



PSYC 101
WINTER TERM 1 / 2023

DR. SIMON LOLLLOT

slolliot@psych.ubc.ca
KENN 1005

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.

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WELCOME TO PSYC 101



Tuesdays / Thursdays

2:00 – 3:30pm

CIRS 1250

WELCOME TO PSYC 101

Welcome! 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 attempts 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 how our brains work (Ch. 3) to consciousness (Ch. 5); from the how we develop language and its relationship to thought (Ch. 9) to how we respond to our environments (Ch. 6).

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?" – you might know this question as the '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 101 is to give you a good overview of several subfields of psychology and to introduce you to how different psychologists think about the world. Moreover, I hope you see how psychology is present in every aspect of your life. 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.

LEARNING OUTCOMES FOR PSYC 101

In addition to the learning outcomes specified at the beginning of each lecture, by the end of the course, you should be able to:

1. Explain what psychology is (and what it is not).
2. Describe how contemporary lines of thought relate, are similar to, and how they differ to older psychological theories.
3. Critically analyze psychological research.
4. Identify the most influential psychologists and describe their impact on the field.
5. Describe the relationships between neurons, neurotransmitters, muscles, and different areas of the brain.
6. Demonstrate a firm understanding of theories and research into sensation/perception, consciousness, language, learning, memory, and thinking.
7. Start to think like a psychologist.

THE TEACHING TEAM



Dr. Simon Lolliot (he/him) – Instructor

What to call me? Simon, Dr. Lolliot, Dr. L, Doc, Prof, Prof L.

E-mail: slolliot@psych.ubc.ca

Office: KENN 1005

Office Hours: TBC



Jingyun Zhu (she/her) – Teaching Assistant

E-mail: jyzhuu@student.ubc.ca

Office Hours: Wednesdays, 1 – 2pm over Zoom



Neslihan Oguz (she/her) – Teaching Assistant

E-mail: noguz@psych.ubc.ca

Office Hours: Mondays, 1 – 2pm at KENN 4004



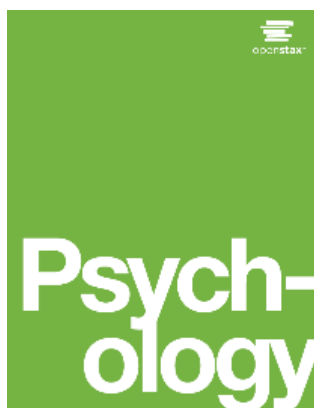
Andrés Montiel (he/him) – Teaching Assistant

E-mail: amontiel@psych.ubc.ca

Office Hours: Thursdays, 12:30 – 1:30pm at KENN 4004

COURE MATERIALS

University is expensive. Hidden costs, especially in relation to textbooks, place added stress on students (Kelchen, 2015; Leonhardt, 2020).



In order to cut costs, we'll be using a free, opensource textbook which you can access here: <https://pressbooks.bccampus.ca/psychologyh5p/>

Spielman, R., Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2021). *Psychology, H5P Edition*. BCcampus.

This is a version of the textbook in which I have added multiple interactive elements that will allow you to test your knowledge after reading a section. In this edition there are over 1000 added questions for you to use and practice. This is the first term that I will be using this version of the textbook. If there are any mistakes in the questions, please let me know and I can fix them right away!

LECTURES – WHAT TO EXPECT

CLASSES: We will be meeting in-person this term (whoop)! Classes will mainly take the form of an interactive lecture. As such, what makes this class successful is your participation in it!

If you are unable to make it to class for whatever reason, you do not need to let me know (unless it is for a midterm or final exam). I really encourage attendance in classes, not only because research shows that class attendance is strongly associated with your GPA (Crede et al., 2010; Dobkin et al., 2010; Lin & Chen, 2006; Xu & Jagers, 2013), but also because of how I structure the classes. Psychology is incredibly demonstrable - as such, I have developed multiple in-class activities that help demonstrate the course content we cover. Thus, attending classes is key to getting the full experience for this course. This aligns with my teaching philosophy that experiencing the course content first-hand leads to deeper learning.

