



PSYC 102

SECTION 001

**DR. SIMON LOLLIO**

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@simonlolliot

Orchard Commons: Room 3071

# DO YOU...

...like people watching?

...wonder why people behave the way they do?

...want to be able to read people's minds?

...wonder what babies are thinking?

...want to know what causes mental illness?

...want to know how to handle stress?

...want to learn how to use more than  
10% of your brain's capacity?

...want to learn how to spot  
fake news?

## Yes? \*

Then you've registered in the right course

\* Except for reading people's minds. I can't teach you to do that...

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

# WELCOME TO PSYCH 102



## ABOUT PSYC 102

What do you think about when you think of "psychology"? Most people think of Freud, psychopathology, and therapy. While these are interesting and important parts of psychology, they are a small part of the discipline.

As we will see, psychology primarily aims to answer the question, "Why do we behave the way we do?" Thus, this question will be the "Big Idea" for the course.

This question can be answered through many different psychological lenses: from developmental trajectories and changes (Ch. 9) to how stress shapes us and how we shape stress (Ch. 13); from the roots of personality (Ch. 11) to the tides of the social psychological seas (Ch. 12).

By introducing you to each of these sub-disciplines that encompass "psychology", we will see that there are many different ways in which we can answer, "Why do we behave the way we do?"

To uncover the Big Idea behind psychology, it is important to be able to answer several "essential questions". One such course-level essential question is "Does what I am made of have a stronger effect on how I behave than where I am at / have been?" – the good ol'

nature vs. nurture debate. To answer these essential questions and uncover the answer to the Big Idea, we rely on the scientific method (Ch. 2).

My main goal for PSYC 102 is to give you a good overview of several subfields of psychology and to introduce you to how different psychologists think about the world. This coverage will focus on classic theories and research to give you a solid foundation for future specialty courses on these topics. But, psychology is ever-evolving, so we will also explore the latest research and most recent findings to help develop your critical thinking skills.

## YOUR INSTRUCTOR



Dr. Simon Lolliot

ORCH 3071

[slolliot@psych.ubc.ca](mailto:slolliot@psych.ubc.ca)

### **Office Hours**

In-Person: (see below)

Online: On Canvas (TBD)

To try to accommodate as many people as possible, please fill out your availability for an office hour here: <https://bit.ly/2jYOjhd>



## YOUR TA



Brittany Cole

[brittanyc@psych.ubc.ca](mailto:brittanyc@psych.ubc.ca)

Office Hours: TBD

## REQUIRED MATERIALS

I understand that university is expensive, so I have found a textbook that is excellent AND free!



OpenStax,  
Psychology. OpenStax  
CNX. Jul 20, 2018.

This textbook can be viewed on the web, downloaded as an epub or pdf and works as an iBook and on Kindles. Click on the

textbook above to download the textbook. If you prefer hardcopies, I've ordered a limited number at the bookstore – so be sure to get hold of one quickly!

## LECTURES – WHAT TO EXPECT

**Classes:** Classes will mainly take the form of a lecture. I will, however, try to make the class as interactive as possible by asking questions and using various technologies to bring you into the class. This does require, though, participation from you, please!

**PowerPoints:** I will do my best to post slides before class. I often leave blanks at strategic places. These are either because I (a) have something planned that I don't want to tip you off to or (b) want to give you chance to fill in important terms. I will upload the full version of the slides after every class. I do, however, encourage you to take detailed notes.

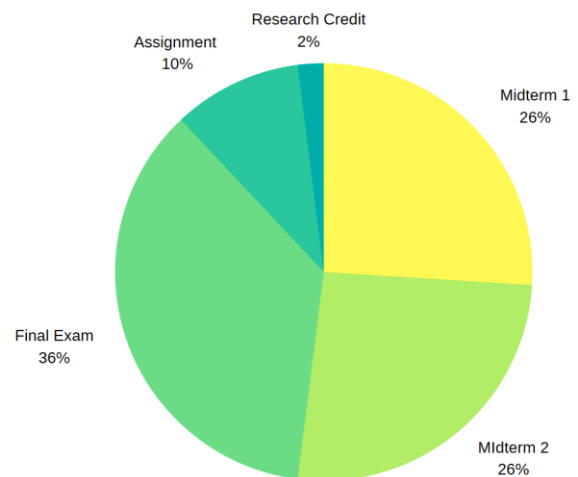
### A note on class materials and exams:

Classes are designed to cover and extend on what is in the textbook. My philosophy is that the textbook supplements the lectures, rather than the other way around. As such, we'll be covering some things that do not appear in the textbook. Similarity, we may not cover everything in the textbook.

