



PSYCHOLOGY 102-V02: Introduction to Developmental, Social, Personality, and Clinical Psychology Vantage College Winter 2016

ABOUT PSYC 102

This psychology course will introduce you to some of the major research areas within the field of psychology: the scientific study of behaviour. The course covers several fundamental topics in psychology (for example, social behaviour, intelligence, motivation, emotion, development, and personality). The course concludes with the topic of psychological disorders and their treatment.

WHO, WHEN, WHERE

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Schedule: *Lecture:*

Wed 18-20 in Buchanan A201

Discussion Sections (Arts):

Thurs 9-11 in Buchanan D312 (V2A)

Thurs 9-11 in Hennings 302 (V2B)

Thurs 14-16 in SWING 406 (V2C)

Thurs 14-16 in Hennings 304 (V2D)

Fri 14-16 in Mathematics 202 (V2E)

Fri 14-16 in Hennings 301 (V2F)

Discussion Section (Management):

Fri 14-16 in Mathematics 102 (VMC)

Notes: (1) Office hours might change; please check the Connect course website for updates; (2) Emails will be answered on weekdays during normal working hours. Please limit emailed questions to ones that can be answered briefly. For more complex questions, please come to one of our office hours or contact one of us to schedule an appointment.

LEARNING GOALS

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

- access and use the literature databases that house psychological research and writings.
- identify and avoid plagiarism when writing a psychology paper.
- identify high quality peer-reviewed psychological research.
- read, summarize, and critique primary research articles in psychology.
- use American Psychological Association (APA) style effectively.
- explain the concept of an 'experiment,' and design a simple experiment.
- trace the history of the IQ test in particular, and of psychological testing in general.
- describe some of the classic and contemporary lines of thought in the following subfields of psychology: Developmental Psychology, Social Psychology, Personality Psychology, and Clinical Psychology.
- describe several areas of research related to motivated behaviours (e.g., hunger and eating, sexual behaviour).
- understand the concept of stigma, as it relates to psychological disorders.
- understand the history of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association, and be able to provide an informed critique of the DSM-5.
- feel comfortable in a 'journal club' setting.
- generate discussion questions given an academic article.
- feel comfortable leading a group discussion.

EVALUATION

1. Exams (up to 52%):

There will be four exams: one (the April exam) will be written during the exam period at a time designated by the Registrar's Office (you must be available to write at any time during the April exam period), and three (the midterm exams) will be written during class time.

First Midterm (12%)	Jan 27 (class time)
Second Midterm (12%)	Feb 24 (class time)
Third Midterm (12%)	Mar 16 (class time)
April Exam (28%)	Apr 11-26 (exam period)

Only the best two of the three midterm exams will count towards your final grade. There will be no makeup examinations.

Notes on the Exams:

- Midterms are not cumulative; the April exam is cumulative.
- There will be topics covered in class that are not in the readings and topics in the readings that are not covered in class. You will be responsible for both. That is, all readings and all class materials are examinable.
- Exams will be composed of multiple-choice and short-answer questions.
- Note that the instruction on all multiple-choice questions will be to "select the single best response."
- If you encounter what you believe to be a faulty question on an exam, answer it to the best of your ability under the circumstances, and write a brief explanation of what you think is the problem on the front of your exam. Occasionally, bonus marks are awarded to those who spot subtle ambiguities or errors.
- Once exams have been marked, grades will be available on Connect.
- You are strongly encouraged to review your exam with your teaching assistant. Most requests for grade adjustments can be settled directly with your teaching assistant. In cases of a dispute that cannot be satisfactorily resolved, I will render a decision after reading your exam and talking to both parties.

2. In-Class Presentations and Discussion Leading (up to 18%)

During the term, you (as part of a group of 2 or 3) will be responsible for leading two journal article discussions--this will involve giving a 15-min presentation followed by a 5-min discussion period that will be led by your group. The presentation schedule, assigned journal articles and groups will be determined during the first week of classes.

