

# Psychology 102.007 & .008 TERM 2 2024

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

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

<u>Professor:</u>	<u>Online Office hours (PST):</u>	<u>Email &amp; Zoom link</u>	Contact for general questions
<b>TONI SCHMADER,</b> <b>PH.D. (SHE/HER)</b>	Tuesdays 2 – 3 pm & by appt.	tschmader@psych.ubc.ca <b>Access Zoom link through Canvas</b>	about course content & careers and grad school in psych. Email addressed to Prof. Schmader
<u>Teaching Assistants:</u>	<u>Office hours (PST):</u>	<u>Email</u>	Contact for essay and exam review by last name & section. Emails address to first name of TA
<b>SEONWOO HONG</b> (SHE/HER)	Thursdays 2 – 3 ppm <b>Kenny 4003</b>	seonwoo.hong@psych.ubc.ca	007 Students A-L & C of Accessibility
<b>KIRSTEN PALMER</b> (SHE/HER)	Mondays 2:00 -3:00 pm <b>Kenny 4003</b>	palmer74@mail.ubc.ca	007 Students M-Z
<b>DRISHTI DATTA</b> (SHE/HER)	Thursdays 12:30 – 1:30 pm <b>Access Zoom link through Canvas</b>	drishti.datta@ubc.ca	008 Students A-L & C of Accessibility
<b>ANUKI AMARAKOON</b> (SHE/HER)	Wednesdays 1- 2 pm <b>Kenny 4003</b>	anuki@psych.ubc.ca	008 Students M-Z
<u>PIAZZA DISCUSSION BOARD</u>	Find our class page at: <a href="https://piazza.com/ubc.ca/winterterm22023/psyc102007008">https://piazza.com/ubc.ca/winterterm22023/psyc102007008</a>		For questions about content, assignments, and exams

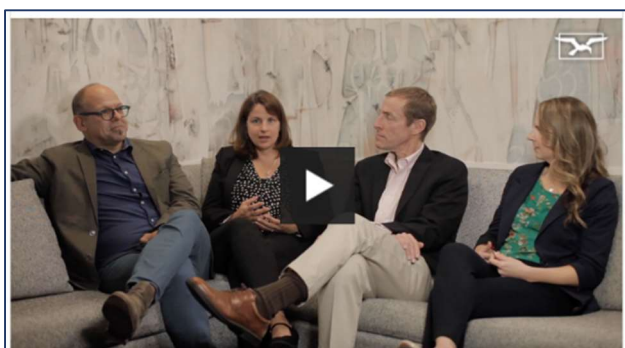
\*\*Emails should be professional and courteous. We will strive to respond to your questions within 2 business days.

### CLASS MEETINGS:

PSYC 102.007: Tues, Thurs 9:30 am – 10:50 am Earth Sciences 1013

PSYC 102.008: Tues, Thurs 11:00 am – 12:20 pm Earth Sciences 1013

### TEXTBOOK:



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

GROSS, SCHMADER, ANDERSON, & MARTIN HARD (2022)

*Canvas Digital: Interactive Psychology (2<sup>nd</sup> Edition)*

*Ebook with InQuizative for Willo*

- 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:

By the end of this course, you should be able to:

- *Identify how human behaviour can be understood from multiple, diverse perspectives.*
- *Describe classic, contemporary, and newer decolonial theoretical perspectives in psychology.*
- *Identify and be able to critique 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 and ways of knowing.*
- *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.*
- *Express your own perspective and critical analysis of course content in written form.*

### *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 InQuizative 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:

### *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. I encourage you to form a study pair or group. They will provide you with the opportunity to interact in what is otherwise a large class.
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/winterterm22023/psyc102007008>**

3. Office hours: You are encouraged to come to office hours to ask questions or get help on issues related to the course. You can ask general questions related to course content to any member of the teaching team and times are provided throughout the week to help accommodate your schedule. For specific types of questions, consult the Team information above to determine your best point of contact. Zoom links for virtual office hours 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
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 3, the final exam will include 20-30 multiple choice questions asking you to integrate content across topics <b>focusing only 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?

Unless you are registered with Centre of Accessibility, you will take midterm exams in class during the normally scheduled class period. The date, time, and location of the final exam will be announced later in the term.

## 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. Missing the deadline (plus a one hour grace period) results in a zero for that quiz. These are effort-based points that are relatively easy to earn; complete them early to avoid problems close to the deadlines.

## 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 and turned in by the deadline to receive full credit.

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

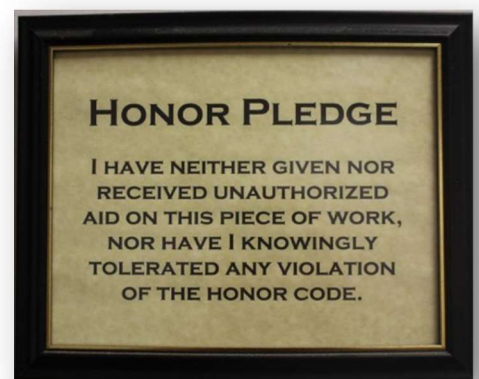
Written work **must be** the result of your independent work. Evidence of cheating or plagiarism (from a published or online source or from another student) will result in an immediate zero on the assignment and possibly the class. Further action may be taken by the department or university.

**ChatGPT:** Given the self-reflection required in the written assignments, ChatGPT is unlikely to help you and use of AI to write your essay or generate ideas could constitute plagiarism. You can only use ChatGPT (or other AI) to proof your essay for type-os and readability. However, **any use of AI must be accompanied by the prompt you used.**

Please familiarize yourself with the definition of plagiarism and the penalties at UBC.

