

# University of British Columbia

## **PSYC301-903: Brain dysfunction and recovery** January-April 2026 (2025-2026W2)

**Welcome! Here's a course summary:** Compared to the cells of other organs, which may be replaced over time, the very same brain cells are present with you from your earliest experiences to your death. Your brain is responsible for what you call your “self”: all your preferences, perceptions, memories, dreams, ambitions, desires, goals, emotions, and unique inferences are housed within the “pile of pudding” that accounts for a mere 2-3% of your body. And humans take great advantage of this organ, whether it's creating works of art, lifelong friendships, space stations, or just appreciating the beauty of a sunset over the Pacific.

This course is about what happens when our brains become dysfunctional—whether through damage, development, or otherwise—and the extent to which the brain can repair or compensate for this dysfunction. Much of what we'll be discussing is only poorly or partially understood, but we have made amazing leaps in our understanding over the last 100 years. We study human brain dysfunction and recovery because 1) it provides insight into how the healthy brain functions, 2) it provides novel therapeutic targets for treating the behavioural, cognitive, emotional, and other disorders that may come with brain dysfunction, and 3) because it is inherently interesting.

- Instructor:** **Dr. Jay Hosking, Department of Psychology**  
**[jayhosking@psych.ubc.ca](mailto:jayhosking@psych.ubc.ca)**  
Please bear in mind that my email volume is very high. When contacting me, please use your UBC email, and please note which course and section you are in, i.e. PSYC301-903.
- TA:** **Erin Fitzpatrick, [Erin.Fitzpatrick@psych.ubc.ca](mailto:Erin.Fitzpatrick@psych.ubc.ca)**
- Website:** **Canvas: <https://canvas.ubc.ca>**  
Slides, readings, grades, announcements, etc. will be posted here.  
Please let me know if you're having any issues with the website!
- Lectures:** On campus **Mondays 5-8pm, in SWING 222**
- Office hours:** Held virtually, booked via **<https://jayhosking.youcanbook.me>**
- TA office hours:** Please email Erin for availability!
- Textbook:** None, but required and optional readings will be posted on Canvas.

**Grades breakdown:**

Syllabus quiz:	2%
Exam 1 (midterm):	30%
Exam 2 (midterm):	33%
Exam 3 (final):	35%
Total:	100%
Bonus research participation:	3%

OR

Optional project:	23%
Syllabus quiz:	2%
Exam 1:	23%
Exam 2:	25%
Exam 3:	27%
Total:	100%
Bonus research participation:	3%

**Course Schedule (Tentative)**

Week	Dates	Topic
1	Jan 5 <sup>th</sup> -11 <sup>th</sup>	Course orientation; Neuroanatomy I
2	Jan 12 <sup>th</sup> -18 <sup>th</sup>	Neuroanatomy II
3	Jan 19 <sup>th</sup> -25 <sup>th</sup>	Neural communication; Neurotransmitters & drugs
4	Jan 26 <sup>th</sup> -Feb 1 <sup>st</sup>	Neurotransmitters & drugs cont'd; neuroimaging Optional pre-exam Q&A on Zoom (Jan 31 <sup>st</sup> )
5	Feb 2 <sup>nd</sup> -8 <sup>th</sup>	<b>Exam 1 (Feb 2<sup>nd</sup> 5-7pm)</b>
6	Feb 9 <sup>th</sup> -15 <sup>th</sup>	Neuroimaging cont'd; Neurological exam and assessment
7	Feb 16 <sup>th</sup> -22 <sup>nd</sup>	<b>Reading week; no class</b>
8	Feb 23 <sup>rd</sup> -Mar 1 <sup>st</sup>	<b>NO IN-CLASS LECTURE</b> (recording only) Causes of brain dysfunction
9	Mar 2 <sup>nd</sup> -8 <sup>th</sup>	Causes of brain dysfunction cont'd; factors influencing recovery Optional pre-exam Q&A on Zoom (Mar 7 <sup>th</sup> )
10	Mar 9 <sup>th</sup> -15 <sup>th</sup>	<b>Exam 2 (Mar 9<sup>th</sup> 5-7pm)</b>
11	Mar 16 <sup>th</sup> -22 <sup>nd</sup>	Epilepsy; Dysfunction affecting memory
12	Mar 23 <sup>rd</sup> -29 <sup>th</sup>	Emotion, stress, executive function, and the prefrontal cortex
13	Mar 30 <sup>th</sup> -Apr 5 <sup>th</sup>	Dysfunction affecting the motor system
14	Apr 6 <sup>th</sup> -10 <sup>th</sup>	<b>NO IN-CLASS LECTURE</b> (school holiday; recording only) TBD, possibly catching up, possibly Psychological disorders
Exams	Apr 14 <sup>th</sup> -25 <sup>th</sup>	<b>EXAM 3 (DATE/TIME TBD)</b>

