

# PSYCHOLOGY 208 - Section 003

## Contemporary Topics in Social, Developmental, Personality and Clinical Psychology

3 credits

University of British Columbia, Vancouver

Spring 2015

MWF 01:00P - 2:00P

ESB 1013



**Instructor:** Dr. Michael Souza ("sues-uh")

**E-mail:** souza@psych.ubc.ca

**\*Office Hours:** Tuesdays 1P-3P in CIRS 4336

\*shared between my PSYC 208 and 365 courses

**TA:** Boaz Saffer

**E-mail:** bysaffer@psych.ubc.ca

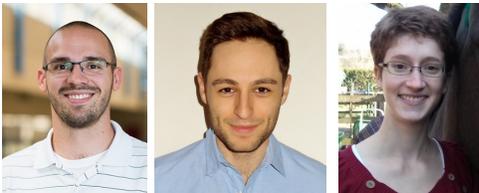
**Office Hours:** Thurs 915A-1015A in Kenny 2011

**TA:** Bri Glazier

**E-mail:** briglazier@psych.ubc.ca

**Office Hours:** Wed. 930A-1030A in Kenny 2011

### I. About your instructor and teaching assistants (TA)



**Dr. Souza** is a faculty member in Psychology. He received his Ph.D. in Psychology from Berkeley. His interests revolve around higher-order cognitive functions, neurological injury and rehabilitation. He is also interested in fostering opportunities that promote student development.

**Boaz** is a Clinical Psychology graduate student in the Department of Psychology. He received his BA from UBC. His research focuses on understanding the neurocognitive mechanisms underlying suicidal behaviour to better predict and prevent suicide attempts.

**Bri** is a clinical psychology graduate student in the Department of Psychology. She received her BA from UBC. Her research focuses on social anxiety and interpersonal processes.

### II. Course description and goals

The topic of this course is "The Developing Brain." We will cover methods for studying neurodevelopment, how early neurodevelopment unfolds, the development of a variety of psychological processes, select psychological and neurodevelopmental disorders, and [briefly] some changes near the end of the lifespan.

After successful completion of this course, you should have:

- gained knowledge about how the development of neural structures are linked to the genesis of various cognitive processes;
- practiced applying how a variety of tools can be used to explore and track neurodevelopment;
- worked to synthesize how functioning in one domain (e.g., attention) is closely tied to functioning other domains (e.g., memory), and how this functioning has psychosocial effects on a person's well-being;
- improved your ability to locate and comprehend primary research in developmental cognitive neuroscience;
- enhanced your ability to work effectively with others, and to speak publically in a scientific context

### III. Required readings/viewings

There is no textbook for this course. Instead, we will be viewing a variety of online videos and reading several research articles. A full list of the videos and articles, as well as the topics they are assigned to, can be found on the final three pages of this syllabus.

### IV. Course webpage

<http://elearning.ubc.ca/connect/> (location for important announcements, lecture slides and grades)

### V. Course requirements

#### **Poster Project (25% of the course grade)**

Together with three partners, you will be asked to conduct a research project to further explore current research in a topic associated with neurodevelopment. You will be provided with a separate handout that further details this assignment but in short, you will research a minimum of eight (8) references and detail what you've learned into a poster that your group will present in a conference-like format at the end of the course (refer to the course schedule, last page of the syllabus).

#### **Midterm Examination (30% of the course grade)**

The midterm will consist of 40 multiple-choice questions. These questions may come in various formats, including (but not limited to) questions with diagrams and "all of the above" or "none of the above" options. There will be more of a focus from lecture versus the textbook but to perform well, you must have a clear understanding of both lecture and the textbook. Sample questions will be provided for this exam to get you accustomed to question style and expectations.

