

# Psyc 101

## Introduction to Biological and Cognitive Psychology

University of British Columbia; Sept 3, 2024 – Dec 6, 2024; **3 credits**  
Section 001: Tuesdays and Thursdays 9:30-11; CIRS 1250  
Section 101: Tuesdays and Thursdays 12:30-2; CIRS 1250

### Course Description

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Psychology is the scientific study of the mind and behaviour. This course will serve as an introduction to the **cognitive** and **biological** aspects of psychology. We will briefly cover the formation of psychology as a discipline and overview some of the major topics in psychology, including perception, learning and memory, language, consciousness, and what we commonly call “thinking” (e.g., solving problems, making difficult decisions). We will consider both human and non-human minds. The course will also consider the research methods used to study the mind and brain, including the challenges of studying behaviour, working with data, and ethical considerations when working with human participants.

By the end of this course, students will be able to:

- Apply **scientific methods** to the investigation of human nature, behaviour, and mental processes. This will include research design and interpretation of data and graphs.
- Display knowledge about the organization of the **nervous system** at multiple levels, from single neurons to complex networks.
- Describe the **processes** that underlie complex mental functions including perception, learning and memory, language, consciousness, and other aspects of ‘thinking.’
- Apply psychological research to everyday life and **real-world behaviour**, and understand the effects of brain injury and processes relevant to mental illness.

### Syllabus Summary

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This class is held **in person**. Slides will be made available one day before each lecture are intended to support note-taking – they are not a good substitute for attending class. Class engagement is important for your learning and will be supported by iClicker responses. Lectures will be recorded. This course has a textbook (Schacter et al., 2023) with graded comprehension exercises. There are three (non-cumulative) exams and an optional written assignment.

### Acknowledgment

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Psyc 101 is held 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 Indigenous Peoples who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. Practices in Psychology have sometimes significantly harmed Indigenous people, as well as other marginalized groups, and these harms still continue today. We will discuss our course material in this context and consider together our discipline’s path forward.

## Teaching Team

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### Dr. Jill Dosso – Course Instructor

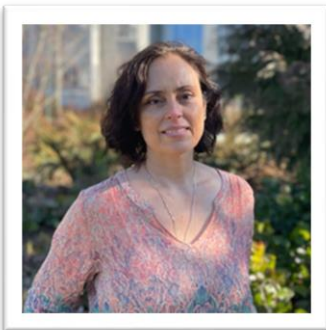
**What shall I call you?** Jill or Dr. Dosso (“Daws-oh”), she/her  
**Email:** [jill.dosso@ubc.ca](mailto:jill.dosso@ubc.ca)  
**Office:** Kenny 1007  
**Office hours:** 2:30-3:30 pm Thursdays [via Zoom](#) or email to book an off-schedule or in-person meeting



### Joey Manaligod – Teaching Assistant

Section 001 (morning class)

**What shall I call you?** Joey, she/her  
**Email:** [mmanaligod@psych.ubc.ca](mailto:mmanaligod@psych.ubc.ca)  
**Office hours:** Held on Zoom, please send an email to book



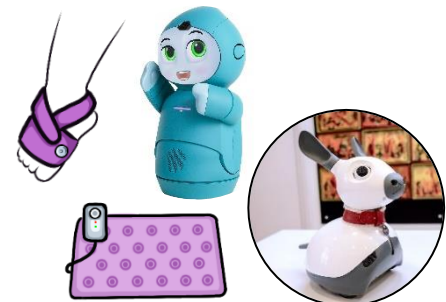
### Leilani Forby – Teaching Assistant

Section 101 (afternoon class)

**What shall I call you?** Leilani, she/her  
**Email:** [lforby@psych.ubc.ca](mailto:lforby@psych.ubc.ca)  
**Office hours:** Held on Zoom, please send an email to book

