

PSYC 102 (Section 001): Introduction to Developmental, Social, Personality, and Clinical Psychology

T/Th 9:30-11am @ WESB-100

Online home: <https://canvas.ubc.ca/courses/146825>

PROFESSOR:

Andrew Rivers, PhD

Student hours: See Canvas front page for regular in-person and Zoom office hours

Contact: amrivers@psych.ubc.ca



Email Policy: Please include “PSYC102” in the subject line of your emails & note that emails may not be answered on weekends.

Andrew is also happy to meet individually meetings by email request!

TEACHING ASSISTANTS:

Ruoning Li

Student hours: See Canvas front page for office hours

Contact: ruoningli@psych.ubc.ca

Mathurada Jullamon

Student hours: See Canvas front page for office hours

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COURSE DESCRIPTION

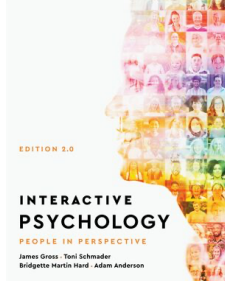
This course will introduce you to several major areas in the study of human psychology (there’s much more than Sigmund Freud!). During the course, we will cover latent, or unobservable, psychological constructs like motivation, self-esteem, and personality as well as observable human behavior like helping, conformity, and aggression. In addition to understanding how ‘normal’ humans think, feel, and behave we will also consider ‘abnormal’ psychology as studied in the field of clinical psychology.

LEARNING GOALS

Over the course of this term, you should expect to:

1. **Understand major psychological theories of human cognition and behavior:** Theories are the currency of all scientific inquiry in the psychological sciences. Theories are models that allow us can make sense of the behaviors that we see in ourselves and others. Good theories are simple, useful, and always wrong in some ways. We will talk about the implications of this fact and how we should think about uncertainty in the study of human behavior.
2. **Learn about landmark experiments and findings in the study of human behavior:** We will learn about many landmark psychological studies that changed the way we think about human psychology. Not only will we understand the implications of this groundbreaking work, but we will also consider critiques of these landmark studies where appropriate.
3. **Develop an understanding of psychology as a science:** What methods do psychologists use to investigate human behavior? How can we distinguish these methods from other ways of knowing about the world, such as intuition? The answers to these questions relate most closely to epistemology, or “how we know the things we know?” We will discuss techniques that psychologists have developed to test their theories, touching on both their strengths and weaknesses.
4. **Apply psychological knowledge to real-world situations:** Psychological knowledge is meant to improve human functioning and well-being. We will learn pieces of practical information that we can put to use immediately in our own lives (for example, “How can we best eliminate a phobia?”).
5. **Find INSPIRATION!** I am genuinely excited and fascinated by human psychology and behavior; I hope to ‘infect’ you with this same enthusiasm!

TEXTBOOK



The required text for this course is *Interactive Psychology: People in Perspective* (Gross et al., 2023, 2nd Ed.). All additional readings and material will be available on the Canvas course website. You will be expected to read, listen to, or watch all additional materials unless otherwise noted.

eText is available from the UBC bookstore

eText and hardcopy version is also available (the more expensive option)

Either is fine, but you must be able to access a copy of your own 😊

LEARNING ASSESSMENT

Learning assessment (i.e., grades) will consist of the following components:

1) InQuizitive Reading Guides

To help *motivate* us, there will be a short *open-book* quiz accompanying each of our textbook chapters.

InQuizitive guides will be due most Mondays this term by 11:59pm. These are *open-book*, but you should work on them individually rather than in a group – psychological research shows that we learn best this way!

2) Podcast Activities

There will be 6 podcast activities listed on Canvas throughout the term. The purpose of these activities is to *inspire you!* Each podcast covers a fascinating aspect of human psychology, and are produced in an engaging way. Because their purpose is to *inspire*, there are not ‘right’ or ‘wrong’ answers on these activities. Thus, completed submissions *meeting activity guidelines* are very likely to receive full credit. One point (50%) will be deducted for each 24 hours that the assignment is submitted late.

3) Individualized Engagement Portfolio

Actively engaging with others to discuss human psychology may be the single best way to deeply learn material in this class. The *individualized engagement portfolio* is designed to allow us to choose our own engagement journey. Talk with a friend or family member about something you read! Meet with a discussion group to debate an interesting current event! At the end of the term, I would like you to document, in writing, at least 7 ways that you have engaged with others to talk psychology.

4) Midterm Exams

There will be two midterm exams, which will assess understanding of material from lecture and the textbook. More details about the exams will be announced as the date of each exam approaches.