#### **Final Examination (45% of course grade)**

The Final will be structurally similar to the midterm but it will be cumulative and longer. For the Final, every lecture is testable but only the assigned readings after the Midterm Examination will be testable. There will be more of a focus from lecture versus the textbook but to perform well, you must have a clear understanding of both lecture and the textbook. **Please note: the date of the final is not announced by the University until mid-February. You should NOT make travel plans until you learn the date of your final exams. You CANNOT take the final at a different date/time unless you have a verifiable medical reason.**

### VI. Research participation (optional extra credit opportunity)

In addition to your exam and poster marks, you have the opportunity to earn up to three (3) extra percentage points on your overall final grade by participating in studies regularly conducted by the Psychology Department and coordinated through the Human Subject Pool (HSP). This provides the valuable opportunity to observe the research process directly and to contribute to the ongoing research activities at UBC. The extra grades are obtained by signing up for the Psychology Subject Pool through their web site: <https://hsp.psych.ubc.ca/>. **Please note that any inquiries about credits should be directed to HSP or the experimenters that you worked with, \*not\* the instructor.**

One percentage point is assigned to your final grade for each hour of participation and partial credits will be rounded down (i.e., 1.5 hours = 1% extra credit). Credits can be recorded and tracked via the subject credit website. These credits are added to your grade at the end of the course. Make sure that you retain your portion of the experimental credit receipt in the event that verification of participation is required when the final grades are compiled. **If you do not correctly assign your credits to this course, you will NOT receive credit. Please take care and be meticulous when doing this.**

As an alternative to participating in studies, you may choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research

participation. You must select a research article (not a letter to the editor, commentary, or review paper) published between 2000-present in the journal *Psychological Science*. Each summary should be about 500 words and should include the purpose, method and results of the study. Students should submit their assignments on TurnItIn, to class ID 9183443, entitled "Psychology HSP (Winter 2015)", password "research". For more information, please visit: <http://psych.ubc.ca/internal/human-subject-pool/>

**The last day to earn and assigned HSP credits is the final day of classes (April 10, 2015).**

**Please note: no other extra credit opportunities are available for this course.**

## VII. Course grading

Your final grade consists of the items described in Section V. Performance for each of the items above will be put into a calculator that outputs your final course percentage earned. As mentioned in Section VI, any extra credit earned will be added to this final score.

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. According to departmental norms, **the mean grade in a 200-level class is 67 for a good class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14.** Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, your course percentage is converted according to the key below:

<b>A+</b>	90-100%	<b>B+</b>	76-79%	<b>C+</b>	64-67%	<b>D</b>	50-54%
<b>A</b>	85-89%	<b>B</b>	72-75%	<b>C</b>	60-63%	<b>F</b>	0-49%
<b>A-</b>	80-84%	<b>B-</b>	68-71%	<b>C-</b>	55-59%		

Remember, you are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Please note that adequate performance is in the C range, which is the typical class average.

**A RANGE: *Exceptional Performance.*** Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

**B RANGE: *Competent Performance.*** Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

**D-C RANGE: *Adequate Performance.*** Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigor.

**F RANGE: *Inadequate Performance.*** Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

## VIII. Course policies

### **Class participation**

Active learning is a critical component of a proper education and for that reason it will be frequently promoted during the term. You may be asked to answer questions at any point in class and you are expected to do your best. It is OK to not know the answer in this context but it is NOT acceptable to not try.

### **Attendance and Powerpoint slides**

Attendance is expected for every class period. In the event you miss a lecture, I strongly suggested that you acquire notes from a fellow classmate. The primary reason for this is that lecture slides are designed to give you a framework of our discussions, as opposed to giving you every piece of information discussed in class. For your convenience, lecture slides will usually be posted by 10PM the evening before a lecture. They will be posted in PDF format in two versions only (2 slides and 6 slides per page). ***Instructional materials are only for the purpose of learning in this course and must not be distributed or used for any other reason.***

### **Reading the assigned articles**

There are two primary goals for the research articles. The first is to expose you to primary literature in the field of developmental neuroscience. The second is to give you an opportunity to improve your ability to process and evaluate this work, as it is fundamentally different (and more challenging) than a standard textbook. Exam questions will primarily target your conceptual understanding of the articles, including items such as the goal(s) of the paper, key elements of the methods, the results and what they mean, and any key points of the author's discussion. Lecture will help prepare you to navigate the readings successfully.

### **E-mail policy**

In most cases, e-mails will be answered within 48 hours of receipt (not including weekends). The email subject should include the course and nature of the inquiry (i.e., "PSYC 208 – Question about infantile amnesia"). Emails should contain no more than one question and you should try to explain your current understanding of the concept in the email (which will be affirmed or corrected). If you have more than one question, you should visit office hours. Please note that emails about test questions may not be answered the day before an exam.

