

PSY355 (Section 1) – Psychology and Culture Winter 2021

BASIC INFORMATION

Professor: Kristy K. Dean, Ph.D

Please call me: Dr. or Professor Dean (pronouns: she/her/hers)

Phone: 616-331-2412

Email: deankr@gvsu.edu (expect a response within 24 hours)

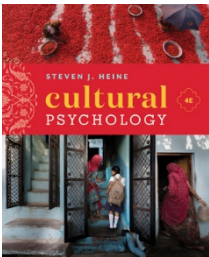
Office: 2211 AuSable Hall

Office hours: Mondays, Wednesdays, Fridays, 1-1:50pm (first come, first served) and by appt. Office hours link: <https://us.bbcollab.com/guest/2aa3378dd6764996b5daa353dca49945>

Ask me about: anything related to this class, the psychology major, psychology research, education and careers in psychology, being a first-generation college student, cats, true crime, cooking, etc.

COURSE OVERVIEW

Meeting Times and Place: This course is fully online this semester. We will meet for synchronous online class sessions each Wednesday from 12-12:50pm using Blackboard Collaborate (<https://us.bbcollab.com/guest/3fecb021a9e443ddb4478a981e9bb6c7>). The remainder of the online course activities will be asynchronous.



Textbook: The textbook for this class will be Cultural Psychology (4th edition) by Steven J. Heine (2020, Norton & Co.). This textbook is required and necessary if you are committed to learning the content in this course. The GVSU Bookstore offers two purchase options: a hardcover printed copy or an eBook. **Note #1:** Please contact your professor to discuss no/low-cost options for accessing our textbook. **Note #2:** Additional readings will be posted on the course's Blackboard website and are listed in the Schedule (below).

Course Description: This course will examine a variety of topical areas in Psychology from a cultural perspective. Throughout this course, we will identify ways in which people's identities, thought processes, emotions, and behaviors vary across and within cultures. Perhaps more interestingly, we will apply the scientific method to examine when, how, and why cultural differences and similarities occur, as well as their implications for health and well-being, and intra- and intercultural relations.

Course Prerequisite(s): PSY101 (Introductory Psychology) OR HNR234 (Society and Self: Psychological Perspective)

Technology Requirements: This course utilizes an online format, so students will need 1) regular access to a computer or tablet with sound card and speakers, 2) a reliable, high-speed internet connection, and 3) access to Blackboard Learning Management System. A computer with a video camera and microphone is ideal for attending virtual office hours and synchronous class sessions, but not required. Phones could be used instead of a computer/tablet in a pinch but are not recommended as the primary method of accessing course material all semester. If you do not have

access to a computer or reliable internet, please talk with your professor and/or review the resources available to you on Blackboard (see “Student Resources” folder). These resources include information about on-campus computer labs, checking out laptops from the library, Special Circumstances and Financial Hardship funds, etc.

Learning Objectives: By the end of this course you should have a better understanding of the psychological study of culture as well as a greater appreciation for how your culture has shaped your patterns of thinking, feeling, and behaving. More specifically, upon successful completion of this course, you will be able to...

- Describe the concept of culture as used by psychologists.
- Describe the research methodologies used by cultural and cross-cultural psychologists.
- Identify and describe the ways in which culture influences psychological phenomena.
- Explain that cultural variations and universals both characterize the human experience.
- Think critically about why cultural variations and universals exist

Course Format: Our course will use an online format this semester and will utilize both asynchronous online activities (e.g., lecture videos, engagement activities posted online) and one synchronous class meeting a week. Specifically, ...

Asynchronous online activities are for:

- 1) Viewing videos that provide an overview of major concepts and minor points.
- 2) Reviewing supplemental sources of information (e.g., websites, databases).
- 3) Taking quizzes and tests.
- 4) Completing self-reflections, discussions, and engagement assignments.

Synchronous activities are for:

- 1) Expanding on the textbook and online videos to include more advanced information and make connections.
- 2) Explaining, practicing, and discussing more challenging concepts.
- 3) Checking in with each other, and asking and answering questions.

