This course I would say profoundly shaped my first year experience and would recommend this course to absolutely every person at UBC, regardless of year, faculty, or degree of interest in psychology. I can affirm that I am not only a better, more well-rounded student after taking this course, but an enriched human being. I could go on for much, MUCH longer about how incredibly life-altering this course has been, but my hand is beginning to hurt.

I really wanted to thank you for your class. It was truly a transformative experience and a highlight of my UBC experience.

I do great only when I am interested, inspired and feeling competent, and you and the class you taught last term has made all that happen for me.

I cannot tell you enough how valuable the information is, and how much more I wish to understand and appreciate at a deeper level and broader view. I appreciate your energy and time in supporting my learning.

I loved this class and would take it again. Adele's personal involvement with the students is notable....She is a wonderful professor and a wealth of knowledge! She gets an A+

Loved the true seminar composition, and the instructor gave inordinate amounts of time to ensuring that all students felt comfortable participating in the discussions and discourse, even when the material was either personally or collectively challenging.... I really liked the true interdisciplinary nature of the material.

I enjoyed the class (and am amazed at how several concepts from the course have started cropping up in my life).

Adele is energetic, passionate, interesting and so impressively well-read. She explains difficult concepts well, and asks detailed and provoking questions. She sets a high standard and expects us to meet it which is great for learning. I am grateful to have had the opportunity to be in her class!

Thank you Adele for facilitating our class and managing the discussions which may have gotten tense at some points. Adele has been effective at managing the dynamics of the class and being very respectful of everyone's views. Good questions that probe deeper thinking too. I have enjoyed the class discussions tremendously and learnt a lot from the content.

Thanks for all you have given me over the past few months. I will carry what I learned from you and in your class through the rest of my life and hopefully my students and those around me will also benefit from what I learned from you.

PLEASE ADD ANY COMMENTS OR FEEDBACK THAT WILL HELP YOUR INSTRUCTOR TO IMPROVE THIS COURSE.

This was absolutely the best, most worth-while course that I have taken at University. While the workload was intense, I got a lot from it in both respect to my education but also my life. Really helped me to take this, I wish it had been two semesters. After taking this I am ready to take almost any psych class @ UBC. Maybe simple comments but I have NOTHING honestly nothing bad to say about this course.

PLEASE ADD ANY COMMENTS OR FEEDBACK THAT WILL HELP YOUR INSTRUCTOR TO IMPROVE THIS COURSE.

This was one of the best courses I took in my life, mainly because the instructor, Adele Diamond, was so good. She really inspired me to work hard and I learned a lot out of the course.

PLEASE ADD ANY COMMENTS OR FEEDBACK THAT WILL HELP YOUR INSTRUCTOR TO IMPROVE THIS COURSE.

I really enjoyed this course. Everything we read could always be applied to real life situations and you always helped us make those connections. The material I learned here, I'll carry with me into the future. It was challenging and very rewarding — would definitely recommend you to other people.

PLEASE ADD ANY COMMENTS OR FEEDBACK THAT WILL HELP YOUR INSTRUCTOR TO IMPROVE THIS COURSE.

She is amazingly intelligent and a great inspiration to her students. However the course was just too much pressure for students with a full course, a part time job and other activities. But as a teacher she is by far one of the best. Thank you Adele!

PLEASE ADD ANY COMMENTS OR FEEDBACK THAT WILL HELP YOUR INSTRUCTOR TO IMPROVE THIS COURSE.

I totally enjoyed this course. For the first introductory lesson, it wasn't really representative of what/how the whole course was conducted — the course was definitely more interesting, relevant and related to daily aspects of life.

PLEASE ADD ANY COMMENTS OR FEEDBACK THAT WILL HELP YOUR INSTRUCTOR TO IMPROVE THIS COURSE.

Thank you so much for a very stimulating, transformative class — we were encouraged to engage at all levels with the material, and I certainly did.

This course has informed my approach both to academia and to life!

My one wish is that there weren't so many readings. I know each of them is relevant & important, but I personally found my engagement in the course waning & stress mounting at times when I felt too overwhelmed with reading. As we learned, anxiety is the emotion that most breeds inaction/paralysis...

But on the whole, each + every one of the classes was a wonderful experience + I thoroughly enjoyed them.
Thanks again

PLEASE ADD ANY COMMENTS OR FEEDBACK THAT WILL HELP YOUR INSTRUCTOR TO IMPROVE THIS COURSE.

This course was outstanding — the best course by far in my entire university experience (I have already completed 1 undergrad. degree).

Active learning opportunities were great — better than some classes with 200+ students in which I might as well be taking a distance course.

One thing — too many readings meant not enough time to discuss in depth at 4150 — I would have liked to spend more time reading less articles to get more out of them. Overall → amazing course.