## Welcome to Psyc 101!

I am a Lecturer (teaching-focused faculty member) in the Psychology department here at UBC and hold a PhD in Neuroscience. I recently completed a postdoctoral fellowship at BC Children’s Hospital where I studied families’ experiences with smart and social technologies such as social robotics, generative AI, and health wearables. I look forward to getting to know you this term! –*Jill*



## Canvas

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All course materials will be available via Canvas: [canvas.ubc.ca](https://canvas.ubc.ca). Canvas is the place to find:

- Class slides, typically uploaded the day before class
- Video-recordings of class via Panopto link
- Announcements about the course
- The Achieve platform containing textbook material and weekly LearningCurve exercises
- Description of the optional written assignment
- Discussion Threads which can be used to discuss and clarify material

I will sometimes make announcements about the class via Canvas (e.g., when exam marks are posted or if class is cancelled). Please configure your account to receive these notifications:

Account → Notifications → Announcements → Notify me right away

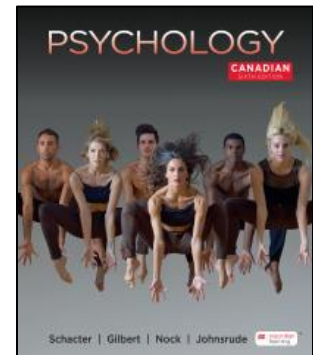
## Textbook

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The textbook for this class will be:

Schacter DL, Gilbert DT, Nock MK, Johnsrude I (2023) *Psychology* (Canadian 6th edition + Achieve). New York: Macmillan.

We will be using this textbook along with an accompanying platform called Achieve. Achieve includes an e-book version of the textbook, the LearningCurve exercises, and a number of other useful tools (e.g., videos, chapter reviews) to help you prepare for exams.



You have three options for how to purchase your course materials:

1) **E-textbook via the course Canvas site:** \$58.89

Log into the course Canvas site and navigate to the Modules page. Follow the Achieve link to purchase a digital copy of the textbook and access to the Achieve software. You can elect for a 14-day trial to start if you are unsure whether or not to take this course.

2) **Paper textbook via [UBC Bookstore](#):** \$75

The paper textbook is shelved under “SC” (for Schacter). If you buy through the bookstore, you **must** keep your receipt in order to connect your purchase to the course Canvas site. On the bookstore website, this option is listed as:

**Canvas Print: Psychology Volume 1 LI UBC + Willo Flye Ed: 6/C**  
Item # 9781319552213

3) **E-textbook via [UBC Bookstore](#):** \$58.89

You can also buy the e-book directly from the Bookstore, instead of through the Canvas course site, and then link them later. If you choose this option, you **must** keep your receipt in order to connect your purchase to the course Canvas site. This option is listed on the Bookstore website as:

**Canvas Digital: Psych Volume 1 Cdn Ed UBC + Willo Flyer Ed**  
Item # 9781319552077

In order to access all elements of this course, you **must** purchase your course materials in one of these ways. Purchases or downloads from other retailers (e.g., VitalSource, LibGen) cannot be verified through the course site, and you will not be able to access the Achieve content and graded LearningCurves.

My approach to classes is that the textbook and the lectures should complement and support one another. Not everything in lectures will be in the text, and vice versa. Material that appears in both places is **especially** likely to appear on an exam, but everything in the assigned readings and everything we discuss in class is examinable.

If money is very tight and you are having trouble paying for these resources, please send me an email (jill.dosso@ubc.ca) and I can help you access a free copy – no questions asked.

### Assessment Breakdown

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In recognition that everyone's circumstances and preferences are different, there are two different assessment options for this course. Option 1, the default option, relies on in-class engagement, textbook exercises, and exam marks. Option 2 requires an additional written project which reduces the weight of the exams.