**By the end of this course you will be able to:**

- Explain and critically evaluate current topics and research in neuropsychology
- Describe basic neuroscientific processes in the fundamental language of neuroscience (i.e. neuroanatomical and neurophysiological terms)
- Link many brain dysfunctions to changes in behaviour, cognition, etc.
- Explain how the link between brain and psychology can be investigated using a range of neuroscience and psychological tools
- Evaluate the relative strengths and legitimacy of evidence related to brain dysfunction and recovery
- Appreciate the interconnected and integrative nature of brain, mind, and recovery

**Land acknowledgement:**

UBC's Vancouver campus is located on the traditional, ancestral, and unceded land of the Musqueam people. In 1908, UBC was built upon this land without consent from, or compensation to, the Musqueam people. I invite us all to re-examine and renew our commitments, and UBC's commitments, to truth and reconciliation.

**Note on lectures and attendance:**

**Lectures will be held on campus and your attendance is expected**, as per UBC's explicit "in person" designation of this course. The Department of Psychology has advised its faculty to *not* livestream any lectures, nor is there any requirement, expectation, or additional resources provided for me to record the lectures. For students who must be absent (e.g. due to illness), I will try to record lecture audio for each class, but these recordings will be sub-optimal and cannot be guaranteed.

Attendance is a critical predictor of success in this course. (In fact, it's a strong correlate of success for courses in general.) In this course, material that is taught in class will often be different from, or supplement, the readings. Moreover, lecture slides are designed to provide a framework for the lecture and any discussions. *In other words, the important part of the lecture is not what is on the slides, but rather the lecture itself. If you try to rely solely on the slides for studying, you will not be successful, as much of the critical information is not explicitly written.* It is therefore essential that you attend lecture.

Please exercise respect and responsibility in attending our lectures, adhering to institutional policies. Please perform a daily health self-assessment before coming to campus. If you're sick, please do not come to lecture. Please be kind, courteous, gracious, and patient with your peers; some students may have health conditions, like a chronic cough, that can be misconstrued as symptoms of illness. In short, please give your fellow students the benefit of the doubt. Please understand that if I am sick or have symptoms of sickness, I will not be lecturing that day on campus. In sum, let's take care of each other and be good to one another.

**Note: whom should you book office hours with?**

Please book office hours with your awesome TA if:

- You would like to review one of your exams. When reviewing your exam, **you are not allowed to take notes on, or photos of, the exam.**
- You would like to discuss content from the course readings and/or study strategies.
- You would like to discuss psychology or neuroscience more generally.

Please book office hours with Dr. Hosking if:

- You have an issue with course performance or progress.
- You would like to discuss psychology and neuroscience more generally.

Please note that questions about lecture content are best handled during lectures, immediately after lectures, on our student-led discussion forum, or during the pre-exam review sessions, not during office hours. That said, if you have tried one of these other venues and are still stuck, I'd be happy to discuss lecture content in office hours.

**Note on booking office hours with Dr. Hosking:**

All structured office hours are held online, via Zoom. Please do not use email to book office hours with me. Instead, I have created a website for all office hours booking:

<https://jayhosking.youcanbook.me>.

The site will show all of my available office hours, as well as show a Zoom link for you to join.