**You might be tested on your understanding of what constitutes plagiarism:**

<https://academicintegrity.ubc.ca/regulation-process/academic-misconduct/>  
<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 a 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:

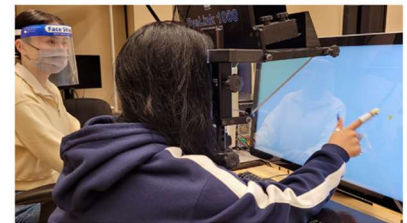
### Option 1: Participate in the Psychology Department Human Subjects Pool (HSP)

Most students will choose to earn their research experience component by spending **two hours participating in psychology studies (worth 1% point for each hour)** through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to: <https://ubc-psych.sona-systems.com/>.

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 and earn your credits long before the last week of class.

Further instruction on Psychology Department's Human Subjects Pool can be found at: <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>

### 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 may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal Psychological Science. You will receive one (1) research participation credit for each article summary that meets the following requirements.

Requirements:

- The article must have been published in the journal titled "Psychological Science" between 2000 – present.
- The article must be a research article (not a review article, news item, or letter to the editor)
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool system (<https://ubc-psych.sona-systems.com/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.
- For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).
- You must submit your article and summary to turnitin.com.
- For submission information, see <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>, click on HSP Participant Information, and read the section on the Library Option.

## 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.

## Course Policies

**Lecture Slides.** I will post lecture slides on Canvas as PDFs by 11 pm the night before class so that you can pull them up or print them out to take notes on. However, because I might make changes after they are posted, I will let you know during classes if changes have been made. These slides merely provide an outline for the material. There will be details presented in class that are not be on the slides. The slides do not substitute for taking notes.  
**Lectures will not be recorded.**

**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 a class due to illness or other conflicts, it will be your responsibility to get notes from another student.

**Missing an Exam.** Assuming you are in good health, 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 and 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.

**Teaching Team Illness or Emergency.** If I or a TA experience a personal illness or 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; or feel that I am failing to create an inclusive space in our course, please reach out to me, a TA, or our Department's Associate Head of EDI (Amori Mikami, [mikami@psych.ubc.ca](mailto:mikami@psych.ubc.ca)). 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 documented 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> (604.822.5844) and take the necessary steps to ensure your success at UBC. If you are enrolled at CfA, please contact **Seonwoo Hong** ([seonwoo.hong@psych.ubc.ca](mailto:seonwoo.hong@psych.ubc.ca)) to make sure she has the documentation for your testing accommodation. If you have not registered to take an exam at least one week prior to the exam date, you will likely need to take it in class. Email the professor if you are requesting accommodation on some other grounds (e.g., religious, family emergency, university-related travel).

## Additional support for helping you to be successful in this course

**Academic Advising:** UBC's Students Services' Academic Advisors can provide guidance on your academic progress, degree requirements, program planning and more. They can also help you apply for in-term academic concessions if you face extenuating circumstances that prevent you from completing work for your courses.

**Writing Support:** The UBC Centre for Writing and Scholarly Communication offers tutoring services and resources and has an amazing collection of information and resources about writing.

**UBC Learning Commons:** UBC's Chapman Learning Commons provides information about academic resources, from tutoring and workshops to study groups and online technology tools. It also offers resources on a variety of academic topics.

**AMS Tutoring:** The AMS, which is your UBC student society, offers free group tutoring covering a variety of courses.

**Health and Wellbeing:** It's important to take care of your physical, mental, and emotional health as you navigate university life. Be sure to check out the resources available through the Wellness Centre, Student Counselling Services, and other health resources posted on the health section of the Student Services website.

## Class Etiquette

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
- On Piazza, you are expected to use the 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.



## CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNED READING</u>	<u>ASSIGNMENT DUE DATES</u>
WEEK 1 JAN 9	INTRODUCTION	CHAPTER 1	
WEEK 2 JAN 11, 16	RESEARCH METHODS	CHAPTER 2	
JAN 18	NO CLASS	VIDEO ASSIGNED INSTEAD; ANNOUNCEMENT WILL BE MADE ON CANVAS	
WEEK 3 JAN 23, 25, 30	DEVELOPMENT	CHAPTER 11	AA1 DATA DUE BY TUESDAY JAN 25 BY 11 P.M. PST
WEEK 4 FEB 1, 6	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 13, 15	PERSONALITY	CHAPTER 12	AA1 ESSAY DUE FRIDAY FEB 9 BY 11 P.M. PST
 <b>READING WEEK (FEB 19-23)</b> 			
WEEK 7 FEB 27, 29	MOTIVATION	CHAPTER 9	AA2 DATA DUE BY FRIDAY MAR 1 BY 11 P.M. PST
WEEK 8 MAR 5, 7	EMOTION	CHAPTER 9	
WEEK 8 MAR 12, 14	STRESS & HEALTH	CHAPTER 10	
WEEK 9 MAR 19	TEST 2		CH 12, 9, 10 INQUIZATIVE QUIZZES DUE 11 PM, MON, MARCH 18
WEEK 10 MAR 21, 26	CLINICAL DISORDERS	CHAPTER 13	AA2 ESSAY DUE FRIDAY MARCH 22 BY 11 P.M. PST
WEEK 11 MAR 28, APR 2	THERAPIES	CHAPTER 14	
WEEK 12 APR 4, 9, 11	SOCIAL PSYCHOLOGY	CHAPTER 15	LAST DAY FOR REC CREDIT IS FRI APR 12 AA3 ESSAY DUE FRI, APRIL 12 BY 11 P.M. PST
TBA	TEST 3 + CUMULATIVE FINAL EXAM	CH 13, 14, 15 INQUIZATIVES DUE 11 PM NIGHT BEFORE FINAL	