Department of Psychology
Undergraduate Course Evaluation Results (Long Form Inventory)

Total Responses: 11

Course no.: **205-**   Section: **006**   Instructor: **Diamond, Adele**

Year/Term: **2006-07 T2**

ITEM/KEY WORD SUMMARY	No. of responses by option 0	1	2	3	4	5	count (1-5)	Prop. 0	1	2	3	4	5	M	SD	Dept Norms M	SD
1 Participation Encouraged	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	3.77	0.61
2 Evaluation Unfair	2	8	0	1	0	0	9	0.18	0.73	0.00	0.09	0.00	0.00	1.22	0.63	2.09	0.45
3 Patient Assistance	0	0	0	1	0	10	11	0.00	0.00	0.00	0.09	0.00	0.91	4.82	0.57	3.90	0.42
4 Tests Understanding	0	0	0	1	0	10	11	0.00	0.00	0.00	0.09	0.00	0.91	4.82	0.57	3.64	0.54
5 Poor Response to Criticism	1	10	0	0	0	0	10	0.09	0.91	0.00	0.00	0.00	0.00	1.00	0.00	2.04	0.42
6 Well Prepared	0	0	0	0	1	10	11	0.00	0.00	0.00	0.00	0.09	0.91	4.91	0.29	4.28	0.33
7 Verbally Abusive	0	11	0	0	0	0	11	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	1.42	0.30
8 Available to Students	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	3.78	0.39
9 Practical Applications	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	4.15	0.35
10 Commun. Level Too High	0	6	3	1	0	0	10	0.00	0.60	0.30	0.10	0.00	0.00	1.50	0.67	2.04	0.43
11 High Standards Set	0	0	0	1	2	8	11	0.00	0.00	0.00	0.09	0.18	0.73	4.64	0.64	3.71	0.34
12 Identified Personal Comments	0	0	1	4	3	3	11	0.00	0.00	0.09	0.36	0.27	0.27	3.73	0.96	3.44	0.40
13 Effective Speech Qualities	0	0	0	0	2	9	11	0.00	0.00	0.00	0.00	0.18	0.82	4.82	0.39	3.90	0.48
14 Poor Use of Class Time	0	10	1	0	0	0	11	0.00	0.91	0.09	0.00	0.00	0.00	1.09	0.29	1.84	0.41
15 Encourage Independent Thought	0	0	0	0	2	9	11	0.00	0.00	0.00	0.00	0.18	0.82	4.82	0.39	3.75	0.50
16 Course Poorly Organized	0	11	0	0	0	0	11	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	1.87	0.40
17 Answered Questions Well	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	4.33	0.27
18 Good Rapport	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	3.96	0.48
19 All Students Respected Equally	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	4.41	0.22
20 Demeaning Wrt Fe/Male	0	11	0	0	0	0	11	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	1.51	0.21
21 Demeaning Wrt Race/Culture	0	11	0	0	0	0	11	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	1.42	0.18
22 Motivated Students	0	0	0	0	2	9	11	0.00	0.00	0.00	0.00	0.18	0.82	4.82	0.39	3.42	0.49
23 Instructor Had Knowledge	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	4.39	0.29
24 Students as Individuals	0	0	0	0	2	9	11	0.00	0.00	0.00	0.00	0.18	0.82	4.82	0.39	3.79	0.42
25 Inspired Interest	0	0	0	0	2	9	11	0.00	0.00	0.00	0.00	0.18	0.82	4.82	0.39	3.57	0.57
26 Respected Students	0	0	0	0	1	10	11	0.00	0.00	0.00	0.00	0.09	0.91	4.91	0.29	4.18	0.30
27 Instructor Uninterested	0	11	0	0	0	0	11	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	1.48	0.27
28 Requirements Clear	0	0	0	0	1	10	11	0.00	0.00	0.00	0.00	0.09	0.91	4.91	0.29	4.00	0.33
29 Course Importance	0	0	0	0	4	7	11	0.00	0.00	0.00	0.00	0.36	0.64	4.64	0.48	3.64	0.47
30 Textbook/Readings Rating	0	0	0	0	1	10	11	0.00	0.00	0.00	0.00	0.09	0.91	4.91	0.29	3.62	0.50
31 Instructor Rating	0	0	0	0	0	11	11	0.00	0.00	0.00	0.00	0.00	1.00	5.00	0.00	4.03	0.50
32 Course Rating	0	0	0	0	4	7	11	0.00	0.00	0.00	0.00	0.36	0.64	4.64	0.48	3.70	0.50

Scale Scores (1=low,..., 5=high)	Mean	Std Dev	Department Norms Mean	Std Dev
Scale 1 - Instructor Competence	4.85	0.16	4.02	0.35
Scale 2 - Respect for Students	4.96	7.93	4.27	0.27
Scale 3 - Academic Standards and Motivation of Students	4.72	0.23	3.75	0.35

Note: Response Formats:
Items 1 to 29: 0=don't know, 1=strongly disagree,....,5=strongly agree; items 30 to 32: 1=very poor,...,5=very good.
* Departmental Norms: unweighted means and SDs for more than 500 classes in 1992-97, i.e., means and SDs of the distribution of class means for 32 items and 3