LECTURE RECORDINGS: I will be posting recordings of the lectures. This decision was made to increase accessibility and safety (see COVID Safety below). Life happens. Sometimes you may need to miss a class for a doctor's appointment or because you are sick. That is fine. Recordings, however, are no substitute for attendance. Indeed, research shows that watching lecture recordings is *only* associated with improved learning when the classes were also **attended** (Bos et al., 2016; Nordmann et al., 2018; see also Vella et al., 2016). I thus reserve the right to stop posting class recordings should I feel that they are taking away from the actual learning experience that this class is designed to deliver.

Note: I will be posting recordings of lectures. I will not be live-streaming lectures. I found live-streaming the lectures a significant extra cognitive load to take into consideration while teaching and only a small handful of students made use of the live-stream option.

PARTICIPATION: There is a participation section for this class. Randomly, throughout the course, I will be conducting in-class demonstrations that will be tied to a participation mark. What happens if you miss

these in-class demonstrations? I have built in some flexibility to accommodate for...well...life. If your in-class participation score is 85% or above, you will get 100% for this component.

POWERPOINT: 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. Similarly, 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.

PERSONAL EMERGENCIES

It is possible, if not likely, that you (and I) will fall sick sometime during the term. What happens then?

I ask you please to familiarize yourself with the resources available here: <https://students.ubc.ca/health>

If you're sick, it's important that you stay home – no matter with what you think you may be sick (e.g., cold, flu, other). You do not need to provide me with a sick note. If you are sick and are not sure what to do, please check out the above link. If you are still unsure, please reach out to me.

Please note: your health always comes first. I cannot stress this enough. I even italicized, bolded, and underlined that sentence. First take care of yourself, and then reach out to me. If you are sick for a midterm or a final exam and it is the first time you will be missing an assessment piece for this class, please let me know as soon as you can. I will most likely ask you to complete a self-declaration form. You can find the form on our Canvas course shell. You can also find this form, here: <https://go.library.ubc.ca/B2ZR5H> If you are sick for a second major assessment (e.g., midterm) and have already completed the self-declaration form, please contact me first and we will make a plan together.

What happens if I (Simon) am sick? If I am sick but well enough to teach, I will most likely move class online. If this happens, you will receive an email and an announcement through Canvas telling you how to join the class. You can anticipate that this would very likely be a last-minute email. Our classroom will still be available for you to sit and attend an online session, in this (hopefully rare) instance.

If I am too ill to teach, I will do my best to see if a colleague can substitute for me. I will let you know about this via an e-mail and Canvas announcement.

LEARNING APPRAISALS

Learning Assessment	Date	Value
Midterm 1 (Chs 1, 2, and 3)	10 October 2023 – during class	20%
Midterm 2 (Chs. 4 and 5)	09 November 2023 – during class	23%
Final Exam (Cumulative)	To be confirmed	35%
Written Assignment	1 October OR 12 November	15%*
Class Participation	Throughout Term ending 7 December 2023	5%
Research Participation	Throughout Term ending 7 December 2023	2% (+3% bonus)

* If you do not hand in a written assignment, 5% will automatically be shifted to the midterm you performed best on and the remaining 10% will be shifted to your final exam.

MIDTERMS (20, 23, and 35% of your grade)

There will be 2 midterms (worth 20% and 23% of your total grade) and a final exam (worth 35% of your total grade). All midterms and final exams will be a combination of Multiple-Choice Questions and short answer questions (e.g., one or two words).

Midterm 1 (20%) will take place in-class during class time on **10 October 2023** and will cover chapters 1, 2, and 3, only.

Midterm 2 (23%) will take place in-class during class time on **09 November 2023** and will cover chapters 4 and 5, only.

