

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 12 years. My research has involved investigating OCD contamination fears and virtual reality treatment of social anxiety and public speaking fears. I also enjoy researching student transitions, well-being and academic success. I am one of the Psychology Department Advisors, specializing in student motivation, academic success and disability. In my free time I play beach and indoor volleyball. How do you switch off?

Teaching Assistant: Atse Beyene (they/them)



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Atse (pronounced 'a-tay') is a 3rd year UG neuroscience student focusing on behavioural neuroscience. Their interests include EDI and ethics in research and neurodiversity – especially autism. When they're not doing coursework or volunteering at the Samuels Lab, they're probably watching math videos on youtube or playing 'Magic: the Gathering'. Please feel free to reach out with any questions or for support in the course – they're always happy to help!

Dr. Zysk's Drop-In Office Hours:

My OHs will typically be held in-person outside our classroom. They will be of "everyone-welcome" style which means all are welcome to join, ask questions, contribute to 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 OHs anytime as you please. If you have a private or personal matter, notify me at the start and we can chat one-on-one at the end of any of my OHs, or contact me by email to arrange an alternate time to meet. I will typically be able to host an OH after each lecture, but sometimes this instead will be before a lecture or an online option for maximum accessibility. Please check Canvas → Modules → Course Overview → Office Hours for my weekly OHs.

TA Office Hours: Will typically be held on Mondays. Please see Canvas → Modules → Course Overview → Office Hours.

Psychology General Advising

Should you have any questions outside our course about a psychology degree, research opportunities, graduate school, academic success, support options, etc., please visit psych.ubc.ca/undergraduate/advising/. There are various advisors who can assist you. To book an advising appointment with me directly, you are welcome to sign up here drevazysk.youcanbook.me until March.

Course Description

Psychological claims are all around us, but only some are backed by scientific evidence. Throughout this course, you will investigate how research is presented in the media (such as in news articles, podcasts, blogs), and will critique it by applying basic principles of psychological research methods. As you become a more skillful consumer of psychological research, you will be able to translate psychological science to help others and yourself.

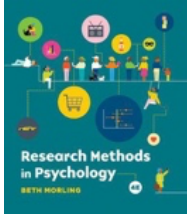
Lectures will involve us covering relevant information, gaining critical skills, engaging in interactivity, and working collaboratively to gain and share knowledge and ideas, engage in thought-provoking discussions, and solve problems.

Learning Objectives

Over the course of this term, you can expect to learn to:

1. Evaluate the validity of psychological claims made in the media (or in everyday conversation)
2. Scrutinize the evidence being used to support psychological claims
3. Distinguish experimental from non-experimental designs, and match them to appropriate behavioral claims
4. Understand conclusions from empirical journal articles
5. Construct accurate summaries of psychological research that are appropriate for a lay audience
6. Interpret results presented in graphs & infographics
7. Understand basic statistics, including contrasting effect size with statistical significance
8. Collaborate with a team to solve problems.

Course Materials & Class Info



Required Textbook: Morling, B. (2021). *Research Methods in Psychology: Evaluating a World of Information* (4th Edition). New York: Norton. You can choose the e-book version, the UBC looseleaf version, or the original soft-cover textbook version.

- Please keep the receipt as you may need it for accessing InQuizitive and the e-version of the textbook. As InQuizitive is not a course component this term, it is ok to get this textbook second-hand without e-access.
- In addition to textbook readings, there will be other assigned readings, videos, blogs, etc.
- Academic papers for assignments can be found through the [UBC Library](#).



Canvas: On Canvas you'll find course information; lecture materials; additional resources; activities; assessment info; Piazza; your grades; and other useful materials.

Ensure to set up your announcement alerts so you don't miss important information: Accounts → Notifications → Announcements → "Notify me right away" which will email you when I post a class announcement.

- Did you know you can also download the Canvas App?



iClicker: In most lectures, you will use an [iClicker](#) to respond to in-class questions and polls to test your knowledge, cast votes, for and other interactivity. It is recommended

download the iClicker Cloud app on your smartphone. If you do not have a smartphone, you can use your laptop/tablet, or contact me and I can lend you an old-school iClicker remote so you are not prevented from taking part.

- To join our class, go to: <https://join.iclicker.com/DMSV>



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

What is it for? For one, it's your 24/7 place to ask any of your non-personal questions, and where you will receive efficient help. You can also use it to communicate with classmates, find group/team members, and share information and resources. You will be asked to complete some tasks and post these to Piazza during the term.

What will you be doing? Aim to be regularly active on Piazza through helping provide answers, occasionally taking part in your choice of discussions, and completing class tasks. Questions will primarily be answered by peers. Students are asked to aim to keep to a ratio of providing at least one answer for every two questions they post. For any questions peers are unable to answer, please tag @DrEvaZysk and I will be happy to answer them. **How can you get started?** Sign up at the start of the course with ***both your first name and surname*** to ensure you can collect your engagement points at the end of the term. My welcome message on Piazza explains how to use the forum. You can show you have read my message by providing your poll response, and to start collecting your 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 now 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. You can also contribute to or edit peers' answers. Instructors will be on hand to 'endorse' good answers, and can correct any less accurate responses. Importantly: never be shy to post what you think is a 'stupid question' – e.g. "is the midterm tomorrow?". *Piazza is there to help you!*

Class Preparation: There will typically be 1-2 brief selected readings or other media before each lecture. There will be no expected textbook pre-readings before each lecture. Bring your i-Clicker to each class. *Tip:* I invite you to look over the notes from each previous lecture, however briefly, for example as you wait for our lecture to start.

