



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 11 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. I am one of the Psychology Department Advisors, specializing in disability, student motivation, and academic success. In my free time, I play beach and indoor volleyball. How do you switch off?

Dr. Zysk's Office Hours:

My OH are typically of 'everyone-welcome' style: this means everyone is welcome to join us, ask questions, join in with discussions, or just listen in on our Q&As. 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, come early for any Tuesday OH or stay behind at the end of a Thursday OH when it's typically quiet, or contact me by email to arrange an alternate time to meet.

Teaching Assistants:

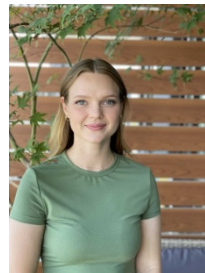
Simone Goldberg: (she/her) simone08@psych.ubc.ca



Hi! I am a second-year MA student in the Clinical Psychology program. I am interested in integrating multiple research methodologies (e.g., eye-tracking, psychophysiology, self-report) to better understand the role of attention and inattention in promoting and interfering with sexual well-being. My research aims to examine common distractors (e.g., poor genital self-image) and modifiable factors (e.g., mindfulness) associated with sexual

well-being, with the goal of developing novel interventions to bolster sexual well-being in individuals and couples.

Chantelle Cocquyt: (she/her) ccocquyt@psych.ubc.ca



Hello! I am a PhD student in Psychology working under the supervision of Dr. Daniela Palombo. My research focuses on how emotional memories are stored in the brain. Specifically, I use functional magnetic resonance imaging (fMRI) to look at patterns of brain activity to that we can better understand how these memories form and adapt over time. I like to spend my free time knitting a cozy sweater or snuggling my dog.

Course Description

This 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 brief re-/introduction to 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 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, including experimental and correlational designs.
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 Materials & Class Info

Canvas:

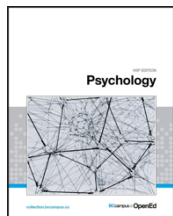


On Canvas you'll find the course info; lecture materials; engagement tasks; additional resources; assessment details; our class Q&A forum (Piazza); your grades; and other useful materials. Any announcements will be communicated in class and via Canvas Announcements. If you are not already automatically subscribed, ensure to set up your announcement alerts so you don't miss important information:

Accounts → Notifications → Announcements → "Notify me right away".

- Did you know you can also download the Canvas App to your smartphone device?

Course Materials:



Required textbook: Psychology – H5P Edition (2021). Spielman, Dumper, Jenkins, Lacombe, Lovett, & Perlmutter. This is a free, publicly accessible textbook. You can find the online and PDF versions here <https://opentextbc.ca/h5pppsychology/> or on our Canvas page.

Recommended supplemental textbook: Schacter 4-6th Canadian Edition Custom Package – Volume 2. You may find this textbook helpful in understanding and expanding on the key concepts covered. This book can be borrowed from the library. [NB: Volume 1 is often used in Psyc101 (thus, some students may wish to purchase both volumes at a discounted rate)]. This book can be accessed as an e-textbook.

Academic papers for assignments can be found through the [UBC Library](#).

piazza

Piazza is our class Q&A and discussion forum. You will find it on the left ribbon in our Canvas course.

What is it for? It is your 24/7 place to ask questions where you will receive efficient help. It's also a great platform for community, collaboration and interactivity; for e.g., you can use it to communicate with peers and share information and resources. **How can you get started?** [Sign up](#) with both your first name *and* surname, and your [UBC email address](#) (ideally) at the start of the course. Our welcome message on Piazza explains how to use the forum.

- Worried you won't give the correct answer? Don't be. Give your best informed answer to any questions you think you know the answer to. Other students can add to or edit the response – this becomes the "Students' Response". Instructors can "endorse" good responses, can edit parts of the Students' Response, and/or can add their own response as the "Instructors' Answer". I highly encourage the class to take a stab at answering questions first!
- 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.

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:* I invite you to look over the notes from each previous class, however briefly.

Class Notes:

The main concepts from the lecture slides will be made available for review purposes. However, ensure you add your own notes in and after each lecture; to help you succeed in 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 physical or psychological ill-health, please arrange for an appointment with your service provider, or you can access 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 to help 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 make-up exam. Please see the final page of the syllabus for further details.

Learning Community (LC):

You each have the option of being a part of a Learning Community of ~6 students. Benefits of being part of a LC include providing you with peer support, peer interaction, and ability to collaboratively work together on or check answers to EAs. Working with your LC is not mandatory, but is encouraged as it may be helpful and make the course more interactive and enjoyable. If you wish to be placed in an LC, await a Piazza message and add your name (and between 1-5 friends' names, if you have specific people with whom you would like to be grouped). This Piazza message will be pinned throughout the term (i.e. you will see it at the top of the feed) and you are welcome to sign up to join a pre-existing group at any time!



- Once added, you will be able to find your LC under Canvas → People → Groups. You can start off the introductions by sending an 'announcement' within your group which messages all LC members (just keep in mind that the Canvas default is that instructors receive it too). You can then suggest to move to an alternate communication platform.
- If you have reached out to members of your LC at least twice and have not heard back, 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, please do not hesitate to 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 the assignment and exams closer to each due date.