<i>Assessment</i>	<i>Option 1 (%)</i>	<i>Option 2 (%)</i>
1. Syllabus mini-quiz	1	1
2. In-class engagement via iClicker	5	5
3. LearningCurve Exercises	8	8
4. Midterm Exam 1	28	25
5. Midterm Exam 2	28	25
6. <b>Optional:</b> Written Assignment	0	9
7. Final Exam	28	25
8. Research Experience	2(+3)	2(+3)
<i>Total</i>	<i>100 (+3) %</i>	<i>100 (+3) %</i>

### Syllabus Mini-Quiz

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A short quiz will be available online via Canvas at the start of the course. This mini-quiz:

1. encourages you to locate all the course materials you will need to succeed,
2. checks your understanding of the contents of this syllabus, and
3. allows the Teaching Team to get to know the make-up of the class.

It is due **September 17, 2024** (the day after the add/drop deadline).

### In-class Engagement via iClicker

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*Actively participating promotes better learning and better memory for the material.*

During class, I will post multiple choice, true or false, and/or short answer questions for you to answer via iClicker Cloud using your laptop or mobile device. This allows both you and I to gauge your understanding of the concepts being taught and provides you with practice answering questions in preparation for exams. This is marked for participation only (in other words, wrong answers still count).

We will begin using iClicker on the second day of class (Sept 10) for practice, and it will count for marks from **Sept 17** onward. iClicker participation will not be marked on days designated as “Catch Up & Review” (see Course Schedule, last page), leaving 18 lectures that are eligible for iClicker credit. I understand that 100% attendance is not always possible, so you need to complete your iClicker responses during 15 of these 18 classes in the term to receive full marks. If you participate during fewer than 15 classes, each class will be scored as 0.33%.

To set up your iClicker account, visit: <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>

## **LearningCurve Exercises via Achieve**

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The LearningCurve exercises in Achieve are online tests that reward you for doing your readings. They emphasize which sections you need to review and which sections you know. The exercises are designed to be adaptive: if you have read and understood the textbook material, they should be quick to complete, but if you attempt the quizzes without knowing the material, they will take you much longer.

LearningCurves are due at 11:59 pm on the first day that we cover a particular topic, i.e., Tuesdays or Thursdays. Dates are given on the last page of this document (the Course Schedule). The first deadline is **Sept 17**.

To receive the full 8% grade, you need to complete 20 of the 25 quizzes. This gives you the opportunity to drop any 5 LearningCurves over the course of the term and still receive the full grade. If you submit fewer than 20 LearningCurves, each one will be marked at 0.4%.

This is a large class, and most students will encounter at least a couple of weeks where they cannot make a quiz deadline – **please do not contact me to discuss this**.

LearningCurves become unavailable for credit after their deadline and I will not re-open quizzes for individual students (unless you have made formal arrangements with the Centre for Accessibility, in which case CfA will arrange this with me).

## **Exams**

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What is covered:

- The two midterm exams are scheduled during class time (50 min) and will consist of multiple-choice questions, fill-in-the-blank questions, and 1-2 short answer questions.
- **All exams are non-cumulative** (i.e., Midterm 2 covers only material not tested in Midterm 1; the Final Exam covers only material not tested by the midterms).
- The last exam will take place during final exam period (December 10-21), which is decided by the university and announced in late October. **Do not make travel plans** for the final exam period until the final exam is announced. Pre-booked travel will NOT be accepted as a valid excuse to miss the exam.

During exams:

- You will not be allowed to write an exam if (1) you are more than 30 minutes late, or (2) another student has already submitted their exam and left the exam room--whichever occurs first.
- During exams, the Teaching Team is permitted to move you to a new seat without providing an explanation.

#### Reviewing exams:

- Exams will be available to review with your TA after they are graded. Most requests for grade adjustments can be settled directly with your TA. In cases of a dispute that cannot be satisfactorily resolved, Dr. Dosso will regrade the relevant portion of your exam – this can result in an increase **or** decrease in grade.
- Any grading disputes (other than calculation errors) must be brought to the Teaching Team within 2 weeks of exam grades being released.