5) Final Exam

The final exam will be *cumulative*, and will assess understanding of material from lecture and the textbook. More details will be announced as the finals period approaches.

6) Participation in Psychological Research (2 credits required/+3 extra credit possible)

Developing an understanding of psychology as a science requires a working knowledge of how research psychologists study human behavior. One of the best ways to acquire this knowledge is to participate in psychological research. Students will be expected to earn at least 2 participation credits by participating in accredited psychology experiments at UBC. As an alternative to participating in studies, students can complete writing projects, in which you read and summarize a research article. See the HSP website for detailed information including due dates and submission procedures for the writing projects. Also see the “HSP Syllabus Supplement” on Canvas. To register and participate, visit <https://psych.ubc.ca/hsp>

GRADING BREAKDOWN

ASSESSMENT TYPE	POINTS
1) <i>InQuizitive</i> quizzes (8x)	8
2) Podcast Activities (6x)	12
3) Individualized Engagement Portfolio	8
4) Midterm Exams (2x)	40
5) Final Exam	50
6) Participation in Research (HSP, 3x)	2 (EC +3%)
Total	120 points

Oops! Token (1x)

Even if we are diligent in keeping up with course material and diligent in our planning for the weeks ahead, *sometimes* _____ *happens!* Each student will receive an ***Oops! Token*** that they can use once during the term. The token may be used in the following ways:

- “Oops, I forgot to complete my *InQuizitive* this week!”
 - If you use the ***Oops! Token***, you’ll receive full credit for the missed *InQuizitive*.
- “Oops, I submitted my podcast activity after the deadline!”
 - If you use ***Oops!***, I’ll accept your submission with no penalty at any time during the term.
- “Oops, I didn’t document the required number of engagement events in my engagement portfolio”
 - If you use ***Oops!***, the requirement is now only to document at least 4 events.
- “Oops, I missed the midterm exam!”
 - If you use ***Oops!***, your score on the final exam will count for both exams.
- “Oops, it’s the end of the term and I don’t see any more HSP studies available!”
 - If you use ***Oops!***, you’ll receive 1 HSP credit.

Fine Print: The ***Oops Token!*** is a ‘no questions asked’ benefit, you can use it whenever you’d like and for whatever *oops!* might have happened. The ***Oops Token!*** **CANNOT** be used for the final exam. Additionally, the ***Oops Token!*** cannot be used for the midterm exam after you have started exam. To use the ***Oops Token*** survey/quiz on Canvas.

GENERAL COURSE POLICIES:

Lecture Videos & Lecture Notes: I will record audio from class lectures and will post them to Canvas after each class. Lecture slides in .pdf form will also be posted online. Lecture slides are not meant to substitute for being present in lecture. Attendance during in-person class is *strongly encouraged*, but is not mandatory (i.e., there are no participation points for being in class).

Meetings: Meetings, either during listed student hours or scheduled via email, are the best way to ask questions about course material. I encourage everyone to take advantage of scheduled student hours and note that I am **happy** to schedule individual meetings with you.

Psychology Department’s Policy on Grade Scaling: In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): **B- (68-71%) in Introductory 100-level and 200-level courses**. Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students’ ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Note: An excellent discussion of the rationale for grade scaling by a UBC Psychology professor is available here: <https://www2.psych.ubc.ca/~schaller/scaling.htm>

Artificial Intelligence (e.g., ChatGPT): The use of artificial intelligence resources such as ChatGPT are classified as academic misconduct in the UBC policy (see below) *if they are not authorized for coursework by the instructor*. Because our writing assignments are graded based on meeting assignment guidelines (rather than accuracy of responses), there is no need for use of AI resources. Please do not use AI resources, instead set up a meeting with me to discuss your assignment if you are having trouble brainstorming – I am happy, excited, delighted to get to talk psychology with all of you!

Psychology Department's Policy on Academic Misconduct: Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at www.universitycounsel.ubc.ca/policies/policy69.html).

Diversity and Inclusion: Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!). Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be shared with me after class or in student hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TA know.

Acknowledgements: I want to cite those who I learned from in creating this syllabus. Portions are inspired by Dr. Grace Truong, Dr. Benjamin Cheung, Dr. Elizabeth Dunn, Dr. Mark Lam, Dr. Lily May, Dr. Catherine Rawn, Dr. Mark Schaller, & likely many more that I forgot to mention. Thank you all!