This means that to be successful in this course, you must carefully read the text and consistently attend every lecture.

**And please note** – unless otherwise stated, everything in the assigned chapters as well as what we cover in class is examinable.

## GRADE COMPONENTS



# brief course outline



5 September

Class Starts!  
Whoop!

8 October

**MIDTERM 1**  
Chapters 1, 2, 7 & 9

5 November

**MIDTERM 2**  
Chapters 10 & 14

29 November

Class ends...  
D:

Final Exam

DATE: TBC  
All chapters  
covered.

## MIDTERMS AND EXAMS

Midterm 1	08 October	26%
Midterm 2	05 November	26%

**Exam Info:** There will be 2 midterms (counting 26% each) and a final exam (36% of your total grade). The midterms will be multiple choice and are non-cumulative. This means that the chapters covered by the first midterm will NOT be tested in the second midterm.

The final exam will also be all multiple choice, but it will also be cumulative. "Why, Simon?", you might ask. Fair question. Research shows that expecting a cumulative final exam results in better long term retention of information (Szpunar, McDermott, & Roediger, 2007). That means that the hard work put in now will pay off later on in future courses and to your life in general! The material to appear on the final exam will be more heavily weighted to the material covered after the second midterm.

### If you are sick / can't make a midterm:

Sometimes you get sick. When that happens on or just before a midterm day, that is fine - let me know as soon as possible please. The earlier you let me know that you are unwell, the easier it is to help you. You will be asked to write a make-up midterm which will take place within one week of the missed midterm. The date will be arranged by me with the help of Brittany, our fantastic TA.

Make-up exams will not be allowed for trips out of town or for sleeping late.



**What if I am sick for the final exam?** Because final exams are run more formally through the University, I have little control over timings and concessions. If you are unable to attend the final exam, please contact your faculty advising (e.g., ARTS / SCIENCE advising) and apply for academic concessions. Please do contact me as well if you are unable to make the final exam so that I know as well.

## ACTIVITY ASSIGNMENTS

There will be three activity assignments presented throughout the term: You will be required to complete ONLY ONE of these activity assignment. Broadly, the three activity assignments include

1. Debunking popular myths in psychology (Ch. 2)
2. Stress diary – How stress affects your life and what you can do to minimize it (Ch. 10 & 14)
3. Diagnosing Mental Health Disorders (Ch. 15 & 16)

I will provide more information on the Canvas website as to what you can expect from each of these assignments to allow you to choose the one that you find most interesting.

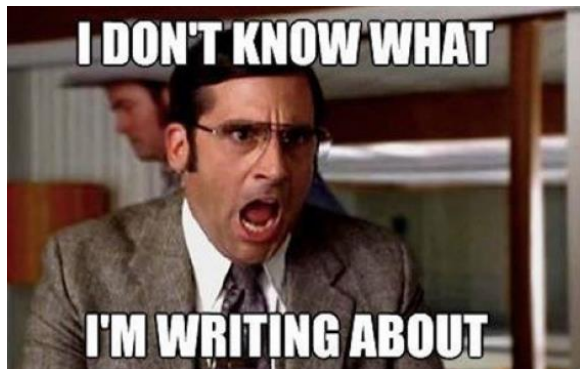
- Completing extra assignments will *not* earn you extra credit - you can only do one.
- If you do hand in more than one Activity Assignment, your mark will be based on the first assignment you handed in.

These assignments are designed to help you think more deeply about some of the topics we discuss in this course in a fun, insightful, and interactive way. These assignments will be announced during class time. Each assignment will include two steps:

1. An interactive component that requires some activity or involvement on your part

2. A written summary that addresses several questions that are provided on a worksheet (that you can find on Canvas).

You have the option of completing your assignment with another student in PSYC 102 (001) and turning in a single joint paper with both partners' names and ID numbers. If you choose this option, the word limit remains unchanged and the paper will be marked in the same way as individual assignments. You and your partner will receive the same grade regardless of whether your actual contribution to the assignment was equal. Your final written assignment will be submitted to turnitin.com to be marked by the TA. For information on how to hand assignments in on turnitin.com, see the "Important Info" section below.