Interactivity & Collaboration: This course is highly interactive and collaborative. Students will discuss material and work to solve problems in groups every class. You will complete two assignments with peers also. Come to each class prepared to get involved, learn from one another, and importantly, have fun doing so!

- While it can take some getting used at the start, my previous P216 students very commonly report that this ends up being one of the most enjoyable parts of this course! I hope you find—perhaps even to your surprise—this to be your experience as well.
- I want this course to be accessible to (and fun for) all my students. If you experience anything which may hinder your abilities to be involved, please contact me and we can work together to find a suitable solution.
- A few of our classes may be virtual, allowing us to interact in various ways.

Class Notes: I will make my slides available for review purposes after each session. Ensure you add your own notes from each lecture; to help you succeed in the course you should not rely on the uploaded notes alone. It is expected students obtain a copy of their peers' notes for any class they miss.

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

Assessments

You will demonstrate to what extent you have met the learning objectives in the assessments as below. Further information about the assessments follows. You will receive detailed information in class and on Canvas closer to each due date.

Assessment Style	Brief Overview	Deadline / Date	% of Grade
Assignment 1* (recommended; but you can opt-out**)	Infographic (team)	Regular deadline: Feb 6 th 9am (+0.25/10 earlybird bonus), OR Free extension: Feb 8 th 9am	10%*
Midterm*	Chapters 1-3, 5, & data	Feb 13 th 2pm	15%*
Assignment 2	Multi-Media Assignment (team)	Regular deadline: Mar 26 th 9am (+0.5/25 earlybird bonus), OR Free extension: Mar 28 th 6pm	25%
Final Exam	Cumulative	Exam period: April 16 th -27 th	30%
Class Engagement: Peer Component	Peer grade for your engagement in in-class peer discussions	Regular engagement throughout the term	8%
Class Engagement: Activity & Homework Component	Class engagement, homework completion, Piazza participation	Regular engagement throughout the term	10%
Research Experience Component (REC)	Either (a) Research participation or (b) Library Project	(a) April 12 th 4pm (b) April 5 th 4pm	2%
Course Engagement Bonus	Up to 2% of bonus points can be earned for exceptional engagement in this course.	Throughout the term	(+2% bonus)
<i>Possible Total Final Grade:</i>			<i>102%</i>

* I compassionately understand that sometimes students may have ‘off’ days, struggle with exam anxiety, or face other setbacks that can impact academic performance. I also understand that there can sometimes be challenges with teamwork.

To ease your worries, I will calculate your final grade as follows:

- *If you perform better on Assignment 2 than Assignment 1, your Assignment 1 grade will be dropped and your Assignment 2 grade will become worth 35%.*
- *(Additionally) If you perform better on the final exam than on the midterm, your midterm will be worth 10%, while your final exam mark will become worth 35%.*

Assignments: I will provide the details of each assignment in a lecture and the detailed assessment specifications will be posted on Canvas. The bonus incentives are meant to help avoid missing final deadlines – please aim for these. Note that the final deadline incorporates an extension that is made available to all teams without explanations or concession forms needed. Late work beyond the extension will be reduced by 10% per day for first 5 business days, after which point the assignment will not be accepted. Ensure your group plans ahead in case of any pesky technological issues.

- ****** To opt-out of Assignment 1, please email the TA a maximum of 1 week before the deadline.
- You will submit a Team Log alongside each assignment. The log should list the division of labour, who was present at each meeting, the interim deadlines, and to what extent they were met by each team member. Please keep this log up-to-date. It may be fairly brief, and will not influence the team’s overall grade but is necessary for the work to be graded. Before submitting the document, each member should sign that the log is a fair and accurate representation of the work division. In case of any group difficulties that cannot be resolved between members, please schedule an appointment with me or the TA and bring your Team Log.

Exams: Exams will be comprised of multiple-choice items 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 the take-away messages from any multi-media used. Exams will assess your knowledge, interrogation skills, and ability to apply what you learned.

- **Final Exam:** final exam details are released mid-February by the UBC Exams Office. You will need to ensure you are available for the set dates (April 16-27th, including weekends) as there is no alternative date for the final exam. The final exam is cumulative, but with an emphasis on material since the midterm.

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

Class engagement: Peer component: Your engagement with this course will in part be evaluated by your group members, who will get to work with you for the duration of the term. The grade they provide will take into account your class preparation, contributions to team discussions, engagement in activities, effort, and collaborative spirit. Your peers' grades will be averaged to provide a grade worth 8% of your course. Peer grades tend to correlate strongly with the students' attendance, other engagement, and with other peer's evaluations of them; in other words, they are valid and reliable.

