongly recommended students contact their advisor as soon as they are able with evidence of the circumstance preventing their ability to make a deadline or sit an exam. Please note that UBC Health Services do not provide letters. In some cases, 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. 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 or exam written-response, you may apply in email to the Instructor within two days the work was handed back for a re-marking of your entire assessment/written response section. Your request must detail why you believe the assessment/exam question 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, slides, assessments, etc.) are the intellectual property of the course/instructor(s) or are licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder constitutes a breach of copyright and may lead to academic discipline. Students must request and receive verbal or written permission to copy or share any material. Translation: please do not share any materials outside our course without the instructor's agreement. I can grant permission even post-hoc – please just ask.

**Academic Integrity at University:** Cheating, plagiarism, collusion and other forms of academic misconduct are serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. 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 where collaboration is not explicitly permitted, and purposefully exposing or conveying information to other students taking the test, changing test answers once tests are marked, and handing in work prepared by those not listed as contributors, etc. 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, through response patterns. 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 (or groupwork) and must be referenced fully and appropriately. Please consult the [APA guide](#) for information about how to cite all sources. 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 and read this document in full, please add to the Funnies folder on Piazza as a 'follow-up discussion' to @7 your favourite student-themed meme, comic, or joke to demonstrate your thoroughness, engagement, and your sense of humour.

**Wellbeing:** We will do our best to support your success during the term. This includes identifying concerns we may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer students optional support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns we may identify, and Early Alert does not affect your academic record. It is there to help you. 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 [www.students.ubc.ca/livewell](http://www.students.ubc.ca/livewell).

**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 mental health, drug abuse, and 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.

**Important Land Acknowledgement:** The land on which UBC's Vancouver campus is situated is the traditional, ancestral, and unceded (occupied) territories of the Coast Salish peoples, including [xʷməθkʷəy̓əm](#) (Musqueam), [Tsleil-Waututh](#), and [Skwxwú7mesh](#) (Squamish) Nations. This land has been and continues to be a place of learning for the Coast Salish peoples, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site. These lands were taken without consent from Indigenous peoples. I welcome you to learn more. If you don't know whose land you're on, you can learn about Indigenous folks in your community here: <https://native-land.ca>. You are also encouraged to check out [UBC's Indigenous Portal](#).