**NOTE:** Unfortunately, due to the size of the class and the limited number of hours that your TAs are paid to work, you will not receive detailed written comments on your assignment. However, you can contact your section TA to discuss your mark on an activity assignment and to get general advice for improving your writing.

**Handing in assignments:** You will be asked to hand in assignments to both turnitin.com AND Canvas. This extra step saves us a lot of work in getting your assignments with comments back to you in a timely fashion.

What is Turnitin.com? It is a service that compares submitted papers to over 500

million papers, articles, and other manuscripts, and checks for evidence of plagiarism.

First, if you do not have a turnitin account, create one at turnitin.com. Log in to your account and use the following details to find the class:

<b>Class ID</b>	22213297
<b>Enrolment Key</b>	Lolliot19

**Note:** Turnitin's servers are located in the United States. Thus, information that is stored on their servers is subject to US law. If you would like to know how to set up an account anonymously, please see:

<https://lthub.ubc.ca/guides/turnitin/>

I have made a video that talks you through submitting your work to turnitin AND Canvas. I will include a link to this video on the assignment worksheet.

### **RESEARCH – HSP (2 – 5%)**

HSP = The Human Subjects Pool

I get quite excited about this part...

Throughout the term, we are going to be covering some really cool research; many of these findings have a profound effect on our

day-to-day lives. Research, however, needs participants. As part of the course, you will be asked to complete a research experience





component (REC) as way of introducing you in a 'hands-on' way to the research process.

This component is worth between **2 to 5%** of your total grade. I require a minimum of 2% for this course (this translates to 2 hours of participating in a study - or 0.5% per half-hour). Because I am cool, you can earn an additional 3% credit by participating in an extra 3 hours of study! This means that theoretically, you could achieve 103% for this course. Whoop!

To create an account, and sign up for studies, go to

<https://ubc-psych.sona-systems.com/>

Further instruction on how to use the HSP online system can be found at <http://psych.ubc.ca/internal/human-subject-pool/> in the document entitled "Subject Pool Information for Participants." Who knows, a study that you participate in may very well help shape our understanding of the human experience in a profound way.

### **Alternative to HSP Credit Component:**

As an alternative to participating in research, you can instead choose to complete two library writing projects (worth 1% point each). For this assignment, you will read and summarize two research articles. You must select a research article (not a letter to the editor, commentary, or review paper) published between 2000- present in the journal Psychological Science – one of the disciplines' leading journals. Each summary should be about 500 words and should describe the purpose, method and results of the study in your own words.

### **HONOUR CODE**

**ALL** written work must be the result of your independent work (or collaborative work with your named partner on an assignment). Evidence of cheating or plagiarism (from a

published or online source or from another student) will result in an immediate zero in the class and notification to University authorities.

**PLEASE** familiarize yourself with the definition of plagiarism and the penalties at UBC:

- <https://artsone.arts.ubc.ca/about-arts-one/ubc-policies/ubc-plagiarism-policy/?login>
- <http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>

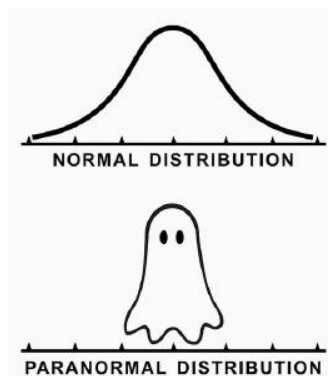
## GRADES – IMPORTANT INFO

Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty and department or school norms. Please

note that the unofficial grades you will receive from me, the instructor, might be changed by the faculty, department or school. Grades are not official

until they appear on the student's academic record. If necessary, the grades from this course will be scaled (curved) to obtain an average between 63-67%, with an SD of 14%.