First Presentation and Discussion Leading (up to 6%)

Second Presentation and Discussion Leading (up to 12%)

Please note that all attendees of presentations are required to

create a one-sentence summary of each research article that is presented. These one-sentence article summaries will be used in your VANT140 class, so hold on to them!

3. Assignments (up to 20%):

There will be three solo assignments in this course. The goal of these assignments is to get you comfortable with reading a body of psychological literature and designing an experiment.

Research Question and Abstracts (2%)	Feb 3
Introduction Section (First Draft; 4%)	Mar 9
Introduction and Methods Sections (14%)	Apr 6

Research Question and Abstracts. For this assignment you will compose a research question (150 words maximum) and select five primary research articles that are related to your research question. You must hand in both your research question and the abstracts for each of the five primary research articles that you select. The purpose of this assignment is to give you feedback on the quality of your research question and research skills before you compose your introduction section (see below).

Introduction Section (First Draft). For this assignment you will write the introduction section for a research study on a topic of your choice (500 words minimum). This 'first draft' of the introduction section is meant to give you feedback from your TA prior to the final submission of your introduction section and methods section (see below). Your introduction section should include a title page, an abstract, and references and should follow APA-style guidelines (the 500-word minimum does not include those elements).

Introduction and Methods Sections. For this assignment you will write the introduction and methods sections for a research study on a topic of your choice (1250 words minimum). You should incorporate the feedback you get from the first draft of your introduction section (see above). Your introduction and methods sections should include a title page, an abstract, and references and should follow APA-style guidelines (the 1250-word minimum does not include those elements).

Turnitin. Please note that you must submit all written assignments using a two-step submission procedure:

1. Submit your final draft via Connect by 23:59 on the due date. If you do not submit your assignment by this time your assignment will incur a 10% late penalty per day.
2. Also submit a copy of your final draft by 23:59 on the due date to Turnitin.com. If you do not submit your assignment to Turnitin by this time your assignment will incur a 10% late penalty per day, even if you've handed it in via Connect.
 - To submit your paper on Turnitin you will need to go to turnitin.com, create an account if you do not yet have one, select "enroll in a class," enter our course ID (11272027) and password (alwayscite), and submit your paper.
 - Be sure that the Connect and Turnitin copies of your as-

signment match. In the case of the 'Research Question and Abstracts' assignment, you do not need to upload the abstracts to turnitin. Just your research question.

- Please save your document as a Microsoft .doc or .docx format before uploading.

Please note: Information submitted to Turnitin is stored in the United States. If you are concerned about protecting your privacy, please follow the instructions at the following link: <http://elearning.ubc.ca/toolkit/turnitin/for-students/>

4. Engagement (up to 8%):

You will be assessed on your level of engagement and participation through the following methods:

Attendance and In-Class Participation (every lecture) via iClicker (up to 4%)

Pre-Lecture Quizzes (on Connect) on Assigned Readings (up to 4%) (see calendar for dates)

Attendance and In-Class Participation via i>Clicker. Each lecture will have content that requires you to either vote or answer questions using i>Clicker.

Pre-Lecture Quizzes (on Connect) on Assigned Readings.

To verify that you have completed the required readings in anticipation of class, you will be required to complete a timed quiz on Connect after completing each of your readings. These quizzes must be completed prior to lecture time. Each quiz will be worth 0.5% towards your final grade.

5. Research Experience (up to 2%; up to 3% bonus):

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 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:

i. Participate in the Psychology Department Human Subjects Pool. Most students will choose to earn their REC 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 create an account, locate 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 time slot, 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 in and confirm your credits long before the last week of class.

Further instructions on how to use the HSP online system can be found at <http://www.psych.ubc.ca/resguide.psy> in the document entitled "Subject Pool Information for Participants."

ii. 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 1% for each article summary that meets the following requirements:

Requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2000 to present.
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example .
- 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 HSP system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your course credit is assigned using the online system.

Summaries must be submitted by the last day of class.

You are to submit your article and your summary to *turnitin.com*. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library assignment the class ID is 9183443, class name is *Psychology HSP (Winter 2015)*, and password is *research*. See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin.

Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and we, the course instructors, will be notified. Further action may be taken at the departmental or university level.

Bonus credit (optional). You may earn up to 3% extra credit that will be added to your final grade. These extra credit points can be earned by doing up to three additional hours of study participation in the HSP (or summarizing another three additional journal articles for the library option) as described above.

COURSE MATERIALS

Required: Lilienfeld, S. O., Lynn, S. J., Namy, L. L., & Woolf, N. J. (2013). *Psychology: From Inquiry to Understanding, Second Canadian Edition*. Pearson, ISBN-13:978-0205896110. This text was selected for this course because it is of high quality, and is at an appropriate reading level for a first-year student. From time to time, this text may be supplemented by other readings or videos to facilitate your understanding of the course mate-

rials. Please attend class and check Connect to obtain more information about these additional readings and videos. Note that this textbook is the same one that you used in your Term 1 course, Psyc 101.

Required: i>Clicker. This tool will be used for questions and polls during lectures. It can be purchased from the bookstore-used or new. You must register your i>Clicker in connect in order to get course credit for your use of your i>Clicker.

Required: MyPsychLab for *Psychology: From Inquiry to Understanding, Second Canadian Edition*. This will come bundled with your textbook if you buy it new from the UBC bookstore. If you purchase a used version of the textbook you will need to purchase access to MyPsychLab separately. Please register for MyPsychLab via our PSYC102 Connect web page.

JOURNAL CLUB ARTICLES

Human Development

Malone, C. J., Liu, S. R., Vaillant, G. E., Rentz, D. M., & Waldinger, R. J. (2015). Midlife Eriksonian psychosocial development: Setting the stage for late-life cognitive and emotional health. *Developmental Psychology*, Advance online publication. <http://dx.doi.org/10.1037/a0039875>. **Article 1a.**

Hamlin, J. K., & Wynn, K. (2012). Who knows what's good to eat? Infants fail to match the food preferences of antisocial others. *Cognitive Development*, *27*, 227-239. **Article 1b.**

Choi, Y.-J., & Luo, Y. (2015). 13-month-olds' understanding of social interactions. *Psychological Science*, *26*, 274-283. **Article 1c.**

Weikum, W. M., Oberlander, T. F., Hensch, T. K., & Werker, J. F. (2012). Prenatal exposure to antidepressants and depressed maternal mood alter trajectory of infant speech perception. *PNAS*, *109*, 17221-17227. **Article 1d.**

Motivation & Emotion

Chapman, H. A., Kim, D. A., Susskind, J. M., & Anderson, A. K. (2009). In bad taste: Evidence for the oral origins of moral disgust. *Science*, *323*, 1222-1226. **Article 2a.**

Tracy, J. L., & Matsumoto, D. (2008). The spontaneous expression of pride and shame: Evidence for biologically innate non-verbal displays. *PNAS*, *105*, 11655-11660. **Article 2b.**

Perilloux, C., & Kurzban, R. (2015). Do men overperceive women's sexual interest? *Psychological Science*, *26*, 70-77. **Article 2c.**

Woo, J., Morshedian, N., Brotto, L. A., & Gorzalka, B. (2012). Sex guilt mediates the relationship between religiosity and sexual desire in East Asian and Euro-Canadian college-aged women. *Archives of Sexual Behavior*, *41*, 1485-1495. **Article 2d.**

Stress, Coping & Health

Chen, E., Hanson, M. D., Paterson, L. Q., Griffin, M. J., Walker, H.