In general, please refrain from using office hours to ask course content-related questions—these are valuable to many students if handled in class, immediately after class, on the student-led class discussion forum, or during pre-exam review sessions—and leave office hours for personal/individual matters, like your own progress in the course. That said, if you have tried one of these other venues and are still stuck, I'd be happy to discuss lecture content in office hours. Finally, please do not book me for multiple timeslots in a given week; there are many students that need help, virtually all issues can be handled within the allotted time, and I will cancel any multiple bookings. You are always most welcome to come and see me immediately after any/every class, though.

Speaking of, I stay after every class for informal office hours until every single student question has been answered. This is a particularly great space to ask content-related questions, and to stick around and listen to other student questions. I encourage you to come and say hi.

**Note on the course discussion forum**

We will be using Piazza for forum discussion this semester. Piazza is especially useful because it leverages your biggest asset in the class: your fellow students. You are amazing and exceptional individuals, and I encourage you to interact with your classmates to work on course content, get reminded on course administration, talk about interesting tangents, etc. Please note that I and the TAs will only be infrequently checking Piazza, only as time permits. In other words, Piazza should be considered a student-centred discussion space, not somewhere to get direct answers from me, versus talking to me after class or booking office hours.

**Note on email:**

Please bear in mind that we instructors get a lot of email and, if possible, would prefer to spend all our preparation time on making the lectures as useful, relevant, up-to-date, fun, and interesting to you as possible. Thus, please keep emails to administrative concerns (e.g. problems with the course website) if you can. For course-related content, please ask during in-class lectures, or immediately after lectures, or during the pre-exam review session, or post it in the discussion forum on our course website, or during office hours. Finally, please use good email etiquette when contacting me—see lecture notes for more details.

### Note on readings:

PSYC301 currently does not have a textbook, as no one textbook satisfactorily covers the content discussed in the course. However, there may be readings assigned for the lectures, and these readings can be found on Canvas on the main page. **These readings are required and will be tested upon (with the exception of any textbook chapters; textbook chapters will only be provided as a courtesy and will not be tested).** For the first third of the course (e.g. the basics of neuroscience), I can supply additional optional reading if you'd like.

### Note on February 23<sup>rd</sup> to March 1<sup>st</sup>:

During the week of February 23<sup>rd</sup>, I have a personal obligation that requires me off campus and mostly unavailable via email. During this week, we will have a pre-recorded lecture recording, so that you may "attend" at any time you choose, and no in-class lecture. If you have any pressing questions during that period, please email your TA, as their response time will be much faster.

## Evaluation

### 1. Exams (98%):

There will be three exams, with two midterm exams written during the semester, and the final exam written during the exam period at a time designated by UBC administration.

**Midterm Exam 1 (30%)      Monday February 2<sup>nd</sup> 5-7pm**

**Midterm Exam 2 (33%)      Monday March 9<sup>th</sup> 5-7pm**

**Exam 3, Final (35%)      April 14<sup>th</sup>-25<sup>th</sup> (date & time TBD)**

**You *must* be able to write the final exam at any time during the exam period.**

### Notes on the exams:

- **Exams are held on campus in our usual class, and you must be available to write the exam on campus at the appointed time. Exams can NOT be administered remotely.** Please schedule ahead accordingly. (Accommodations with the Centre for Accessibility will of course be honoured.)
- **You must bring your physical student IDs to each exam.** These will be used as proof of identification. **If you do not have a physical student ID, you must obtain it before the exams.** The class is simply too large to check digital ID.
- **Phones must be shut off and put away, and not in any way on your person** (e.g. not in the pocket of your jacket, pants, etc.).
- Exam 2 is not cumulative, but **the final exam is mildly cumulative.** More specifically, the final exam will contain some questions that test your ability to connect material from across the course, making links between the various brain dysfunctions. The final will *not* simply retest minutiae from earlier in the course.
- **Only materials from lecture will be tested.** The textbook is an optional (but extremely valuable) resource for your studying.
- **Exams are "closed book", with no referring to your notes.** This may sound like it's harder than an open-book exam, but it means that the nature of the questions I can ask you will be substantially easier.
- You will not be able 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.
- If you are sick, do not come to the exam. Instead, contact me about accommodations.