### **Class discussion board on Connect**

For your convenience, discussion threads will be created to improve information flow in our course. Logistical questions may be directed to the instructor on one thread. Inquiries, requests for class notes or study partners *directed to fellow students* may be posted on a second thread. Please note that you are NOT allowed to post class notes on the discussion board. Finally, current research in psychology will be posted on the third thread. Negative remarks on any of these discussion forums will not be tolerated and failure to respect this policy may result in your access to our course website being revoked.

### **Syllabus changes**

There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to properly prepare for an examination (e.g., reading an extra chapter during the week of the midterm).

### **Office hours**

You should consider visiting Boaz's or Bri's office hours if you would like to review your midterm examination (note: only they will have your exam for review), if you would like to discuss course content and/or study strategies, if you would like to discuss ideas for your poster project, or you would like to discuss the field of psychology more broadly. When reviewing your exam during office hours, you are NOT allowed to take notes or photos.

You should consider visiting Dr. Souza's office hours if you would like to discuss course content (or psychology more broadly), if you would like to discuss the poster project, or if you have an issue with course performance or progress (e.g., would like to discuss your exam performance after meeting with Boaz or Bri or you missed an exam due to illness). Please note that any grading disputes (other than calculation errors) must be handled within two (2) weeks of the scores being released.

### **Classroom conduct**

Our classroom is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. Any behaviors compromising this environment will not be tolerated and the student(s) and/or individual(s) will be asked to leave.

### **Taking an examination**

In my opinion, punctuality to lectures and exams is a sign of respect to your instructor, teaching assistant and fellow students. Tardy students should not ask the instructor or teaching assistant for what they missed from lecture because they should direct such questions to fellow students. Furthermore, a student will not be allowed to write the midterm or the Final if (1) s/he is tardy 30 minutes or more, or (2) a student has already finished and submitted their exam, whichever occurs first. Students in this situation will not be allowed to write the exam and will receive a zero. **Absolutely no exceptions will be made.**

There will be no "in and out" privileges once you've started an exam (e.g., bathroom break) unless you have a documented medical reason for doing so. Medical documentation must be disclosed with Dr. Souza at least 24 hours prior to the exam so that the proper arrangements can be made.

When time is called at the end of the exam, you must immediately stop working and submit your exam and scantron form. You will not be allowed more time for any reason, including (but not limited to): putting your name or ID on the exam or filling in or changing an answer. You must also remain completely silent until every exam has been collected. Failure to stop working when time is called or to stay silent until all exams have been collected will result in a zero on the exam.

### **Missing the midterm or the Final**

The midterm cannot be written at another time. You will not be accommodated for missing the midterm unless you have a valid doctor's note (which will be verified). If you are a student from the Faculty of Arts, you must meet with an Arts Advisor within 48 hours of missing the exam (unless it is medically impossible). If you are from a different faculty, you should provide Dr. Souza with your medical note within the same time frame. Non-Arts students may scan and email their medical note to Dr. Souza. Being excused from an examination is at the sole discretion of Dr. Souza.

If you are excused from the Midterm, that portion of the course grade will be added to the Final Examination. If you miss the Final, you must connect with your faculty's advising office to address the issue. Make-ups for the Final may differ from the version used for the rest of the class.

### **Access and Diversity**

UBC is committed to equal opportunity in education for all students including those with documented physical or learning disabilities. If you believe you fall in this category, please visit this website (<http://www.students.ubc.ca/access/disability-services/support-students/exam-accommodations/>) to take the necessary steps to ensure that you have every opportunity that you deserve to excel here at UBC.

### Grade bumps

When computing final grades, the instructor carefully analyzes every single student to determine whether a grade bump is deserved. Bumps may be awarded for consistent performance at a major grade boundary or for marked improvement from the midterm to the final (10%+ at minimum). Bumps are not guaranteed and are \*not\* awarded for non-academic reasons (i.e., student is graduating and/or involved in sports or other extracurricular activities). **DO NOT send the instructor an email asking for a grade bump.**

### 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. Relevant to this course, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. With respect to the poster project, your annotated reference list should be summarized in your own words and failure to do so will be considered plagiarism.