Time Commitment in Face-to-Face and Online Sections of PSY355

	Typical Face-to-Face	Online
Class meetings per week	3 (M, W, F)	1 (online, on Wednesday)
Classroom minutes per week	150 (50 mins. 3x a week)	~45 mins. once a week
Asynchronous activity minutes per week	~20 mins.	120 mins.
Recommended number of study minutes per week	6-9 hrs or 360-540 mins.	6-9 hrs or 360-540 mins.
Total time per week	530-710 (~9-12 hrs a week)	525-705 (~9-12 hrs a week)

Active Engagement in an Online Course: To understand the material covered in ANY course, active engagement is necessary. Although the two course formats require a similar amount of effort, online courses do require different types of effort – in particular, self-discipline and time management are key to completing online activities in a timely manner. To help you be successful in this online course, I have taken special care in designing it and am committed to facilitating your learning throughout the semester. My hope is that you are also intentional and effortful in your engagement with the course.

You can expect your professor to...

- 1) Present interesting information clearly and in an organized fashion.
- 2) Facilitate your efforts to learn the material. For example, Blackboard will contain in-depth assignment instructions and various supplemental resources. Your professor will also be readily available via email and during office hours/appointments. Although I encourage students to take the initiative to approach me if they have questions, I will also reach out to students that are doing fabulous work or who appear to need assistance.
- 3) Be responsive to questions and concerns. This includes posting announcements regularly, responding to emails promptly (within 24 hours on weekdays), and providing feedback and prompt grading. Consistent communication will be essential to a smooth semester!
- 4) Facilitate a safe, respectful, and curiosity-driven learning environment. When basic needs – physical safety, psychological stability – are met, it is easier to focus attention on our self-improvement goals, like our academic studies. Please reach out if you need assistance.

Your professor expects you to...

- Basic expectations:
- 1) Read the syllabus and consult it throughout the semester
 - 2) Read assigned readings and view video lectures in a timely manner
 - 3) Complete all assignments/exams on time
 - 4) Attend synchronous online class sessions regularly
 - 5) Take notes during classes, video lectures, and readings
 - 6) Study
 - 7) Communicate your questions and concerns
 - 8) Be respectful and curious

- Going a step further:
- 1) Complete reading and video lectures before synchronous classes
 - 2) Attend virtual office hours to discuss your understanding of the material
 - 3) Review concepts that you missed on the quizzes and engagement activities
 - 4) Answer questions on the study guide in depth
 - 5) Engage in study strategies that test your amount and depth of knowledge on the material

A ton of educational research suggests that students should devote around 3 hours per credit hour they take, give or take 1 hour (so, 2-4 hrs per credit hour). PSY355 is a 3 credit course, so this equates to spending around 9 hours a week on this class, which includes time spent in the classroom. If you are taking a full course load (e.g., 15 credits), this equates to spending around 45 hours a week on your coursework, which is equivalent to a full time job. Each week, you will have assigned reading (~2 hours), online video content (~1.5 hours), one class session (~1 hour), and a quiz and reflection (~1 hour to complete, not including study time), so please consider how you are spending the remaining 3.5 hours on this course. Study tips and strategies are provided on the course Blackboard site.

Active Engagement in Synchronous Online Class Sessions: First, content covered during class sessions will often expand on basic concepts introduced in the reading or video lectures. So students are strongly encouraged to complete assigned readings and video lectures PRIOR to attending synchronous classes. Some video lectures can be viewed after class sessions; these will be clearly noted. Second, recordings of our synchronous class sessions will be posted online to accommodate students that cannot attend. Please connect with your classmates to supplement your notes for any synchronous online classes you miss, just like you would under normal conditions.