- Please empower yourself by reading about UBC’s academic concessions policies at <https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-concession>.
- Specifically, if you must miss a midterm exam due to acute illness that will spontaneously resolve (e.g. the ‘flu), you do not need to supply me—or any of your other instructors—with a medical note or documentation. Note that this policy does not apply to final exams (for final exams, see below).
- If your unavoidable hardship is not an acute illness that will spontaneously resolve, then you *may* have to present evidence of such hardship, BUT please don’t send any personal materials unless I request them. Typically, no documentation is required.
- In any case, you must contact me within 48 hours of the exam if you need accommodation for that exam. **If at all possible, please contact me about accommodations before the exam, not after.**
- Students who plan to be absent for work responsibilities, varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated, and must discuss their commitments with me by January 16<sup>th</sup> if they wish to be considered for accommodation.
- Being accommodated for missing the midterm exam is at my sole discretion.
- If you miss a midterm exam, you must write a make-up exam with your TAs within two weeks of the original exam date. Please work with the TAs to determine a time for the make-up exam; you can start by sending them a screenshot of your course schedule. You will need to be flexible in the scheduling of the make-up exam: the TAs are accommodating many students, only one alternative date may be offered for make-up exams, and students are expected to be accommodating to the TAs’ availability.
- Missing the final exam requires you to contact your faculty advising (e.g. Arts Advising, Science Advising), likely provide them documentation, and obtain a Standing Deferred (SD) status. You will then write the make-up final exam in the following summer.
- All exams will include multiple-choice and short-answer questions.
- Midterm exam grades will be posted on Canvas.
- You are strongly encouraged to review your exam with your TA. When reviewing your exam, **you are not allowed to take notes on, or photos of, the exam.**
- Grade adjustments are very uncommon but if a dispute between TA and student occurs for grading, Jay will regrade that component of your exam—this can result in the same grade, an increase, or a decrease, depending on Jay’s judgement of your answer. Any grading disputes must be handled within 2 weeks of exam grades being released.

## 2. Syllabus quiz (2%):

This quiz exists primarily to reduce student anxieties about how to approach complications that may arise during the semester, and provide clear information on whom to contact and how. The quiz will be posted on Canvas and **must be completed by Tuesday, January 20<sup>th</sup> at 11:59pm**. Considering it’s simply a quiz of the policies listed in this syllabus document and the introductory slides, there will be no extensions for the quiz deadline. If you do not write the quiz, you do not receive the marks.

### 3. Optional project (up to 23%)

You may elect to do a project on a topic of your choosing that is related to our course (i.e. is about brain dysfunction and recovery). This is a project created specifically for this course; handing in work done for another course, past or present, is not acceptable. If you elect to do the project, the grade you receive on that project will be worth 23% of your final grade, and the grades you receive on each of the other assessments will be adjusted as described above.

There are three purposes to this optional project: 1) To offer you the chance to explore a topic of interest in greater depth than lectures and readings can provide; 2) To assess your ability to think critically and creatively; 3) To offer you other ways of expressing your knowledge. As such, the content of your project should not overlap substantially with the material in the text or lectures. It can be about the same topics as in class, but should be deeper or more specifically focused on information not discussed in class. It can of course also be about relevant topics not discussed in class.

**The standard format for this project is a 15-minute presentation, with slides to accompany, in person with your amazing TA. During your presentation, you must *not* be reading from a script, but rather speaking in your own voice with your own words.** I would encourage you to use your slides as your “cue cards” to remind you of what you would like to say, but do *not* simply read from your slides.

You are also welcome to propose a non-real-time presentation—i.e. pre-recorded audio and a file of slides—and your TA may or may not accept that format. In this case, you can submit this as an unlisted video file link, or an audio file and slide deck, to your TA via a cloud storage link. But I would consider why the default format is in person, and what benefits you can accrue from this format.