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



<b>Class Performance</b>	<b>Mean</b>	<b>SD</b>
Strong Class	67%	14%
Average Class	65%	14%
Weak Class	63%	14%

<b>Grade Letters</b>	
A	80 – 100%
B	68 – 79%
C	55 – 67%
D	50 – 54%
F	< 50%

## WHAT WE WILL COVER

<b>Chapter</b>		<b>Guiding Questions</b>
Introduction to Psychology	Ch. 1	<ul style="list-style-type: none"> <li>How did Psychology, as a discipline, start?</li> </ul>
Psychological Research	Ch. 2	<ul style="list-style-type: none"> <li>What methods do we use to explore human behaviour?</li> </ul>
Intelligence	Ch. 7	<ul style="list-style-type: none"> <li>What is intelligence?</li> <li>Is intelligence one construct or multiple constructs?</li> <li>Is intelligence stable?</li> </ul>
Lifespan Development	Ch. 9.	<ul style="list-style-type: none"> <li>How do we grow and develop across the lifespan?</li> <li>What challenges do we face as we get older?</li> <li>How does our physical development inform our cognitive development and is there room for environment to influence this relationship?</li> </ul>
Motivation & Emotion	Ch. 10	<ul style="list-style-type: none"> <li>What motivates you? Biology? A desire to fit in? Desire?</li> <li>What role(s) do our emotions play in affecting our behaviours?</li> <li>Where do emotions comes from?</li> </ul>
Personality	Ch. 11	<ul style="list-style-type: none"> <li>Is personality stable across the lifespan? Why (not)?</li> <li>Is “personality” a universal construct?</li> <li>Is personality the best predictor of our behaviour?</li> </ul>
Social Psychology	Ch. 12	<ul style="list-style-type: none"> <li>How do our surroundings influence our behaviour?</li> <li>When do good people do not so good things?</li> <li>How can we change people’s attitudes?</li> </ul>
Stress, Lifestyle, and Health	Ch. 14	<ul style="list-style-type: none"> <li>How best do we handle stress and how does it relate to our health?</li> <li>What is the relationship between our mental state, stress, and bodily manifestations of stress?</li> </ul>
Psychological Disorders	Ch. 15	<ul style="list-style-type: none"> <li>What are psychological disorders and how do we identify them?</li> </ul>
Therapy	Ch. 16	<ul style="list-style-type: none"> <li>How do we treat psychological disorders? With medicine? Therapy? Something else?</li> </ul>

## UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website [\[CLICK ON ME TO BE TAKEN TO THE UBC SENATE WEBSITE\]](#).

## WELLNESS RESOURCES

Term is hard for everyone. If you are struggling, we have plenty of resources that you may wish to use. Below appear a number of them that can help you adjust to school and manage the stress that comes with it.

### **The Kaleidoscope:**

[the-kaleidoscope.com](http://the-kaleidoscope.com)

A confidential peer-run mental health support group that takes place on campus at least once 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.

### **Counselling Services:**

[www.students.ubc.ca/livewell/services/counselling-services](http://www.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 counseling, or to document an illness if you should require academic concession.

### **SpeakEasy:**

[www.ams.ubc.ca/services/speakeasy/](http://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.

### **SHARE:**

[www.vivreshare.org](http://www.vivreshare.org)

Self Harm Anonymous Recovery and Education is a program designed to promote self care and educate about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

**UBC Wellness Centre:**

[www.students.ubc.ca/livewell/services/wellness-centre](http://www.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:**

[www.students.ubc.ca/about/access](http://www.students.ubc.ca/about/access)

Phone number: 604-822-5844

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

**Student Health Services:**

[www.students.ubc.ca/livewell/services/student-health-service](http://www.students.ubc.ca/livewell/services/student-health-service)

Phone number: 604- 822-7011S

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:**

[www.ubc-mooddisorders.vch.ca/](http://www.ubc-mooddisorders.vch.ca/)

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

**Mental Health Awareness Club:**

[www.ubcmhac.sites.olt.ubc.ca/](http://www.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 service for youth and young adults up to the age of 24. Services include counseling, 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/](http://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:**

[www.clinic.psych.ubc.ca](http://www.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](http://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.

### **Empower Me**

[http://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS\\_EmpowerMe\\_EmpowerMe](http://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_EmpowerMe_EmpowerMe)

Phone number: 1 884 741 6389

Toll-free and available 24/7. This phone service offers mental health and wellness resources from professional counselling to relationship advice (with a partner or parent). You can also find life coaching, financial planning, and nutritional counselling services here.

### **What Helps What Hurts**

<https://whathelpswathurts.com/>

Know someone who is depressed, anxious, or suffering from a mood / anxiety disorder but not quite sure how to help them? This website provides resources for you to know what hurts and what helps.