ASSESSMENTS AND GRADING

Course grades will be based on total points earned from the following sources:

<u>COURSE ACTIVITY</u>		<u>POINT VALUE</u>
Weekly Quizzes	14 x 8 pts each; lowest dropped	104 points
Syllabus and BB Quiz		8 points
Engagement Activities	14 x 2 points; 2 lowest dropped	24 points
Weekly Reflections	14 x 3 points; 2 lowest dropped	36 points
Plagiarism Assignment		10 points
APA Style Assignment		10 points
Group Assignment Proposal		18 points
Group Assignment Paper		50 points
Final Exam		55 points
Extra Credit	2 x 6 pts each	12 points

*These course activities are subject to change. Total of 315 points, not including extra credit.

**Please consult the Course Policies section for additional information on making up late assignments and procedures for requesting these types of accommodations.

Weekly Quizzes: Research on best practices for online course encourages the use of “low stakes testing”. In this course, weekly quizzes will be completed instead of high-stakes exams and midterms. Quizzes will be completed on Blackboard. All quizzes will be multiple choice, open-book, open-notes, and will have a time limit. Quizzes must be completed in a single sitting, but will be available for three days (from Friday at 5am to Sunday at 11:59pm). Study guides will be posted every Wednesday on Blackboard. Late quizzes will be accepted up to two days late, and will be docked 2 points each day unless accommodations apply.

Syllabus and Blackboard Quiz: This quiz is intended to ensure that students understand important course content and policies and are familiar with the structure and function of the course Blackboard site. This quiz will be multiple-choice, open-book, open-notes, and will have a time limit. This quiz must be completed in a single sitting, but will be available for three days (from Friday at 5am to Sunday at 11:59pm). Late quizzes will be accepted up to two days late, and will be docked 2 points each day unless accommodations apply.

Engagement Activities: To encourage active engagement throughout the semester, students will complete engagement activities (EAs) that assess understanding and use of content covered in video lectures and online class sessions. EAs will be posted on the BB Discussion forum. These activities should be completed by the end of the day Friday, and will be worth up to 2 points. Late activities will be accepted up to one day late, and will be docked 1 point each day unless accommodations apply.

Weekly Reflections: To encourage active reflection and application of the course material, students will write and post weekly reflections of their learning on the BB Discussion forum. Reflections should include 1) a thoughtful summary of the student’s understanding of one specific concept from this week, and 2) a thoughtful description of how this concept manifests in everyday life. Reflections are graded as 0 (did not turn in or poor quality), 1 (okay), 2 (good), or 3 (very thoughtful/reflective of

your understanding). Late reflections will be accepted up to two days late, and will be docked 1 point each day unless accommodations apply.

Plagiarism Assignment: To prepare for our future writing assignment, this Plagiarism Assignment assesses students' ability to identify and prevent plagiarism. Instructions are provided in a separate document on Blackboard. This assignment is graded on a pass/fail basis. Late assignments will be accepted up to two days late and will be docked 2 points each day unless accommodations apply.

APA Style Assignment: This assignment is an opportunity to learn more about APA style citations and practice applying this knowledge. Instructions are provided in a separate document on Blackboard. This assignment is worth up to 10 points. Late assignments will be accepted up to two days late and will be docked 2 points each day unless accommodations apply.

Comparing Cultures Group Proposal and Paper: Since group work is an inherent part of life as a social animal living in a society, learning how to coordinate more effectively will hone these skills and (hopefully) improve the quality of your future collaborations. This assignment will involve groups of 3 to 4 students identifying a psychological topic of interest, locating research from non-U.S. cultures on this topic, and collaboratively writing a paper that summarizes and synthesizes this research. A proposal will be turned in at the beginning of the process to establish a plan for completion. Students will also evaluate their performance and the performance of their groupmates; these evaluations will contribute to the student's overall grade for this assignment. Additional documents on Blackboard provide thorough instructions for completing the assignment. Late assignments will be accepted up to five days late and will be docked 10% each day unless accommodations apply.

Final Exam: The final exam will be cumulative and will likely include fill-in-the-blank, true/false, and short answer questions. The final exam will be administered via Blackboard, open-book open-notes, and will have a time limit. The final exam will also have an extended period of availability (TBD). Make-up opportunities are only available under rare circumstances and in accordance with the late work/make-up accommodation policy.