Final exam (35%) will take place during the December 2023 exam period. The date will be announced during term. This exam is **cumulative**, meaning you will be tested on material from all the chapters that we cover during the terms. Having said that, roughly 80% of the final exam will be based on material covered *after* midterm 2.

Why make the final exam cumulative?

Fair question. Research shows that expecting a cumulative final exam leads to 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!

What if I am sick during 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 before the midterm / exam** please. Once you've let me know that you are ill, please complete the self-declaration form (found here: <https://go.library.ubc.ca/B2ZR5H>) and send it to me. Note: You can only use this self-declaration form once per term for this course.

You will be asked to write a make-up midterm which will take place **within one week** of the missed midterm. If you are unable to attend the make-up midterm, the weight of the missed midterm will shift to the final exam.

Please note: 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 ASSIGNMENT (15% OF GRADE)

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

1. Understanding Research,
2. Sleep diary – How sleep affects your life and what you can do to improve it,

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.

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.

Completing extra assignments will not earn you extra credit. The first assignment you hand in will be the assignment you are marked on.

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 class 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:

Class id	39632453
Enrolment key	psyc1012023!

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/>

What happens if I don't hand in an assignment? I understand that term gets busy. And as much as you may want to complete assignment, you might just run out of time to do so properly. One way in which I've tried to introduce some flexibility is with the following policy: If you do not hand in an assignment by the last day of term, I will automatically re-weight the 15% that the assignment weighs as follows:

1. 5% will go to the midterm on which you performed best
2. 10% will go to the final exam

Once again, you do not need to let me know that you did not hand anything in. I will calculate this automatically for you.

Your assignment and Generative AI:

The first assignment “Understanding Research” explicitly makes use of generative AI platforms like ChatGPT. In this assignment, you will be required to use a generative AI platform to complete the assignment. The assignment is divided into three parts for which Part 1 relies on ChatGPT. For parts 2 and 3, the use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any of Parts 2, 3, and 4 of the assignment is not allowed and would be considered academic misconduct.

For the second assignment “Sleep Diary”, the use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any form of assignment or assessment in this course is not allowed and would be considered academic misconduct.

Please note: the use of generative AI platforms is prohibited for completing any other aspect of this course (e.g., midterms, final exam, participation grade, and research credit. I would, however, encourage you to use the platform for things like reviewing materials, answering questions, generating practice questions and the like. These tools can be a powerful aid to your learning. Having said that, I would encourage a hefty dose of scepticism when looking at the output from these tools. For instance, generative AI platforms can reinforce racist stereotypes (s.g., Abid, Farooqi, & Zou, 2021), omit minority voices (Anderson, 2022), and can even make up information (Sabzalieva & Valentini, 2023). So, if you are using these tools to revise or to answer questions you might have, it is up to you to validate the information before accepting it.

RESEARCH PARTICIPATION – HSP (2% OF GRADE)

HSP = The Human Subjects Pool

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 way of introducing you, in a more hands on and interactive way, 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:

Most students will choose to earn their research experience component 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 locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. 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 timeslot, 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 since many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course. Further instruction on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled "Subject Pool Information for Participants."

Alternative assignment: 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 one (1) research participation credit 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 (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- 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 Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

For each course, you may obtain the same number of extra credits via the library option as specified in this syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted **no later than 10 days before the end of classes.**

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 40264948, class name is "HSP W1 2023-2024" 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 their course instructor will be notified. Further action may be taken at a departmental or university level.

Extra HSP 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 as the research experience component of the course.

HSP Online Study Credit Limit (NEW PILOT PROGRAM):

We will no longer have an online credit limit. Instead, students are free to receive their HSP bonus credits from any combination of “in-lab” and “online” studies. However, “in-lab” studies will offer a bonus 0.5 credits on top of the standard 0.5 credits per 30 minutes of participation (e.g., a 1 hour “in-lab” study will award 1.5 credits, while an equivalent “online” study will award 1 credit).