A., & Miller, G. E. (2006). Socioeconomic status and inflammatory processes in childhood asthma: The role of psychological stress. *Journal of Allergy and Clinical Immunology*, *117*, 1014-1020. **Article 3a.**

Ditzen, B., Hoppmann, C., & Klumb, P. (2008). Positive couple interactions and daily cortisol: On the stress-protecting role of intimacy. *Psychosomatic Medicine*, *70*, 883-889. **Article 3b.**

Holtzman, S., & DeLongis, A. (2007). One day at a time: The impact of daily satisfaction with spouse responses on pain, negative affect and catastrophizing among individuals with rheumatoid arthritis. *Pain*, *131*, 202-213. **Article 3c.**

Robinson, E., Fleming, A., & Higgs, S. (2014). Prompting healthier eating: Testing the use of health and social norm based messages. *Health Psychology*, *33*, 1057-1064. **Article 3d.**

Social Psychology

Ledgerwood, A., & Callahan, S. P. (2012). The social side of abstraction: Psychological distance enhances conformity to group norms. *Psychological Science*, *23*, 907-913. **Article 4a.**

Chen, F. S., Minson, J. A., Schoone, M., & Heinrichs, M. (2013). In the eye of the beholder: Eye contact increases resistance to persuasion. *Psychological Science*, *24*, 2254-2261. **Article 4b.**

Axt, J. A., Ebersole, C. R., & Nosek, B. A. (2014). The rules of implicit evaluation by race, religion, and age. *Psychological Science*, *25*, 1804-1815. **Article 4c.**

van Dawans, B., Fischbacher, U., Kirschbaum, C., Fehr, E., & Heinrichs, M. (2012). The social dimension of stress reactivity: Acute stress increases prosocial behavior in humans. *Psychological Science*, *23*, 651-660. **Article 4d.**

Personality

Leclerc, J., Rahn, M., & Linden, W. (2006). Does personality predict blood pressure over a 10-year period? *Personality and Individual Differences*, *40*, 1313-1321. **Article 5a.**

Paulhus, D. L., & Williams, K. M. (2002). The dark triad of personality: Narcissism, Machiavellianism, and psychopathy. *Journal of Research in Personality*, *36*, 556-563. **Article 5b.**

Solomon, B. C., & Jackson, J. J. (2014). The long reach of one's spouse: Spouses' personality influences occupational success. *Psychological Science*, *25*, 2189-2198. **Article 5c.**

Jackson, J. J., Connolly, J. J., Garrison, S. M., Leveille, M. M., & Connolly, S. L. (2015). Your friends know how long you will live: A 75-year study of peer-rated personality traits. *Psychological Science*, *26*, 335-340. **Article 5d.**

Psychological Disorders & their Treatment

Charles, S. T., Piazza, J. R., Mogle, J., Sliwinski, M. J., & Almeida, D. M. (2013). The wear and tear of daily stressors on mental health. *Psychological Science*, *24*, 733-741. **Article 6a.**

Nederhof, E., Ormel, J., & Oldehinkel, A. J. (2014). Mismatch or cumulative stress: The pathway to depression is conditional on attention style. *Psychological Science, 25*, 684-692. **Article 6b.**

Kuppens, P., Allen, N. B., & Sheeber, L. B. (2010). Emotional inertia and psychological maladjustment. *Psychological Science, 21*, 984-991. **Article 6c.**

Nock, M. K., Park, J. M., Finn, C. T., Deliberto, T. L., Dour, H. J., & Banaji, M. R. (2010). Measuring the suicidal mind: Implicit cognition predicts suicidal behavior. *Psychological Science, 21*, 511-517. **Article 6d.**

O'Bryan, R. A., Brenner, C. A., Hetrick, W. P., & O'Donnell, B. F. (2014). Disturbances of visual motion perception in bipolar disorder. *Bipolar Disorders, 16*, 354-365. **Article 6e.**

Hsu, L., Woody, S. R., Lee, H.-J., Peng, Y., Zhou, X., & Ryder, A. G. (2012). Social anxiety among East Asians in North America: East Asian socialization or the challenge of acculturation? *Cultural Diversity and Ethnic Minority Psychology, 18*, 181-191. **Article 6f.**

Brotto, L. A., Yule, M. A., & Gorzalka, B. B. (2015). Asexuality: An extreme variant of sexual desire disorder? *Journal of Sexual Medicine, 12*, 646-660. **Article 6g.**

Eich, E., Macauley, D., Loewenstein, R. J., & Doherty, P. H. (1997). Memory, Amnesia, and Dissociative Identity Disorder. *Psychological Science, 8*, 417-422. **Article 6h.**

GRADING AND ATTENDANCE

Grading. Your grade for each exam and assignment will be posted on Connect.