Extra Credit Opportunities: Extra credit opportunities will be announced via Blackboard. The nature of these assignments will vary but could involve writing a brief paper that applies course material to 1) analyze a TV show or movie character's behavior, or 2) better understand what you learned and experienced at a cultural event. A separate document provides instructions for completing the extra credit assignment. Up to 12 points can be earned (6 points per assignment). Late assignments will be accepted up to two days late and will be docked 2 points each day unless accommodations apply.

Final grades are determined using this scale:

Grade	% Earned	Grade	% Earned
A	94 and above	C	73 – 76.9
A-	90 – 93.9	C-	70 – 72.9
B+	87 – 89.9	D+	67 – 69.9
B	83 – 86.9	D	63 – 66.9
B-	80 – 82.9	F	62.9 and below
C+	77 – 79.9		

These are firm cut-offs. I only round up if a grade is $> .95\%$ (e.g., 82.96% will be rounded up to an 83%, but an 82.94% would not be rounded up). Yes, this means that it is possible that 1 or 2 more points would mean the difference between an A or an A-, or a D or an F. So don't let it come down to that! It is your responsibility to ensure your grade is where you want it to be at the end of the semester. This includes reaching out to your professor to discuss strategies for improving your mastery of the course material and ensuring your efforts translate into mastery.

COURSE SCHEDULE

<u>Date</u>	<u>Readings, Online Work, and Meetings</u>	<u>Scheduled Topic and Deadlines</u>
Week 1: 1/19 – 1/24	Read: Chapter 1 Watch: Week 1 Videos Attend: Online Mtg. on Wednesday	Introduction to Cultural Psychology Due F 1/22: Week 1 Reflection and Engagement Activity (EA) Due SU 1/24: Week 1 Quiz, Syllabus and BB Quiz
Week 2: 1/25 – 1/31	Read: Chapter 3 Watch: Week 2 Videos Attend: Online Mtg. on Wednesday	Cultural Evolution Due F 1/29: Week 2 Reflection and EA Due SU 1/31: Week 2 Quiz
Week 3: 2/1 – 2/7	Read: Chapter 4 Watch: Week 3 Videos Attend: Online Mtg. on Wednesday	Research Methods Due F 2/5: Week 3 Reflection and EA Due F 2/5: Plagiarism Assign. Due SU 2/7: Week 3 Quiz
Week 4: 2/8 – 2/14	Read: Chapter 5 Watch: Week 4 Videos Attend: Online Mtg. on Wednesday	Development & Socialization Due F 2/12: Week 4 Reflection and EA Due SU 2/14: Week 4 Quiz
Week 5: 2/15 – 2/21	Read: Chapter 6 Watch: Week 5 Videos Attend: Online Mtg. on Wednesday	Self & Personality Due F 2/19: Week 5 Reflection and EA Due SU 2/21: Week 5 Quiz
Week 6: 2/22 – 2/28	Read: Chapter 8 Read: The Psychology of Teamwork (Link on BB) Watch: Week 6 Videos Attend: Online Mtg. on Wednesday	Motivation Due F 2/26: Week 6 Reflection and EA Due SU 2/28: Week 6 Quiz
Week 7: 3/1 – 3/7	Read: Chapter 9 Watch: Week 7 Videos Attend: Online Mtg. on Wednesday	Cognition & Perception Due F 3/5: Group Project Proposal Due F 3/5: Week 7 Reflection and EA Due SU 3/7: Week 7 Quiz
Week 8: 3/8 – 3/14	Read: Chapter 7 Watch: Week 8 Videos NO CLASS SESSION THIS WEEK, ENJOY THE MENTAL HEALTH BREAK	Multiculturalism Due F 3/12: Week 8 Reflection and EA Due SU 3/14: Week 8 Quiz
Week 9: 3/15 – 3/21	Read: Chapter 10 Watch: Week 9 Videos Attend: Online Mtg. on Wednesday	Emotion Due F 3/19: Week 9 Reflection and EA Due F 3/19: APA Style Assign. Due SU 3/21: Week 9 Quiz
Week 10:	Read: Chapter 11	Attraction & Close Relationships