#### Missing exams:

- Under UBC's academic concession policy, students may seek academic concession for any of three reasons: (1) conflicting responsibilities; (2) medical circumstances; and (3) compassionate grounds (e.g., family bereavement).
- *If you need to request accommodation for Midterm Exam 1 or Midterm Exam 2:* please contact me as soon as possible (ideally before the exam and no later than 48 hours afterward). I will supply you with a Student Self Declaration Form so that your concession case can be evaluated. Being accommodated for missing a midterm exam is at my sole discretion, and I may send you to your faculty Academic Advising if I feel ill-equipped to judge the nature of your hardship. If you are accommodated for missing one midterm exam, we will exempt that mark from the overall grade calculation. The overall course grade will be calculated by re-weighting the future course components.
- *If you need to request accommodation for both midterms:* Arts students will need to fill out the Arts Advising's academic concession form and submit to Arts Advising (please cc me), and they will evaluate your concession case. If you are a student in a different Faculty, please consult your faculty's webpage on academic concessions, and then contact the instructor where appropriate. If you are accommodated for missing both midterm exams, you will be assigned a research project (i.e., a research paper, and an associated presentation delivered to me and/or your TAs) to make up for the portion of the grade corresponding to both Midterms 1 and 2.
- *If you need to request academic concession for the Final exam:* you must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will write the final exam at a later date. This Final will differ from the version used for the rest of the class.

### Optional Assignment

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You may elect to do a written assignment critiquing a recent news article that describes psychological research. The goal of this assignment is to gain experience locating, reading, and critiquing psychological research articles and their portrayal in the media. More details on what is expected for this assignment are available on Canvas.

Optional assignments are due **Nov 21**.

**Late policy.** Late submission of the optional project will result in a penalty of 10% per day.

If you need to request accommodation for the optional project, please contact me as soon as possible (ideally before the deadline and no later than 48 hours afterward). If your request for accommodation is granted, we will agree upon a new deadline for your project together and any late penalties accrued prior to that date will be waived.

## Generative AI policy.

- You are permitted to use AI tools such as ChatGPT or CoPilot for formative work such as gathering information or brainstorming but **you may not use them to produce the text of the work you will be submitting for a grade.**
- Be warned that the output of these tools is error-prone! They are known to fabricate non-existent scientific articles, and their output can constitute academic misconduct if it recycles text from other sources without attribution. **You are accountable** to verify all information they provide.
- If you use these tools, you must also cite them appropriately (see <https://apastyle.apa.org/blog/how-to-cite-chatgpt>). Misrepresenting the output of these tools as though it is your own work (e.g., copy-pasting full sentences without citation) is likely to be considered as academic misconduct.

## Classroom Conduct

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My goal is that we will create a classroom together where we all feel safe and respected. Productive classroom discussion, debate, and intellectual engagement are encouraged. Any behaviour on your part that compromises this environment will **not** be tolerated and you will be asked to leave.

Laptops and similar devices can be effective learning tools and are welcome in class. However, if you are using them for non-class-related activities it can be distracting for others. So, if you plan to use devices for any non-class-related activities, please sit towards the back of the room.

## Research Participation

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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:

### ***Option 1. Participate in the Psychology Department Human Subjects Pool (HSP)***

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."



## **Option 2. 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*. Summaries must be submitted no later than 10 days before the end of classes. For further details on requirements for the written reports, see <https://psych.ubc.ca/hsp>. There you will also find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions.

### **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.

## **Copyright and Recordings**

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Teaching Team, for use in this course by students currently enrolled in PSYC 101. **Do not share materials provided for you to use in this course.** We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work.

It is **unacceptable** to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Drive). It is **unacceptable** to copy and paste sentences from course materials (e.g., definitions) into for-profit software (e.g., Quizlet, ChatGPT) for use in studying. Respect the Teaching Team and the intellectual property of the authors of the set readings and follow copyright law.

## **Accessing Support**

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We want you to succeed in this course! Because the Teaching Team is supporting such a high volume of students across our total teaching loads, there are a number of systems and resources available to you.

We aim to reply to all emails within 48 hours on weekdays. Please use your UBC email account and use "PSYC 101" in the subject line so we don't miss your message.