The Department of Psychology has adopted the following target grade distributions in 100- and 200-level courses, and reserves the right to adjust final grades in this course if the distribution deviates substantially from the target.

Class Performance	Mean	SD
Strong class	67	14
Average class	65	14
Weak class	63	14

Attendance. In this course, material that is taught in class may be different from or supplement the course readings. It is, therefore, essential you attend class and read ahead in the text. If you do have to miss a class, you are responsible for getting notes from another student.

Attendance in the lectures will be monitored via your use of the i>Clicker. Attendance of the small-group meetings will be monitored by your TAs. If you miss more than 2 small-group meetings, you will be penalized 1% of your final grade for each additional small-group meeting you miss.

There will be no makeup examinations.

If the April exam is missed, you must apply through the Registrar's office to write a make-up exam—they will probably re-

quire medical or other documentation. Please refer to the UBC Calendar for details of 'academic concession.'

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us, as well as your Academic Advisor. Please refer to the UBC Calendar for a discussion of academic concession.

The University accommodates students with disabilities who have registered with the Access & Diversity office. The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let us know in advance, preferably in the first few weeks of class, if you will require any accommodation on these grounds. Other absences (e.g., varsity athletics, family obligations or similar) are not part of University policy and you should not assume they will be accommodated.

Early Alert Program. We participate in the Early Alert program, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit blog.students.ubc.ca/earlyalert/information-for-students/students-frequently-asked-questions/.

POINTS TO REMEMBER

- There are 11 classes and 8 chapters will be covered during the course. This means there will usually only be 1 lecture per text chapter—plan your reading and studying accordingly.
- Remember to use the linguistic features of psychological discourse that you explore in VANT140 for psychology in your coursework and group activities.
- Productive classroom discussion and debate are encouraged.
- Lectures will typically focus on particularly important and/or interesting ideas. You are responsible for all readings and lecture materials.
- Lecture slides will be made available on Connect. However, if you miss a lecture, don't expect to find all of what you missed in the slides.
- Lecture slides will be posted on Connect the night before each lecture. This is done as a courtesy. Please be aware that we may make changes to the slides between that time and the lecture the next day. Final versions of lecture slides will be posted following a lecture, and will be marked as 'Final Version.'
- Laptops and similar devices can be effective learning tools and are welcome in lecture. However, if you are using them for non-class-related activities it can be distracting for others; please be considerate.
- Laptops and cell phones are not to be used during the small group meetings. If you are caught using them in the small group meetings, your attendance mark for that day will be dropped.

ACADEMIC MISCONDUCT

UBC Vantage College's disciplinary procedures for suspected cases of academic misconduct will adhere to The University's procedures and parallel individual instructors' departmental procedures.

Definitions of cheating and plagiarism are offered on the following UBC website: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

As per University procedures, if an instructor suspects that a student has cheated or plagiarized, the instructor will investigate the incident and meet with the student to discuss the matter (see <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,961>). If the instructor would like another person present during the initial meeting with the student, the instructor may invite the relevant Vantage College program Chair, the Academic English Program Director, or the Academic Director.

Depending on the results of the investigation and the meeting with the student, the instructor may do one of the following (please refer to your departmental procedures for guidance):

1. Require the student to re-do work at issue or to do supplementary work;
2. Assign a grade of zero or a failing grade for the work; or
3. Assign a mark less harsh than failing for the work.

Where a report of the investigation and outcome of the meeting with the student would normally be submitted to a department head, the instructor will submit a report to the Chair of the relevant Vantage College program. The Chair will forward all reports to the Academic Director of Vantage College.

If further investigation and disciplinary action are required and the suspected case of academic misconduct would normally be reported to your Dean's Office, the Academic Director of Vantage College will meet with the student.

WELLNESS RESOURCES

Below you will find a list of resources you may want to utilize if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

The Kaleidoscope: *the-kaleidoscope.com*

A confidential peer-run mental health support group that takes place on campus 2-3 times a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general.