3/22 – 3/28	Watch: Week 10 Videos Attend: Online Mtg. on Wednesday	Due F 3/26: Week 10 Reflection and EA Due SU 3/28: Week 10 Quiz
Week 11: 3/29 – 4/4	Read: Chapter 12 Watch: Week 11 Videos Attend: Online Mtg. on Wednesday	Morality and Religion Due F 4/2: Week 11 Reflection and EA Due SU 4/4: Week 11 Quiz
Week 12: 4/5 – 4/11	Read: Chapter 13 Watch: Week 12 Videos Attend: Online Mtg. on Wednesday	Physical Health Due F 4/9: Week 12 Reflection and EA Due SU 4/11: Week 12 Quiz Due SU 4/11: Group Project
Week 13: 4/12 – 4/18	Read: Chapter 14 Watch: Week 13 Videos Attend: Online Mtg. on Wednesday	Mental Health Due F 4/16: Week 13 Reflection and EA Due F 4/16: Extra Credit Assignments Due SU 4/18: Week 13 Quiz
Week 14: 4/19 – 4/25	Read: Chapter 15 Watch: Week 14 Videos Attend: Online Mtg. on Wednesday	Collaborating and Competing Due F 4/23: Week 14 Reflection and EA Due SU 4/25: Week 14 Quiz
Finals Week: 4/26 – 4/30		Final Exam Day/Time TBD

*This schedule (including assigned readings) is subject to change. Students are responsible for any changes announced in class or on Blackboard.

COURSE POLICIES

*This course is subject to the GVSU policies listed at <http://www.qvsu.edu/coursepolicies/>.

Withdrawing from a Course: The ultimate deadline for withdrawing from this course (or any course at GVSU) is Friday April 9th at 5pm.

Mask Policy: Face coverings, such as masks, are required to be worn in the classroom at all times. Students who have forgotten their face coverings may get a disposable mask at a campus office. The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with an inclusive living and learning environment with equitable opportunities for success](#). [GVSU's policy on face coverings](#) is posted on the Lakers Together web site. Students who are not able to wear a face covering due to a medical condition should contact Disability Support Services (DSR) to discuss their individual situation.

Attendance Policy: Attendance is not required at synchronous class sessions, but strongly encouraged. If you miss class, you are strongly encouraged to access the class session recording and supplement this with notes from your classmates and a meeting with your professor (if applicable).

Accommodations for Late Work/Make-Ups: Although attendance at synchronous class sessions is not required, your professor is required to monitor missed deadlines and determine standards and a process by which students can make-up missed work. Importantly, if a student misses the deadline for an assessment and they are seeking an accommodation (i.e., permission to turn it in late), they

must **contact the professor via email within 24 hours of the deadline with an explanation**. From there, **the professor will grant accommodations based upon 1) the nature of the cause for the missed deadline, and 2) the extent to which the student’s ability to complete the assignment was impaired**.

Specifically, the reason for the missed deadline is key. The University makes a distinction between “excused” and “unexcused” absences, and although we aren’t keeping track of absences, this language is useful for characterizing the types of missed deadlines – we can miss deadlines for “excused” reasons (due to something unexpected or beyond our control, despite our best efforts) or “unexcused” reasons. Consistent with University policy, missed deadlines are excused and eligible for make-up for the following reasons:

- 1) active participation in an intercollegiate event;
- 2) observance of religious holidays,
- 3) military duty;
- 4) jury duty, or appearance in court or other government hearings;
- 5) student medical conditions that limit time or ability to engage with the course material;
- 6) birth or adoption of child;
- 7) attendance at an academic and/or professional conference;
- 8) medical or professional appointments (e.g., job interviews);
- 9) medical conditions of a loved one if the student is serving as a caretaker;
- 10) funerals or memorial services; and
- 11) previously scheduled family celebrations (e.g., weddings, etc.).