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email and we can coordinate a meeting (or not if you'd prefer to stick to email). I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer students support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information, visit www.earlyalert.ubc.ca

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

Healthy Lifestyles

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

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COVID Safety: For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical or medical grade masks that cover our noses and mouths are a primary tool to make it harder for COVID-19 to find a new host. If you have not yet had a chance to get vaccinated against COVID-19, vaccines are available to you, free (see <https://covid19.ubc.ca/>). The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus and the lower the impact of COVID-19 on all of us. If local infection rates are high, you'll likely see me wearing a mask when in close contact with others.

If you're sick, it's important that you stay home. If you think you might have COVID symptoms and/or have tested positive for COVID and/or are required to quarantine: You can do a self-assessment for COVID symptoms here: <https://bc.thrive.health/covid19/en>

The marking scheme for this term is intended to provide flexibility so that we can prioritize your health and still be able to succeed:

- There are no "participation points" for in-class (e.g., clicker questions)
- If you miss the midterm exam, you are able to push the weight of the exam onto the final exam

If you do miss class because of illness:

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes.
- Consult the class resources on Canvas. I will post slides, readings, recordings for most classes.
- Use the *Piazza* discussion forum for help! I try to reply on the forum frequently, and classmates are almost always available to help
- Come to office hours (some are on *Zoom*, so you can join from anywhere).

If you are sick on a midterm exam day, please email the instructor as soon as you are confident you should not come to the scheduled exam. If you do show up for an exam and you are clearly ill, we will make alternate arrangements with you.

If you are sick on a final exam day, do not attend the exam. You must apply for deferred standing (an academic concession) through Arts Advising no later than 48 hours after the missed final exam/assignment. Students who are granted deferred standing write the final exam/assignment at a later date. Learn more and find the application online: <https://science.ubc.ca/students/advising/concession>

If I (the instructor) am sick: I will do my best to stay well, but if I am ill, develop COVID symptoms, or test positive for COVID, then I will not come to class. If that happens, here's what you can expect

- I plan to post recorded videos with the content for the missed class
- I also plan to host extra office hours if I am unable to lecture

Week	Dates	Topic	Special Section	Read	Due Dates
1	Sept 5	Introduction & Psychology Basics	N/A	Ch. 1	
2	Sept 10-12	Research Methods	<i>"Big Ideas in Psychology"</i>	Ch. 2	- Podcast #1: Thurs 9/12 (@11:59pm)
3	Sept 17-19	Social Psychology		Ch. 15	- <i>InQuizitive Ch1</i> . Monday 9/16 (@11:59pm)
4	Sept 24-26	Social Psychology (Part 2)	<i>"Milgram's Shock Machine"</i>		- <i>InQuizitive Ch.2</i> . Monday 9/23 - Podcast #2: Thurs 9/26
5	Oct 1-3	Personality	<i>"What's up with the 'Four Types'?"</i>	Ch. 12	- <i>InQuizitive Ch.15</i> . Monday 9/30
6	Oct 8	Midterm Exam 1	Thursday class (10/10) is virtual		- <i>InQuizitive Ch.12</i> . Monday 10/7 - Podcast #3: Thurs 10/10
7	Oct 15-17	Stress & Health	<i>"An End to Procrastination"</i>	Ch. 10	- No <i>InQuizitive</i> . Take a break!!
8	Oct 22-24	Thought, Language, & Intelligence	<i>"Does 'Brain Training' work?"</i>	Ch. 8	- <i>InQuizitive Ch.10</i> . Monday 10/21 - Podcast #4: Thurs 10/24
9	Oct 29-31	Development	<i>"A Strange Situation"</i>	Ch. 11	- <i>InQuizitive Ch. 8</i> . Monday 10/28
10	Nov 5-7	Midterm 2 (Thurs) Replication Crisis	<i>"Is Science Broken?"</i>		- <i>InQuizitive Ch.11</i> : Monday 11/4 - Podcast #5: Thurs 11/7
11	Nov 12-14	READING BREAK	No Tues or Thurs classes		- No <i>InQuizitive</i> . Take a break!!
12	Nov 19-21	Psychological Disorder	N/A	Ch. 13	- <i>InQuizitive Ch.13</i> . Monday 11/18 - Podcast #6: Thurs 11/21
13	Nov 26-28	Psychological Disorder (part 2)	"Tulpa & DID"		- <i>InQuizitive Ch.14</i> . Monday 11/25
14	Dec 3-5	Treatment	N/A	Ch. 14	- <i>Engagement Portfolio</i> : Friday 12/6
-	FINAL EXAM: Exam is in-person , date TBA but reserve December 9-20 as the exam can be any day in this period				