Class engagement: Activity & homework component: This grade will primarily comprise of your in-class engagement and completion of small homework tasks. While I hope that you can attend most classes, it's okay if there are a few you miss. Most activities and homework grades are simply completion- or effort-based, not correctness-based. Much of the homework can be done with peers; in such cases you can submit identical copies of your answers. You are welcome to check with peers any questions you are unsure about (before or after submitting), and in cases where your peers are also stumped, you are encouraged to ask on Piazza after the deadline has passed (to give other students a chance to think through the concepts). It is important you do not submit incomplete homework or homework lacking reasonable effort—contact your TA if you submitted prematurely by accident. Other course contributions may also be noted to boost your score, e.g. active participation in lectures, leadership, standing out in an area, etc.

Recommended but optional - InQuizitive Quizzes: These formative optional quizzes are based on the Morling textbook and are suggested for completion after the end of each chapter we cover. While these were removed from assessments this term to reduce your workload, past students said they were very helpful so they are recommended to help master the material. Aim to complete these without notes; despite lower scores on the quizzes, trusting and investing in this revision method is more likely to help you achieve higher exam scores.

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.

(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. The HSP closes on the last day of classes; you are strongly urged to participate in and confirm your credits long before then. *Ensure you assign your credits to the correct class.*

(b) **The Library Option:** As an alternative to participation in HSP research, you may complete a library-writing project. Such projects consist of reading and summarizing the research question, the methods, and the results of a research article from the peer reviewed journal *Psychological Science*. You will receive 1 research participation credit for each article summary that meets the requirements listed online.

Bonus Points:



You may earn up to **2% extra bonus points** for going above and beyond engaging with this course in your unique way(s). If you so choose, up to 1 of these points can be achieved through an additional 1 HSP credit. The maximum total grade in this course is 102%. ☺

Withdrawals: Withdrawal from this course without record of the course on your transcript must occur by January 19th, or by March 1st for withdrawal with a standing of “W” on your transcript. Please come see the Instructor if you have any questions about this course.

Your Feedback: I am always looking to improve the course and my teaching. 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/SEhDWbCnt7>. I will be reading your feedback regularly and am open to making changes to the course throughout our term together.

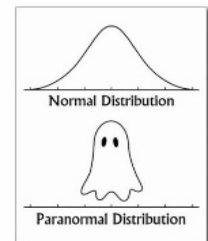
Health Concerns / Personal matters: If you are experiencing psychological or physical ill-health, please arrange for an appointment with your personal GP, or you can assess UBC's [Student Health Services](#). Please reach out to me if you are in need and there are any barriers preventing you from accessing any resources. Also, please contact me if there is a way I 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, in the first instance 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.

- Masks: All students have the right to choose to wear a mask or where public health orders permit, choose not to. Please ensure you act with compassion to all members of our class, regardless of their choice. If you feel more comfortable with grouping with those who also choose to wear a mask, you are welcome to create such groups, and/or I invite you to come sit at the front left-most side of the class at the start of term where other mask-wearing students will know they can join you. If you have any questions, special requests or concerns, please do not hesitate to reach out to me privately.
- Vaccines have consistently been shown to be an effective way to help protect yourself and those around you from illness. UBC strongly recommends that all students, faculty and staff get vaccinated and if eligible, receive their booster dose. You can learn more at <https://immunizebc.ca>. Also remember to wash your hands regularly. You can complete a self-assessment for COVID-19 symptoms [here](#).
- If you miss class because of illness:
 - Find a classmate who is willing to share their notes. Ask your group or use Piazza to connect with other peers.
 - Consult the class resources on Canvas.
 - Attend office hours if you have questions once you're well.

Further Important Course Details

Psychology Department's Policy on Grade Distributions & Scaling: In order to reduce grade inflation and maintain equity across multiple classes and sections, Psychology courses are required to conform 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. Grades are not official until they appear on a student's academic record. Grades depend on students' past 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 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 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 weeks the work was handed back for a re-marking of your entire assessment/written response section. Please first allow a 48-hour reflection period before contacting the teaching team. 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. For assignments, all your group members must provide written agreement and justification for the remarking.

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: 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- or psych-themed meme, comic, or joke to demonstrate your thoroughness, engagement, and sense of humour.

Diversity & Inclusion: This class strives to build a community where students of all gender identities, gender expression, sex, race, ethnicity, ability, health, age, sexual orientation, political and religious affiliation, socioeconomic background (this list goes on) feel included and are treated equitably. Please always ensure your words and actions are coming from a place of kindness and compassion whether you agree or disagree on any matter. If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to raise this with me or your TA.

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 initiative which is that of Psychology Advising. You are welcome to book one-on-one meetings from a selection of advisors who specialize in various academic, wellbeing, and support matters. More information and booking details are found here: <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.

Acknowledgments: This course is inspired by Dr. Catherine Rawn and Dr. Kristie Dukewich; I am grateful for their creativity, wisdom and input.

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 [x̣m̄θk̄w̄ȳəm](#) (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](#).