You may also pursue other project formats if you have a strong vision and can convince me that you can adequately convey your knowledge. In the past, students have submitted alternative video formats, websites, computer models, musical compositions, journalism-style interviews, and so on. But remember: the important part is for you to demonstrate what you have learned on the subject, and these alternate formats often make that tricky. As such, I sometimes reject project proposals that are not presentations, not because the project sounds uninteresting, but because it would be difficult to demonstrate your learning on the subject via this proposal.

If you would like to create a presentation as your project, please also include your references as a reference slide.

*Your intended audience for the presentation should be someone who has already taken this course. You are expected to read a minimum of 10 peer-reviewed journal articles in your research, and your presentation should be fifteen minutes long. Use up-to-date sources wherever possible.*

**You will need to clear your project topic with your TA (if a presentation) or with Jay (if not a presentation) by February 1<sup>st</sup>.** Please send an email to your TA with a brief proposal for the project, and if you’re proposing an alternate-format project, please book office hours with me (I recommend booking immediately, even if you’re still working on your idea). Once your topic is approved, please meet with your TA and work with them to make it the best presentation possible.

Grading criteria are tailored to specific project types, but are always 35% content, 35% critical thinking, and 30% “pizazz” (organization, flow, creativity, lateral thinking, eloquence, etc.). You can see my general grading rubric here:

<https://www.dropbox.com/scl/fi/11gv7sjbkxsen3u4n1sos/Hosking-Project-grading-criteria.pdf?rlkey=v5nnpkif0wp37g2x2xbhl4y kz&dl=0>

**All optional projects are due when the TA schedules the presentations; for non-real-time projects, they are due on our last day of class, i.e. April 9<sup>th</sup> by 11:59pm.** Due to the end-of-semester timing being very tight, and the project being optional, and the months you have allotted to work on the project, **there are no deadline extensions.** You must email a cloud storage link of all materials to your TA, plus submit an electronic copy of all your written materials to TurnItIn (see below).

**TurnItIn instructions.** To submit your written materials on TurnItIn, you will need to go to [turnitin.com](https://turnitin.com), create an account (see below) if you do not yet have one, select “enrol in a class”, enter our Class ID (TBD) and our Enrolment Key (dysfunction), and submit your project file(s).

**Setting up an account on TurnItIn.** To submit your project, you’ll need to create a unique user profile, consisting of a username (email address) and a password. Please note that the information submitted to TurnItIn is stored in the United States.

If you have any concerns about privacy and TurnItIn, it is recommended that you remove identifying information, such as your name and student number, from the text of your project submitted to TurnItIn. To do so, please follow these instructions:

1. Create an anonymous email address using one of the available free services.
2. Go to [turnitin.com](https://turnitin.com).
3. Create an account and select “student” for your account type.
4. Enter the Class ID (TBD) and Enrolment Key (dysfunction).
5. Create an alias or pseudonym. Please remember to email that alias/pseudonym to your TA (if a presentation) or myself (if not a presentation).
6. Please delete any identifying information from the original document prior to uploading it. This includes your name and student number in the document, as well as any metadata or hidden data that might be stored in the document itself. To remove metadata from your Microsoft Word document: Use Word’s Document Inspector in Windows, or Word > Preferences > Security > “Remove personal information” in MacOS.

**Late policy for optional projects.** Late submission of the optional project will result in a penalty of 10% per day of the week; in other words, your due date is 11:59pm on a Thursday, and if you submit at 12:01am on Friday (i.e. two minutes late), you will lose 10%.

#### **4. Research participation (up to 3%):**

The following is provided by the Human Subject Pool team:

As part of this course, you are invited to earn **3% extra credit**.

Most students will choose to earn these credits by spending **three 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 the course 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 51268460, class name is "HSP 2025 Winter 2", and password is "Research".** See [www.turnitin.com](http://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.

#### **HSP Online Study Credit Limit:**

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).

## Grading

The following is provided by the Department of Psychology:

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.

