

PSYC 203-02

Psychology for Everyday Life

Winter 2020

Instructor:	Dr. Mike Boyes (boyes@ucalgary.ca)	Class Location:	TBA
Office Hours:	By appointment	Class Days/Time:	Wednesdays 5 to 7:30pm

NOTE: This is an updated course outline for our course that will inform you about changes that have been made to the course in order to meet the new requirements of online-course delivery. Please note that our intention is to provide, as seamlessly as possible, ways for our course to carry on and to be completed in the same time frame as was originally intended. Please read the changes to this outline carefully as it is important that you are aware of them and that you make the necessary adjustments to your habits and processes in order to ensure that this course will continue smoothly. As decisions about how things will proceed within your School Boards are still in progress we will update this outline should there be any new developments in future.

Also, please make a commitment to regularly check the News Feed on our D2L site for updates and additional information. I will be making every effort to ensure that you are well informed about how we are going to move forward with our course and how we are going to get it completed in the previously scheduled term timeframe but you need to make sure you are aware of how we are going to accomplish this.

The scheduled University lectures for our class will be presented in Vodcast form (like the non-university week materials) which means that they will be posted on our D2L site as podcasts with the power points linked in as video (thus Vodcasts). I will make every effort to have each lecture posted before the scheduled class time when they would have been delivered so that you can, if you like, view them in our regular class time. In addition, I will be available during our regular scheduled class time via email to answer any questions you may have.

As well, I will take advantage of the Zoom license the University holds to set up online Virtual Office Hours that will be available for you to drop in to. I will post the times of these Virtual Office Hours on D2L along with instructions of how to access them but I am aiming to have a Virtual Office Hour each week on Wednesday afternoon. The intent of these Virtual Office Hours will be as opportunities for me to answer any questions you may have about the current material. These meetings will be recorded and posted as podcasts on D2L after they conclude.

If you decide that you do not want to continue in the course you will be still (as before) be able to withdraw from the course at any time up to a couple of days before the final exam by contacting your high school teacher.

I am going to deeply miss the opportunities to speak to you all directly, face-to-face in class. Those meetings (and Psyc 203 Dual Credit in particular) are the main reason I have continued to teach since my retirement. I am hoping that this will not be lost in the new format to which we have had to move. If you commit to continuing the conversational part of our engagement in this course through your questions, thoughts and comments then this course will continue in the positive manner that it has unfolded up to now. Stay in touch!

Course Description

This course will focus on: general health and wellbeing, human development, interpersonal relationships, stress and coping, and mental health and wellness. It provides students with an understanding of the key theories, research methods, and discoveries of psychology, with an emphasis on developing the knowledge and skills necessary to be effective consumers of psychological theory and research. Through a focus upon issues that arise in everyday life, this course will demonstrate some of the ways in which psychology can be of use to students in their personal and professional lives.

Areas of focus in this course include:

- Psychology as a biological and social science
- The areas where psychology can be applied to an understanding of everyday life
- Current theories and approaches for understanding human behaviour and mental health
- The research methods used in psychology and the critical thinking skills they support

This course will be run as a dual credit course. Students will earn 5 CTS credits from their high school along with 3 University of Calgary credits in PSYC 203. This course will be offered in a mixed format with 2-hour lectures at the overall rate of two per month at the University of early evening on Wednesdays (see course schedule for on campus class dates). High school class times will be determined by the local schools and online lecture modules can be completed either in school or at home whenever student schedules allow.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Understand the practical importance and uses of the concepts and methods of psychology	1, 2, 4, 5, 6, 7	I
Critically evaluate the validity of psychological knowledge claims	1, 2, 5, 7	I
Explain and evaluate the strengths and weaknesses of the research methodology used in psychology	1, 2, 7	I
Investigate the extent to which internal versus external factors interact to influence our behaviour	1, 2, 7	I
Use psychological principles to generate solutions to personal, social, organizational, and societal problems	1, 2, 4, 5, 6, 7	I

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Note: Psyc 203 does not count toward the minimum requirements for the Major or Honours in Psychology. Psyc 200 and Psyc 201 (Principles of Psychology I and II) are the prerequisite courses for all psychology courses except Psyc 305. Psyc 203 cannot be used in place of Psyc 200 or Psyc 201.

Prerequisites

Normally, students must have taken at least one psychology course at the high school level (Personal Psych 20, General Psych 20, Experimental Psych 30, Abnormal Psych 35). There are no university prerequisites to take this course.

Suggested Readings

See Suggested Readings List.

Assessment Methods

Exams (2 midterm exams x 20% each = 40% of final grade; final exam = 25%; total = 65% of final grade)

There are two exams (March 11 and April 15) and a final exam (May 13) scheduled for this course. Exams' 1 and 2 are each worth 20% of your mark. These multiple-choice exams are non-cumulative and will cover class and module material (including films and other demonstrations). For specific topics covered on Exam 1 and 2, please see the table below. The final exam is worth 25% of your mark. This exam is cumulative and will consist of multiple-choice questions. No resources are allowed for any exams. Exams will be prepared, and scoring reviewed, by the University course instructor.

Exam dates, weightings, and topics are as follows:

	Date	Weight	Topics
Exam 1	March 11, 2020	20	Introduction to Psychology, Personality, Stress, and Coping
Exam 2	April 15, 2020	20	The Self, Social Thinking and Social Influence, Psychological Disorders,
Exam 3	May 13, 2020	25%	All material with an emphasis on material since Exam 3 (Psychotherapy)

NOTE: Given the new regulations regarding course delivery, the remaining exams in this course (the second mid term and the final exam) will be set and written online using the quiz feature of our course D2L system. I will provide more details on how this will proceed as our next midterm approaches but for now here are a couple of important notes.