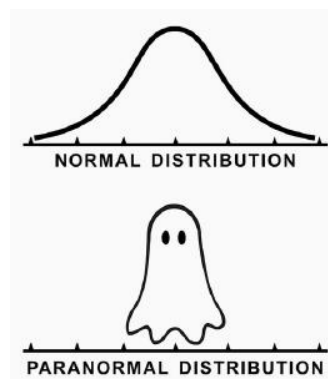
PARTICIPATION MARK (5% OF GRADE)

One reason why I really love this class is because it is so demonstrable. As such, I try and demonstrate as much of the content as possible using your data. Throughout the term, I will be asking you to complete short surveys in preparation for a given class or complete a short exercise in class. I will ask for your student number, but I will never look at individual responses (unless otherwise indicated). At the end of term, your participation grade will be calculated based on how many of these surveys you completed (i.e., there are no right / wrong answers).

For in-class participation, I will be using a response system called Mentimeter. This does not require you to set any account up. I will periodically ask you to go to Menti.com and enter a number. You can access this site on a smart phone, tablet, or laptop computer. If you do not have access to any of these, please do contact me and we can make a plan.

IMPORTANT INFORMATION REGARDING YOUR GRADE

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 68-72%, 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.

Class Performance	Mean	SD
Strong Class	72%	14%
Average Class	70%	14%
Weak Class	68%	14%

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

DIVERSITY AND INCLUSION

Diversity, equity, and inclusion are core principles that I (Simon) hold. One of my major goals for my classroom is for every student feel welcomed, included, and treated equitably. My class strives to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age*.

In this class, we will cover material that is controversial. Psychology has a history of being used to serve certain majority groups throughout history at the derogation of other groups. In this class, we will cover some of these uses and challenge them. We will also cover sensitive issues. It is my goal to engage in, foster, and encourage respectful discussion about these topics. I want students to be able to explore these topics free of judgement. We may not always agree on everything, but we can be civil and respectful in our disagreement without alienating others. It should be said, however, that if a statement or behaviour makes others feel threatened, derogated, or alienated in any way, it should not be shared with the class. You are welcome to share these thoughts with me, however, in office hours where we can discuss them.

I hold these values close to who I am. I am always learning about diverse perspectives and identities. If at any point, you feel as though I am failing to live up to creating an inclusive space in this course, I invite and encourage you to let me or the TA know.

* **Note:** This list is not exhaustive.

** **Note:** Portions of this diversity statement was inspired by Dr. Lily May’s diversity statement.



ACADEMIC INTEGRITY

What is academic integrity?

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not use generative AI platforms other than outlined in this syllabus and in class

documents (e.g., worksheets), cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

Why is academic integrity important?

Myself, the course teaching team, UBC, and the scholarly community at large share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work, but it also means we produce our own contributions that add to the scholarly conversation: we don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course.

As a student, your number one task is to learn new things. Just like your professors, however, you are a member of a university scholarly community. As a part of this community, you are responsible for engaging with existing knowledge and contributing ideas of your own. Academics—including you!—build knowledge through rigorous research that expands on the contributions of others, both in the faraway past and around the world today. This is called scholarship. Academic integrity, in short, means being an honest, diligent, and responsible scholar. This includes:

- Accurately reporting the results of your research, e.g., when collecting data in a lab.
- Taking exams without cheating.
- Completing assignments independently or acknowledging collaboration when appropriate. Collaboration through group work is an effective way to learn. I will clearly indicate when you should collaborate, for example during in-class group work and on some online homework assignments.
- Creating and expressing your own original ideas.
- Engaging with the ideas of others, both past and present, in a variety of scholarly platforms such as research journals, books by academics, lectures, etc.
- Explicitly acknowledging the sources of your knowledge, especially through accurate citation practices.

What should I know about sharing course materials?