**Support needed:** I need disability-related accommodations such as transcription or extra time on exams

- Please connect with the Centre for Accessibility, who will coordinate accommodations with the Teaching Team on your behalf: <https://students.ubc.ca/about-student-services/centre-for-accessibility>



**Support needed:** I need to miss a day of class

- You do not need to let anyone know. You should be able to catch up on that content from the video recordings, and if you have questions, use the Discussion Threads on Canvas and/or attend office hours.

**Support needed:** I have questions about course content, even after reviewing my notes and reading the textbook

- Everyone can benefit when we discuss course material together. Ask your question in class or post on the Canvas discussion boards for the course and seek support from your peers and the Teaching Team there.

**Support needed:** I would like support on how to study for this course / I would like to review an exam / I would like to discuss a grading decision / I have a question about course content that is too complex for Canvas

- Email your (very knowledgeable!) TAs or visit their office hours. They will direct you on to Dr. Dosso as needed.

**Support needed:** I am experiencing some personal hardships or challenges and need to develop a plan with someone one-on-one

- Please visit Dr. Dosso during office hours or send me an email ([jill.dosso@ubc.ca](mailto:jill.dosso@ubc.ca)). If you would like to meet outside of scheduled office hours, please offer a few possible times you are available in your initial email.

**Support needed:** I am having a technical problem with the online textbook or Achieve

- First consult the FAQ guide at <https://sites.google.com/macmillan.com/ubcwilloachieve/home>
- If the problem is with **Canvas** access to Achieve, access UBC Support at <https://lthub.ubc.ca> or <https://bookstore.ubc.ca/canvas-course-help>
- If the problem is with Achieve itself, access Macmillian Tech Support at <https://macmillan.force.com/macmillianlearning/s/chat-with-us>
- You may also want to consult [this guide](#)

**Support needed:** I am having trouble with my iClicker account

- Please consult the **Technical Support** section of this page: <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>

**Support needed:** I would like to talk to someone about planning my degree or considering different career paths in Psychology

- I encourage you to take advantage of Psychology Advising (<https://psych.ubc.ca/undergraduate/advising/>), which has a number of online resources. Here you can also book an appointment with a faculty advisor to discuss these topics.

## Grading Standards

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*Note: this policy is set for the entire Psychology department.*

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%) in Introductory 100-level and 200-level courses; B (72-75%) in Intermediate 300-level courses; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	A	85-89%
A-	80-84%	B+	76-79%
B	72-75%	B-	68-71%
C+	64-67%	C	60-63%
C-	55-59%	D	50-54%
F	0-49%		

## **Academic Misconduct**

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Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at <http://www.universitycounsel.ubc.ca/policies/policy69.html>).

## **Acknowledgment**

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This course has been developed with reference to materials from a number of current and former colleagues in the Psych department, particularly Drs. Luke Clark, Steven Barnes, Mark Lam, Patrick Dubois, and Jennifer Yip.

## Wellness Resources

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This is a list of resources you may want to use in support of your learning and mental health as a student.

### Academic and Learning Resources

Academic Advising, Peer Coaches and Tutors, Study Spaces, etc.

<https://students.ubc.ca/enrolment/academic-learning-resources>

### Chapmans Learning Commons

Find where to borrow equipment, tutoring advice, writing advice, assignment calculators, events and workshops, even meditation spaces!

<https://learningcommons.ubc.ca/>

### Writing Consultants

You can get help with your writing here. They also provide workshops and seminars on writing.

<https://writing.library.ubc.ca/>

### WriteAway

eTutoring service that provides writing assistance (for free!)

<https://writeaway.ca/university-british-columbia-learning-support-services>

### Policies and Resources to Support Study Success

Site with a lot of links from senate policy, to information on crisis support, religious observances, etc.

<https://senate.ubc.ca/vancouver/policies-resources-support-student-success/>

### The Kaleidoscope

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.

<https://the-kaleidoscope.com/>

### Counselling Services

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.