The Psychology department employs 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%	

Because you are earning a degree at a highly reputable post-secondary institution, the criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the particular grade ranges. These characteristics help put the Psychology Department grading policies into perspective.

**Please note that adequate performance is in the C range.**

**A Range:** Exceptional Performance. Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e. break ideas down) and to synthesize (i.e. bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

**B Range:** Competent Performance. Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

**C-D Range:** Adequate Performance. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigor.

**F Range:** Inadequate Performance. Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

### **Statement on equity, diversity, and inclusion**

The following is adapted from materials supplied by the Department of Psychology's Equity, Diversity, and Inclusion committee:

Similar to the broader UBC community, the Psychology Department—and this class— seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political affiliation, religious affiliation, ability, health, and age (this is not an exhaustive list!).

As is the nature of psychology courses, the lecture materials, textbook, instructor, or other students may sometimes raise sensitive and/or controversial topics. In these circumstances, we must keep discussion respectful and productive. Our classroom is a place where you should feel safe and respected. It should also be a place that is conducive to learning and intellectual inquiry. Any behaviour on your part that compromises that environment will not be tolerated and you will be asked to leave. If you encounter any issues with the inclusivity of our class, please get in touch with either myself or the TA.

You can also learn more about our diversity initiatives in the Department of Psychology by visiting <https://psych.ubc.ca/about/equity-inclusion/>.

### **Academic integrity and avoiding misconduct**

The following is adapted from materials provided by the Department of Psychology and the Faculty of Arts:

In the academic community—a community of which you are now a part—we deal in ideas. That's our currency, our way of advancing knowledge. By representing our own and others' contributions in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. But academic integrity goes well beyond formal citation. Welcome to the academic community! We are all expected to act honestly and ethically in all our academic activities.

Make sure you understand UBC's definitions of [academic misconduct](#) and [consequences](#). Please ask if you're not sure. (You might also want to check out the "[Student Declaration and Responsibility](#)" statement you agreed to when you registered.)

**What does academic integrity look like in this course?** If at any time you are unsure if a certain type of assistance is authorized, please ask. If you have a need that is unmet by existing course materials, course structure, and/or our learning community members, please ask. In the meantime, here are some guiding principles for what academic integrity looks like:

**Do your own work.** All individual work that you submit should be completed by you and submitted by you. All assessments, large and small, are designed to help you learn the material. It is unacceptable to use an editor (paid or unpaid) without my permission to revise, correct, or alter your work, because your submission is no longer your own work. It is unacceptable to buy/sell/swap/share assignment questions or answers on any platform. It is unacceptable to misrepresent your identity by using someone else to complete any portion of a course (e.g. a quiz question). It is unacceptable to help someone else cheat.

**Avoid collusion.** Collusion is a form of academic integrity violation that involves working too closely together without authorization, such that the resulting submitted work gains unfair advantage over other students, because it is a measurement of the group/pair/others' understanding rather than the individual understanding (definition adapted from OpenLearn). For example, collusion on a test includes working together to write answers or answering someone else's question in a WhatsApp chat. There are no assignments in this course that are the product of group collaboration, so please do not collaborate on any exams, quizzes, or projects. Preparing to individually complete an assignment or test by studying together (e.g. discussing concepts, quizzing each other and giving feedback on each other's answers during studying) doesn't count as collusion.

**Can I work with a classmate to co-create study notes?** Yes, you can create your own original collaborative notes.

**Can I use my notes as a study aid while writing the exam?** No, exams will be closed-book and you can't use study aids.

**Can I use ChatGPT or other AI tools at all?** Sort of. You can use AI tools like ChatGPT to prepare/study for your exam, much like working with other students. Some caveats: I would be very cautious about trusting the accuracy of AI tool responses; and you cannot submit my materials to the AI if the AI trains on user-submitted data (see the next point, below). **You can NOT use AI tools during the quiz, or the exam, or to write any HSP library option materials for you, or to draft/compose/create any materials whatsoever for any project.** In other words, AI tools cannot help with the generation of any materials related to your assessments, only in studying (again, as long as you don't submit my materials). The assessments in our course are designed to be an assessment of your learning. As such, you must fully complete your own work.