Registration is not required to attend the group. See the website for meeting times and locations. Food and drink is provided.

Counselling Services:

students.ubc.ca/livewell/services/counselling-services

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession.

SpeakEasy:

www.ams.ubc.ca/services/speakeasy/

Phone number: 604-822-9246

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

UBC Wellness Centre:

students.ubc.ca/livewell/services/wellness-centre

Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

Access and Diversity:

students.ubc.ca/about/access

604-822-5844

Access and Diversity provides accommodations for students living with physical or mental disabilities.

Student Health Services:

students.ubc.ca/livewell/services/student-health-service

604-822-7011

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

Mood Disorders Clinic UBC:

http://ubc-mooddisorders.vch.ca/

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

Live Well, Learn Well:

students.ubc.ca/livewelllearnwell

The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.

Mental Health Awareness Club:

http://ubcmhac.sites.olt.ubc.ca/

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

Pacific Spirit Addiction Services:

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1

Phone number: 604-267-3970

A free and confidential services for youth and young adults up to the age of 24. Services include Adult Counselling, access to an Addiction Physician - including usage of a methadone maintenance program - and a Drug Education Series.

AMS Food Bank:

www.ams.ubc.ca/services/food-bank/

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

UBC Psychology Clinic:

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

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

BC Crisis Center:

www.crisiscentre.bc.ca

Phone number: 604-872-3311

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

Distress Line:

Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

Last Modified: December 31, 2015

COURSE SCHEDULE

Date	Assigned Readings	Lecture Activities	Small Group Activities	VANT140 Language Focus	Due Dates
Jan 6 (Week 1)	Syllabus	Course outline and expectations (with Mark and Steven)	Group formation, presentation tips	Can-do statements	
Jan 13 (Week 2)	Ch 9	Intelligence & Testing (with Steven)	Written assignments tutorial; example presentation by your TA	How to read a journal article	Pre-Lecture Quiz (Ch 9; on Connect)
Jan 20 (Week 3)	Ch 10	Human Development (with Mark)	Presentations and discussion	Journal articles, process types and participants.	Pre-Lecture Quiz (Ch 10; on Connect)
Jan 27 (Week 4)		Midterm 1	(No small group meeting)	Academic verbs & morphemes	
Feb 3 (Week 5)	Ch 11	Emotion and Motivation (with Steven)	Presentations and discussion	Academic lexical sets	Research Question and Abstracts due; Pre-Lecture Quiz (Ch 11; on Connect)
Feb 10 (Week 6)	Ch 12	Stress, Coping, and Health (with Mark)	Presentations and discussion	Quiz	Pre-Lecture Quiz (Ch 12; on Connect)
Feb 17	Reading Week (no classes)				
Feb 24 (Week 7)		Midterm 2	(No small group meeting)	Explanations & process types (videos)	
Mar 2 (Week 8)	Ch 13	Social Psychology (with Mark)	Presentations and discussion	Identifying a common theme / finding the gap	Pre-Lecture Quiz (Ch 13; on Connect)
Mar 9 (Week 9)	Ch 14	Personality (with Mark)	Presentations and discussion	Video project introduction and assignment	Introduction section (first draft) due; Pre-Lecture Quiz (Ch 14; on Connect)
Mar 16 (Week 10)		Midterm 3	(No small group meeting)	Video project classwork	
Mar 23 (Week 11)	Ch 15, 16	Psychological Disorders and their Treatment (with Steven)	(No small group meeting in lieu of Good Friday)	Video project final	Pre-Lecture Quiz (Ch 15; on Connect)
Mar 30 (Week 12)	Ch 15, 16	Psychological Disorders and their Treatment (with Steven)	Presentations and discussion	Video project final	Pre-Lecture Quiz (Ch 16; on Connect)
Apr 6 (Week 13)	Ch 15, 16	Psychological Disorders and their Treatment (with Steven)	Presentations and discussion	Review	Introduction and Methods section due
Apr 11-26	April Exam				