- We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. All assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you by the Teaching Team or in the textbook are for use in this course by students currently enrolled in PSYC 102 (001). It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Docs). It is *unacceptable* to copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and textbook authors' intellectual property, and follow [copyright law](#).

What happens when academic integrity is breached?

- Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred for consideration for academic discipline. Careful records are kept to monitor and prevent recurrences. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and these cases will be reported to the Head of the Department of Psychology and Associate Dean Academic of the Faculty of Arts.

What support is available?

- Feel free to ask me about academic integrity. Part of my job is to guide your growth as a scholar, and I would much rather you ask for clarification than unintentionally engage in academic misconduct, which has serious consequences. If you are unsure about what constitutes academic misconduct, please reach out to me via e-mail or contact me during Office Hours.
- If you feel too uncomfortable approaching me about this, you are welcome to reach out to our wonderful TAs via e-mail. They're students, too, and will be able to help!
- Sometimes students who are experiencing a lot of stress feel the only way to deal with a situation is to cheat. **Please do not do this.** Talk to me, and I am sure we can work something out together.
- To help you learn your responsibilities as a scholar, please read and understand UBC's expectations for academic honesty in the UBC Calendar: "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#),". Read and reflect on the [Student Declaration and Responsibility](#). There are resources to help you meet these expectations, for example the Chapman Learning Commons "[Understand Academic Integrity](#)".
- For written assignments and help with plagiarism and citation, see the [Centre for Writing and Scholarly Communication](#).
- Additional resources for learning with integrity can be found on the UBC [Academic Integrity Website](#).

NOTE: The wording for this section on Academic Integrity has been taken from and adapted from Dr. Catherin Rawn's Introduction to Psychology Part II Course Syllabus 2015 which is licenced under the Creative Commons Attribution NonCommercial-ShareAlike 4.0 International licence.

WHERE CAN I FIND HELP?

The university has a lot of resources that are free to you. Here, you can find *some* of those resources.

Resource	Brief Description
Academic and Learning Resources	Find information on Academic Advising, Peer Coaches and Tutors, Study Spaces and the like.
Chapmans Learning Commons	Find where to borrow equipment, tutoring advice, writing advice, assignment calculators, events and workshops, even meditation spaces!
Writing Consultants	You can get help with your writing here. They also provide workshops and seminars on writing.
More writing help – WriteAway	eTutoring service that provides writing assistance (for free!)
General Policy and Resources to Support Student Success	Site with a lot of links from senate policy, to information on crisis support to religious observances and more!

Here is a list of other important resources that you

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

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

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/

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

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

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

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

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/

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

Mental Health Awareness Club:

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/

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

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.

Empower Me

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://whathelpswhathurts.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.

Course Outline:

Note, all readings can be found on our Canvas website.

Sept 7th	Syllabus Lecture – nothing to prepare
Sept 12th	History of Psychology
Sept 14th	Research Methods 1
Sept 19th	Research Methods 2
Sept 21nd	Research Methods 3
Sept 26th	Biopsychology 1
Sept 28th	Biopsychology 2
Oct 3th	Biopsychology 3
Oct 5th	Sensation and Perception 1
Oct 10th	MIDTERM 1: IN-PERSON // IN CLASS CLASS CANCELLED – MAKE UP MONDAY
Oct 12th	
Oct 17th	Sensation and Perception 2
Oct 19th	Sensation and Perception 3
Oct 24th	Sensation and Perception 4
Oct 26th	States of Consciousness 1
Oct 31st	States of Consciousness 2
Nov 2nd	States of Consciousness 3
Nov 7th	Memory 1
Nov 9th	MIDTERM 2: IN-PERSON // IN CLASS READING BREAK
Nov 14th	
Nov 16th	Memory 2
Nov 21st	Memory 3
Nov 23rd	Learning 1
Nov 28th	Learning 2
Nov 30th	Learning 3
Dec 5th	Language and Thought 1
Dec 7th	Language and Thought 2