**In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University.** Strong evidence of cheating may result in a zero credit for the examination or project, as appropriate. 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, and/or a notation added to a student's transcript.

Do note that during exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

## IX. Links that you may find useful...

### Helpful student information

UBC Academic Calendar

<http://www.calendar.ubc.ca/vancouver/academicyear.cfm>

UBC Access and Diversity

<http://students.ubc.ca/about/access>

Study skills, test anxiety tips

[http://www2.swccd.edu/~asc/wphomepage\\_3\\_contents.html](http://www2.swccd.edu/~asc/wphomepage_3_contents.html)

### UBC Psych student organizations

Psi Chi (local chapter of the Honors Society)

<http://psichi.psych.ubc.ca/>

Psychology Students' Association (PSA)

<http://psa.psych.ubc.ca/>

UBC Psychology's Undergraduate Journal

<http://ubcujp.psych.ubc.ca/>

UBC Psychology's *Psyched!* newsletter

<http://psanewsletter.wordpress.com/>

## ASSIGNED READINGS

- A. Heim, S.H. & Grande, M. (2012). Fingerprints of developmental dyslexia. *Trends in Neuroscience and Education, 1*, 10-14.
- B. Sebastian-Galles, N., Albareda-Castellot, B., Weikum, W.M. & Werker, J.F. (2012). A bilingual advantage in visual language discrimination in infancy. *Psychological Science, 23*, 994-9.
- C. Dahlin, K.I.E. (2010). Effects of working memory training on reading in children with special needs. *Reading and Writing, May 2010*.
- D. Bonnie, R.J. & Scott, E.S. (2013). The teenage brain: adolescent brain research and the law. *Current Directions in Psychological Science, 22(2)*, 158-161.
- E. Shah, P., Buschkuhl, M., Jaeggi, S. & Jonides, J. (2012). Cognitive training for ADHD: the importance of individual differences. *Journal of Applied Research in Memory and Cognition, 1*, 204-5.

## ASSIGNED VIEWINGS/RESOURCES

1. Neural structure/function: <https://www.youtube.com/watch?v=cUGuWh2UeMk>
2. The action potential: <https://www.youtube.com/watch?v=h2H6POZowiU>
3. The unfixed brain: <https://www.youtube.com/watch?v=jHxyP-nUhuY>
4. "A Map of the Brain" (TED): [http://www.ted.com/talks/allan\\_jones\\_a\\_map\\_of\\_the\\_brain](http://www.ted.com/talks/allan_jones_a_map_of_the_brain)
5. "A look inside the brain in real time" (TED):  
[http://www.ted.com/talks/christopher\\_decharms\\_scans\\_the\\_brain\\_in\\_real\\_time](http://www.ted.com/talks/christopher_decharms_scans_the_brain_in_real_time)
6. Navigating the human brain: <http://www.med.harvard.edu/aanlib/home.html>  
*The goal is to play around with different views of some of the brain structures you learned about in lecture*
7. "Conception to birth – visualized" (TED): <https://www.youtube.com/watch?v=fKyljukBE70>
8. Prenatal brain development: <https://www.youtube.com/watch?v=mMDPP-Wy3sl>
9. "What babies learn before they're born" (TED): <https://www.youtube.com/watch?v=vgvfvdFFrb4>
10. "Turning some ideas on their head" (TED): <https://www.youtube.com/watch?v=StASHLru28s>
11. "Brain plasticity in children with learning disabilities" [https://www.youtube.com/watch?v=XtI7\\_7VL6Kg](https://www.youtube.com/watch?v=XtI7_7VL6Kg)
12. "What do babies think?" (TED): <https://www.youtube.com/watch?v=cplaWsiu7Yg>
13. "The mysterious workings of the adolescent brain" (TED):  
[http://www.ted.com/talks/sarah\\_jayne\\_blakemore\\_the\\_mysterious\\_workings\\_of\\_the\\_adolescent\\_brain?language=en](http://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain?language=en)