First, our exam dates and times will remain pretty much as originally scheduled. The exams will consist of the same number of questions and in the same format as described in the original version of this outline. The second midterm will occur on around the middle of April (I will work out specific dates with you high school teacher. You should ensure that you have a quiet location and that you have a reliable internet connection through which to access our D2L site and the exam. I ask that you treat this as you did our first exam, as a closed book exam that you complete on your own without any outside assistance or support. The same process will be followed for our final exam scheduled for mid May.

Students who require accommodations should contact me via email so we can ensure that you also receive what you need for these exams.

The requirements and guidelines for Absence from an Exam continue as previously stated in this (see section later on in this outline).

Assignments (3 in-class assignments x 5% each = 15% of final grade)

There will be three assignments, which in total will comprise 15% of your grade. These assignments are intended to help you apply the concepts that you have learned in the course. You will work on these assignments either individually or in small groups and will hand them in at the end of class. These assignments will be graded by your high school Psychology teacher.

The topics of each in-class assignment are as follows:

Assignment 1: Research Methods	5%
Assignment 2: Personality	5%
Assignment 3: Self and Identity	5%
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	Total 15%

Self-Reflection Exercise and Project (20% of final grade)

As part of this project, you will:

- 1) Complete an online exercise which involves thinking about and then writing about your future self (**8% for completion**)
- 2) Based on that exercise you will select a personal goal (e.g., improve time management skills, improve study strategies, decrease procrastination, get more sleep, work out regularly etc.)
- 3) develop a plan to meet your chosen goal
- 4) collect data to assess and chart your progress
- 5) draw conclusions about your progress toward your chosen goal
- 6) make recommendations for how to improve your plan to better help others who wish to meet this goal

You will submit a report (4-6 pages double-spaced with 12 pt. font and 1" margins excluding your references section) documenting your work (**for the remaining 12%**). Further details about each of the components required for your project will be provided in class and posted on D2L. Due through D2L drop box by 5pm on Wednesday January 15, 2020. Late papers will be deducted 5% per day (including weekends) up to a maximum of 35% (7 days), at which point, late papers will no longer be accepted

without approved documentation. This assignment will be graded by your high school Psychology teacher.

NOTE: The requirements of the assignments in this course will continue as previous described and will be submitted in the D2L drop boxes as previously stated. The Third Assignment will be changed a little bit as it currently suggests that you get together in small groups and have a discussion about how life decision making might vary according to peoples' Identity Styles. Instead I posted a document in the Assignment #3 area of D2L that contains examples of what people using each of the Identity Styles say when talking about things like how they decide who to vote for in elections. Reading thorough those statements will replace the group discussion part of the assignment. The rest of the assignment stays the same as previously described. Details of the Self-Reflection Project will be posted on D2L in a few days. As it involves "self-reflection" you will be able to do the reflection and complete the assignment wherever you are.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Class Schedule

Week	Date	Topic	Readings, Assignment Due Dates	Class Location
1	Feb 5	Overview of the Course and Introduction to Psychology for Everyday Life	Course Outline See suggested readings list	UC
2	Feb 12	Research Methods in Psychology	See suggested readings list	HS
3	Feb 19	Personality	See suggested readings list Assignment 1, Research Methods, Due	HS
4	Feb 26	Self and Identity	See suggested readings list	UC
5	Mar 4	Life Design: Part 1	Assignment 2, Personality, Due	UC
6	Mar 11	Exam 1 All exams will be written at students' high school locations	Introduction, Research Methods, Personality, Self and Identity	HS
7	Mar 18	Stress	See suggested readings list	UC
8	Mar 20 to 29	CBE Spring Break	No Classes	
9	April 1	Social Thinking and Social Influence	See suggested readings list	HS
10	Apr 8	Coping	See suggested readings list Assignment 3, Self and Identity, Due	UC
12	April 15	Exam 2	Social Thinking and Social Influences, Stress, Coping	HS
13	April 22	Psychological Disorders	See suggested readings list	UC
14	April 29	Psychotherapy	See suggested readings list	HS
15	May 6	Course Review		UC
16	May 13	Final Exam	Psychological Disorders Psychotherapy, Career Development and Cumulative Component	HS
17	May 20		Self-Reflection Paper Due	HS

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a

letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact their high school teacher and, if possible, arrange for the necessary accommodations (for exams etc.) through their high school resources. If there are accommodations required (e.g., IPP etc.) in relation to a student's attendance at the University of Calgary classes in this course these should first be communicated to their high school teacher who can, if necessary, communicate them to the University instructor who will, if possible, provide the accommodations or, if necessary, enlist the assistance of Student Accessibility Services in making the require accommodations.

You are also required to discuss your needs with your teacher no later than 14 days after the start of this course.

Absence From A Test/Exam

If a scheduled exam is missed the course instructor and high school teacher may require the student to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact their high school teacher or their university instructor in order to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official January and June (high school) examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the

Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Course Credits for Research Participation

Extra Research Participation Course Credit is Not Offered for this Course.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

Dual Credit students are encouraged to discuss any issues with which they require assistance with their high school principal or with a high school guidance counselor. Alternatively, the Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.
Call 403-220-5333.

Important Dates: Withdrawal from the Course

Students may withdraw from the course up to shortly after the second mid-term and have their registration in the course deleted. After that point and up to the last day of classes they can withdraw from the course and receive a W on their University of Calgary transcript. Later withdrawal (With no W) MAY be possible on medical grounds. Students considering withdrawing from the course should discuss this with their high school teacher, the course instructor or a high school guidance counselor.