**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 and the enormous efforts that went into making this class. 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 myself or the TAs are for use in this course by students currently enrolled in this course. It is unacceptable to share any of these materials beyond our course, including by posting on file-sharing websites

(e.g., CourseHero) or submitting to generative AI that trains on user-submitted data. Please respect our intellectual property and hard work on this, not to mention the privacy of your fellow students when it comes to recordings. If I discover any materials with student participation (e.g. lecture recordings) are being posted elsewhere, these materials will no longer be offered. I hope you can understand.

**Acknowledge others' ideas.** Scholars build on the work of others, and give credit accordingly—this is a quality of strong academic work. Citing sources in both formal and informal ways will be essential, and appropriate, depending on the assignment.

**Learn to avoid unintentional plagiarism.** Visit the Learning Commons' guide to academic integrity to help you organize your writing as well as understand how to prevent unintentional plagiarism, which can be challenging when first learning to paraphrase. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>. An example tip: Do not copy and paste text from other sources, including other people's work, even in a draft. It's easy to unintentionally misrepresent those words as your own in a later draft.

### **Other Course Policies**

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, **please notify me as soon as possible, as well as your Faculty Academic Advising Office.** Please refer to the UBC Calendar for a discussion of academic concession.

The university accommodates students with disabilities who have registered with the Centre for Accessibility office (see below). The university also accommodates students whose religious obligations conflict with attendance or scheduled exams. **Please let me know in advance, by January 16<sup>th</sup> if possible, if you will require any accommodation on these grounds.** Other absences (e.g. varsity athletics, family obligations, or similar) are not part of the university policy and you should not assume they will be accommodated. Please discuss these with me by the deadline above.

**The Centre for Accessibility (previously Access & Diversity).** UBC is committed to equal opportunity in education for all students including those with documented physical or learning disabilities. If you believe you fall in this category, please visit the website for the Centre for Accessibility (<https://students.ubc.ca/about/access>) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

### **Points to remember!:**

- Productive classroom questions are encouraged.
- You are responsible for all readings and lecture materials.
- Lecture slides will be available on Canvas. However, the core material is within the lecture itself, not the slides, so be sure to attend the lecture.
- Lecture slides will be posted on Canvas in advance. This is done as a courtesy, and occasionally might be delayed.
- Lecture audio will also be posted on Canvas. This audio will be sub-optimal and is not guaranteed, but should be there for those who cannot attend due to (e.g.) illness.

- Please be aware that some of the content in this course may be challenging for those without some background in biology. I will provide additional, optional reading sources for you to pursue, should you request it.

### **Wellness Resources**

Below is a list of resources you may want to use if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general. I recognize that this year will be particularly challenging for some of us, and I will be operating from a position of generosity, flexibility, and kindness.

#### **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. Food and drink are provided.

#### **Counselling Services:**

*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 counselling, or to document an illness if you should require academic concession.

#### **AMS Peer Support:**

*https://www.ams.ubc.ca/support-services/student-services/peer-support/* Phone number: 604-822-9246

A student run service that offers free support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

#### **UBC Wellness Centre:**

*https://students.ubc.ca/health/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.

#### **UBC Centre for Accessibility:**

*https://students.ubc.ca/about-student-services/centre-for-accessibility* Phone number: 604-822-5844

The Centre for Accessibility provides accommodations for students living with physical or mental disabilities.

#### **UBC Student Health Services:**

*students.ubc.ca/livewell/services/student-health-service* Phone number: 604- 822-7011

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:**

*ubc-mooddorders.vch.ca/*

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

**Mental Health Awareness Club:**

<https://blogs.ubc.ca/ubcmhac/>

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 counselling, access to an addiction physician—including usage of a methadone maintenance program—and a drug education series.

**AMS Food Bank:**

<https://www.ams.ubc.ca/support-services/student-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:**

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

[crisiscentre.bc.ca](http://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.