Assessment Style	Brief Overview	Deadline / Date	Percent of Grade
Short Assignment	Generate a RQ (with a partner or on own)	Earlybird deadline: Sept 28 th noon (5% bonus) <u>OR</u> : Extended deadline: Oct 10 th noon	10%
Midterm Quiz 1	Up to & incl. Emotion & Motivation	Oct 3 rd (in class)	15%*
Midterm Quiz 2	Intelligence & Development	Oct 31 st (in class)	15%*
Midterm Quiz 3	Personality & Social Psychology	Nov 16 th (in class)	15%*
Course Engagement	Engagement in the course, including 50% of EAs; other homework; syllabus quiz; & some possible small in-class activities	Engagement throughout the term	18% (+ 1-2% bonus)
REC: HSP Research Credits	Either (a) Research participation or (b) Library project	Start of Dec (See HSP website)	2% (+ 1-2% bonus)
Final Exam	Cumulative. Up to 2 hours.	Exam period: Dec 11 th -22 nd (including weekends)	25%*
<i>Possible Total Final Grade:</i>			<i>103%</i>

* Your lowest midterm grade will be replaced with your exams average, where it is of benefit to your overall exam score ☺

Assignments: You will receive details of the assignment on Canvas. I encourage all students to aim for the earlybird deadline; the bonus incentive is meant to help avoid missing the final extended deadline. 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. It is recommended to work with a partner; assignment grades on average are higher when collaborating than when working alone.

Exams: Exams (i.e. midterm quizzes & the final exam) will typically 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*. You will get practice applying knowledge throughout the term through in-class activities and assigned tasks. Midterm quizzes are non-cumulative. The final exam is cumulative, with an emphasis on material since Midterm quiz 3.

- **Final exam times:** Final exam details are released by mid-Nov by the [UBC Exams Office](#). Ensure you are available for UBC's set dates (Dec 11-22, 2023). Students with legitimate exceptional circumstances may be able to be accommodated with an earlier exam date, or may otherwise be permitted to take the exam during UBC's referral exam dates at the end of the academic year. Accommodation requests (e.g. due to sudden illness) can go through your academic advisor; some may go through your instructor at your discretion.

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 short EA following most lectures to help keep you on track with the course, extract key concepts, reflect on the material, practice applying what you know, and for you to get the opportunity test your own comprehension on each topic. Pedagogical research shows: 1) when students know they will later be tested on the material, it increases their attention and retention, and 2) testing and retesting aids comprehension and memory. Thus, we will apply this psych hack to students' benefit. Each EA will be due before the start of the subsequent lecture. Note that EAs will not be reopened once the deadline passes. EAs are intended to be *brief*, typically taking 3-10 minutes (*tip*: don't spend any longer than 15mins on any!). While I encourage you to complete most of the EAs to help you succeed in this course, you will **only be required to complete 50% of the EAs throughout the term**. Of these, a number will be selected for marking which will count toward your EA score.

- Most EAs will be scored for *effort* rather than correctness so don't fret if there are some questions to which you don't know the answers. Some questions are designed to get you thinking, or developing an opinion. If your score is consistently low, a TA may check in with you to see if you need additional support.
- *Please be careful to avoid blank or incomplete submissions of EAs and homework—let us know if you submitted prematurely by accident, so these do not get counted as 'zero' scores. Ensure to complete any EAs you open so they are not automatically submitted as blank.*
- 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 or classmates 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.

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). Learn more about the REC at <https://psych.ubc.ca/hsp>. Direct any technical questions to hspresearch@psych.ubc.ca.

(a) **Human Subject Pool:** [Recommended] Most students will choose to earn their research experience component by participating in psychology studies 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. You will receive 1 credit for each hour of taking part; this will be higher if you take part in in-person research. 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. Please choose a paper written within the last few years to build up-to-date knowledge. 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 **1-2% bonus points** for extra engagement with HSP, and/or up to **1-2% bonus** for exceptional engagement with this course. The maximum total grade in this course is 103%. Yay!

Withdrawals: Withdrawal from this course without record of the course on your transcript must occur by September 18th, or by October 27th for withdrawal with a standing of "W" on your transcript. Please see the Instructor if you have any questions about this course.

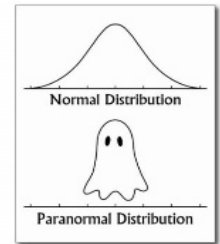
Your Thoughts & Feedback: I am always looking to improve the course and our teaching, and are open to change. At any point in the term and any number of times you are welcome to anonymously leave your thoughts about what you're enjoying and/or areas for improvement in the course or my teaching here: <https://forms.office.com/r/s0v9ijjj6W>. I will be reading your feedback regularly and am open to making changes to the course throughout our term together.

Further Important Course Details

Cancelled class: Thursday, October 12, 2023 has been designated as a “Make-up Monday”. All UBC classes normally scheduled for Thursday, October 12 are cancelled, including for this course. Please attend your typical Monday classes instead.

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 any 100- and 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.
- A colleague teaching a 2nd year research methods course also wrote a detailed piece on this topic [here](#).



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 choose to 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, 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 should 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 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. Generative A.I. tools like ChatGPT are not permitted for any stage of work in this class. Importantly, any submitted written work must consist of your own writing from its conceptual stages. Generative A.I. programs are not a replacement for human creativity, originality, and critical thinking. Using these tools to complete work in this class is strictly prohibited and will be considered an act of academic misconduct.

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

Psychology Advising: This year we are excited to introduce you to a new scheme which is that of Psychology Advising. You will be able to book one-on-one meetings from a selection of advisors who specialize in various academic, wellbeing, and support matters. This scheme will be launched here soon: <https://psych.ubc.ca/undergraduate/advising/>.

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 [x̣ẉməθḳẉỵəm](#) (Musqueam), [Ṭṣleil-Ẉauṭuth](#), and [Sḳwx̣ẉú7̣mesh](#) (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](#).