14. "Reasoning and the brain: implications for education" <https://www.youtube.com/watch?v=gIT3uPi3aDo>
15. "Born schizophrenic: Jani and Bodhi's journey" <https://www.youtube.com/watch?v=61GmUYCzCzU>
16. "The autistic brain: thinking across the spectrum" [https://www.youtube.com/watch?v=IA4tE3\\_2qml](https://www.youtube.com/watch?v=IA4tE3_2qml)
17. "The aging of the brain" <https://www.youtube.com/watch?v=qEgVwQJg3VY>

## Psychology 208: Lecture, reading and project schedule

<i>Meeting</i>	<i>Date</i>	<i>Day</i>	<i>Topic</i>	<i>Readings/viewings, due dates</i>
1	5-Jan	M	Course introduction	-
2	7-Jan	W	Principles of neurotransmission	1, 2
3	9-Jan	F		
4	12-Jan	M	Functional neuroanatomy	3, 4
5	14-Jan	W		
6	16-Jan	F		
7	19-Jan	M	Tools and techniques for studying the [developing] brain	<b>Course drop deadline (19-Jan)</b>
8	21-Jan	W		
9	23-Jan	F		<b>*Group forms DUE (23-Jan)</b>
10	26-Jan	M	Prenatal development	<b>*Topic lottery in class (26-Jan)</b>
11	28-Jan	W		
12	30-Jan	F	Perceptual development	-
13	2-Feb	M		
14	4-Feb	W		
15	6-Feb	F	Language development (with L. May)	<b>*Session day lottery in class (04-Feb)</b>
16	9-Feb	M		
17	11-Feb	W	<b>NO CLASS - Family Day (BC)</b>	-
17	11-Feb	W	Dyslexia (with N. Bedo)	<b>A, *References DUE (in class)</b>
<b>18</b>	<b>13-Feb</b>	<b>F</b>	<b>Midterm Examination</b>	<b>Meetings 1-17, assignments</b>
19-21	16-20 Feb	MWF	<b>NO CLASS - Spring Recess</b>	-
22	23-Feb	M	Development of attention, working memory	10
23	25-Feb	W		
24	27-Feb	F	Poster project: helpful tips/suggestions	-
25	2-Mar	M	Development of memory	11, 12
26	4-Mar	W		
27	6-Mar	F	Decision-making and impulsivity	
28	9-Mar	M	Executive functions (with A. Diamond)	<b>D, 13, 14</b>
29	11-Mar	W	Childhood depression	-
30	13-Mar	F	ADD/ADHD in childhood (with N. Miller)	<b>E</b>
31	16-Mar	M	Childhood schizophrenia (with C. Brenner)	15
32	18-Mar	W	Autism Spectrum Disorder (ASD)	16
33	20-Mar	F	Cognitive changes late in life	17
<b>34</b>	<b>23-Mar</b>	<b>M</b>	<b>Poster Presentations - Session A</b>	-
<b>35</b>	<b>25-Mar</b>	<b>W</b>	<b>Poster Presentations - Session B</b>	-
<b>36</b>	<b>27-Mar</b>	<b>F</b>	<b>Poster Presentations - Session C</b>	-
<b>37</b>	<b>30-Mar</b>	<b>M</b>	<b>Poster Presentations - Session D</b>	-
<b>38</b>	<b>1-Apr</b>	<b>W</b>	<b>Poster Presentations - Session E</b>	-
39-40	3-6 Apr	F/M	<b>NO CLASS - Good Friday, Easter Monday</b>	-
41	8-Apr	W	Cognitive changes late in life (con't)	-
42	10-Apr	F	Course synthesis and conclusion	-
-	TBA	-	<i>*Optional* Q&amp;A review session</i>	-
-	<b>TBA</b>	-	<b>Cumulative Final Examination</b>	<b>Meetings 1-41, post -MT assignments</b>

## SYLLABUS UPDATES

*Version 1.01 (released 13 Jan 2014)*

Dyslexia lecture moved to 11-Feb

Language development lecture #2 moved to 06-Feb, both to be taught by L. May

Childhood schizophrenia lecture to be taught by C. Brenner

Legal and educational systems (09-Mar) adapted to Development of Executive Functions, to be taught by A. Diamond.