[www.students.ubc.ca/livewell/services/counselling-services](http://www.students.ubc.ca/livewell/services/counselling-services)

Phone: 604-822-3811

### SpeakEasy

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.

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

Phone: 604-822-9246

### SHARE

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.

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

### UBC Wellness Centre

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

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

Phone: 604-822-8450

### Centre for Accessibility

The Centre for Accessibility provides accommodations for students living with physical or mental disabilities across their classes

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

Phone: 604-822-5844

**Student Health Services**

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. [www.students.ubc.ca/livewell/services/student-health-service](http://www.students.ubc.ca/livewell/services/student-health-service)  
*Phone: 604- 822-7011*

**Mood Disorders Clinic UBC**

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder. [www.ubc-mooddisorders.vch.ca/](http://www.ubc-mooddisorders.vch.ca/)

**Mental Health Awareness Club**

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community. [www.ubcmhac.sites.olt.ubc.ca/](http://www.ubcmhac.sites.olt.ubc.ca/)

**Pacific Spirit Addiction Services**

A free and confidential service for 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. 3rd Floor, 2110 West 43rd Ave Vancouver  
*Phone: 604-267-3970*

**AMS 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. [www.ams.ubc.ca/services/food-bank/](http://www.ams.ubc.ca/services/food-bank/)

**UBC Psychology Clinic**

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees. [www.clinic.psych.ubc.ca](http://www.clinic.psych.ubc.ca)

**BC Crisis Center**

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7. [www.crisiscentre.bc.ca](http://www.crisiscentre.bc.ca)  
*Phone: 604-872-3311*

**Distress Line**

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.  
*Phone: 1-800-Suicide (784-2433)*

**Empower Me**

Empower Me offers mental health counselling in person, by telephone, by video-counselling, or by e-counselling. This support is available 24/7 and is free of charge for students who are members of the AMS/GSS Student Health Plan.  
*Phone: 1-884-741-6389*

**What Helps What Hurts**

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. <https://whathelpswhathurts.com/>

## Course Schedule

#	Dates	Day	Topic	Text Chapter
1	Sept 5	Th	Orientation	
2	Sept 10	Tu	Evolution of Psychological Science <i>Ch1 LearningCurves recommended</i>	1
3	Sept 12	Th		
4	Sept 17	Tu	Methods in Psychology <i>Ch1&amp;2 LearningCurves due</i> <i>Syllabus mini-quiz due</i>	2
5	Sept 19	Th		
6	Sept 24	Tu	Neuroscience and Behaviour Part 1 <i>Ch3 LearningCurves due</i>	3
7	Sept 26	Th		
8	Oct 1	Tu		
9	Oct 3	Th	Catch up & review	
10	Oct 8	Tu	<b>MIDTERM 1</b>	
11	Oct 10	Th	Neuroscience and Behaviour Part 2	3
12	Oct 15	Tu		
13	Oct 17	Th	Sensation & Perception <i>Ch4 LearningCurves due</i>	4
14	Oct 22	Tu		
15	Oct 24	Th		
16	Oct 29	Tu	Learning <i>Ch7 LearningCurves due</i>	7
17	Oct 31	Th		
18	Nov 5	Tu	Catch up & review	
19	Nov 7	Th	<b>MIDTERM 2</b>	
	Nov 12	Tu	<b>MIDTERM BREAK</b>	
20	Nov 14	Th	Memory <i>Ch6 LearningCurves due</i>	6
21	Nov 19	Tu		
22	Nov 21	Th	Language & Thought <i>Ch9 LearningCurves due</i> <b><u>Optional Projects due</u></b>	9
23	Nov 26	Tu		
24	Nov 28	Th	Consciousness <i>Ch5 LearningCurves due</i>	5
25	Dec 3	Tu		
26	Dec 5	Th	Catch up & review	
	Dec 10 -21	Tu - Sat	<b>FINAL EXAM PERIOD</b>	

*This schedule may be subject to changes. These will be announced on Canvas if necessary.*