As you might guess, unexcused reasons are things like forgetting or mixing up deadlines, failure to upload the assignment on BB, leaving campus early for the weekend, etc. Ideally, documentation should be provided and is easily available for most of the reasons listed above. But let’s be practical, too: this semester is just going to be different than we are used to. In some cases – if you are quarantining or isolating because of COVID-19 is a concern, you are struggling with the psychological distress of the pandemic - documentation will not be necessary, just encouraged.

Additionally, accommodations depend on the extent to which the student was prevented from completing the assessment. For most of the assessments in our class, students have multiple days to complete it. This means that an “excused” reason must span the multiple days the assessment is available. Please consider this when requesting accommodations.

In general, if you are unsure whether you are eligible for an accommodation, just ask! This semester is undeniably strange and challenging, and we all know that the pandemic can have both physical AND psychological impacts on a person. Please reach out if you are struggling.

Blackboard Access: Given the format of our course, the course Blackboard (BB) website is essential to your success. It is the student’s responsibility to visit BB regularly (at least twice a week) and stay current of the material posted in this forum. BB will be used in the following ways:

- 1) Grades:** All grades will be posted in the BB Gradebook in a timely manner. For security reasons, I only discuss grades over email if the student initiates that conversation and uses their GVSU email account.

2) Course materials: All course documents will be posted on BB, or linked through BB. This includes class videos, additional readings (beyond the textbook), and links to useful resources on the internet.

3) Announcements: All major announcements and reminders will be posted on BB. Announcements posted on BB are also sent to students via email.

4) Discussion Board: Separate BB Discussion threads will be used to post weekly reflections and engagement activities.

4) Assessments: All quizzes and exams will be administered via BB. Written assignments will be uploaded via BB, and feedback on these will be linked to BB too.

Online Classroom Conduct: Netiquette is a set of social rules that describe what is appropriate or inappropriate online behavior. Netiquette applies most obviously to our synchronous online class meetings as well as discussion board posts (especially those involving an exchange between classmates) and office hours. We are all capable of conducting ourselves in a civil and respectable manner. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates, but you should not attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak (or type). In general, if it is inappropriate in an in-person college class, it is inappropriate in an online class.

The following netiquette tips will enhance the learning experience for everyone in the course:

- 1) Please wear clothes for synchronous online class meetings and virtual office hours. I'm going for a PG-13 vibe in this course (for the most part), which means no nudity.
- 2) Be mindful of whether or not you are dominating discussion; give others the opportunity to join the discussion.
- 3) If students are using video during class, please limit distracting behavior.
- 4) Present ideas appropriately. Please refrain from offensive language, trolling, and troll baiting. Let's be kind to each other, especially this semester – if you wouldn't say it to a person's face, don't say it online.
- 5) Popular emoticons and acronyms (e.g., LOL) can be helpful to convey your tone, but do not overdo them.
- 6) Using humor is appropriate (and sometimes very necessary). But again, let's try to keep it on the cleaner side. Also, let's keep in mind that humor and sarcasm can be misunderstood, especially in written form.
- 7) Do not make fun of someone's ability to read/write/type.
- 8) Please DO ask for feedback!

I will use my discretion in reducing grades for those students who are distracting or disrespectful during synchronous class sessions.

Accommodations for Students with Disabilities: If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Please begin coordinating with your professor as soon as possible at the beginning of the semester. Furthermore, if you have a physical disability and think you will need assistance evacuating the classroom and/or building in an emergency situation, please contact me so I can develop a plan to assist you.

Statement on Academic Dishonesty: The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Students can (and are encouraged to) study together, but all academic work should be the sole work of the individual student, unless otherwise stated. Also, students should strive to avoid the *appearance* of dishonesty; these are behaviors associated with academic dishonesty (i.e., checking phone during quiz, completing quizzes together) that raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course.

Library Resources: The library has Peer Research Consultants that can work with you one-on-one or in a small group to assist you with research. Information about Peer Research Consultants can be found on the library homepage (also linked on BB). Also, the Psychology Library Subject Guide (<https://libguides.gvsu.edu/psych>, also on BB) contains links to all of the psychology databases and other specific resources for psychology students.