

UNIVERSITY of BRITISH COLUMBIA OKANAGAN  
PSYCHOLOGY 111 - SECTION 101  
INTRODUCTION TO PSYCHOLOGY  
2024 WINTER TERM 2

**PSYO 111 (3) Introduction to Psychology: Basic Processes**

Survey of topics in psychology which relate to basic processes: methods and statistics, the nervous system and physiological processes, sensation and perception, learning, cognition, and memory.

**Professor:** Dr. Paul Gabias

**Email:** [paul.gabias@ubc.ca](mailto:paul.gabias@ubc.ca)

**Office Hours:** Fridays 11:30-12:30 or by appointment

**About me:** <https://youtu.be/EJ2xf1q8Ovw>

[Bobs & Lolo - All This Love \[Audio\] - Blue Skies](#)

[Bobs & Lolo - Connecting the Dots](#)

**Course Overview and Objectives**

This course will introduce students to concepts in psychology that relate to basic processes. Specifically, we will focus on the history of psychology, the research methods and techniques used in psychology, neuroscience and behaviour, sensation and perception, memory, and learning. This course intends to provide students with a thorough and foundational understanding of key concepts in psychology and their applicability to the real-world.

**Learning Outcomes**

As we explore the content of this course together, you will see that psychology is a very large discipline with much knowledge and research to discuss. Unfortunately, this means there is just too much content to cover deeply in the context of this single course, so the focus will instead be on providing an overview of the important concepts in each of the topic areas. By using a breadth approach for this course, you will gain foundational knowledge that can be applied in higher-level courses where topics are explored in greater detail.

By the end of this course students should be able to:

- Demonstrate an understanding of the terminology used in the field of psychology as it pertains to the course topics covered (assessed via chapter-related examinations)
- Describe and evaluate the research methods used in psychological research, including the principles of ethical research (assessed via chapter-related examinations)
- Apply the psychological principles discussed to a variety of scenarios and contexts encountered in everyday life (assessed via chapter-related examinations)
- Demonstrate an understanding of what psychological research involves (assessed via participation in Sona-related activities)

**Required Text**

Schacter, D. L., Gilbert, D. T., Nock, M. K., & Johnsrude, I. (2023). *Psychology Canadian (6th Ed.)*. New York, New York: Worth Publishers. **Note:** Students can purchase the e-book or purchase the Loose-leaf text from the **UBC Bookstore** <https://bookstore.ubc.ca/students/>. The Loose-leaf text is recommended because it's easier to navigate through figures and tables than with an e-book.

**Required Reading**

Goldstein, E.B., & Cacciamani, L. (2022). *Sensation & Perception*. (11<sup>th</sup> Ed.) Boston, MA: Cengage. Chapters 1 & 5. Available on Canvas in the Readings & Videos module.

**Optional Videos**

Zimbardo, P. (1990, 2001). *Discovering Psychology*. WGBH Boston with the American Psychological Association.

<https://www.learner.org/series/discovering-psychology/>

1. Past, Present, and Promise (Chapter 1);
2. Understanding Research (Chapter 2);
3. The Behaving Brain (Chapter 3);

7. Sensation and Perception (Chapter 4);
8. Learning (Chapter 7);
9. Remembering and Forgetting (Chapter 6).

## Canvas

To access Canvas, go to [www.Canvas.ubc.ca](http://www.Canvas.ubc.ca). Click on the Login button and proceed with your login name and password. You will then be able to access the content of all of your courses that are available on Canvas. In order to ensure that you'll receive emails for the course from Canvas, you'll need to **add your email address to Canvas**. Please **do not** email me from Canvas, as I cannot respond and I do not receive them in my UBC mail. Only use [paul.gabias@ubc.ca](mailto:paul.gabias@ubc.ca). You can also email my Assistant, Cheryl Ash at [cheryl.ash@ubc.ca](mailto:cheryl.ash@ubc.ca). I post supplementary material in the Readings and Videos Module.

## Purpose of Lectures

The lectures are to be used to expand on the reading that you have already done. Please bring your textbook or relevant reading material to follow along with the lectures. Don't ask what material you should know. You should know it all with equal weight.

With respect to the material to be covered in this course, I will focus on material that is most likely to give students difficulty. As you can see by the schedule, each third of the course is separated by a test. Your reading and learning schedule should match the schedule indicated in this syllabus.

## Tentative Schedule 2024 Winter Term 2

\*\* Scheduled class times; Monday & Wednesday 12:30-2:00 pm Pacific Time.

<u>Week</u>	<u>Date</u>	<u>Chapters</u>
1	01/06	Introductory Remarks and Chapter 1 – The Evolution of Psychological Science
1	01/08	Chapter 1 – cont'd
2	01/13	Chapter 1 – cont'd
2	01/15	Chapter 1 – cont'd
3	01/20	Chapter 1 – cont'd
3	01/22	Chapter 2 – Methods in Psychology
4	01/27	Chapter 2 – cont'd
4	01/29	Chapter 2 – cont'd
5	02/03	Chapter 2 – cont'd
5	02/05	Chapter 2 – cont'd
6	02/10	Chapter 2 – cont'd
6	02/12	Exam 1 – Schacter et al., Chapters 1 & 2
7	02/17– 02/21	<i>Family Day &amp; Reading Break – No Classes</i>
8	02/24	Chapter 3 – Neuroscience and Behavior
8	02/26	Chapter 3 – cont'd
9	03/03	Chapter 3 – cont'd

9	03/05	Chapter 3 – cont'd
<b>10</b>	<b>03/10</b>	<b>Exam 2 - Schacter et al., Chapter 3</b>
10	03/12	Chapter 4 – Sensation and Perception; Goldstein – Sections from Chapters 1&5 (on Canvas)
11	03/17	Chapter 4 – cont'd
11	03/19	Chapter 4 – cont'd
12	03/24	Chapter 7 – Learning
12	03/26	Chapter 7 – cont'd
13	03/31	Chapter 7 – cont'd
13	04/02	Chapter 7 – cont'd
14	04/07	Chapter 7 – cont'd & Chapter 6 – Memory
<b>15-17</b>	<b>04/11 - 04/26</b>	<b>Final Exam Period: Exam 3 – Schacter et al., Chapters 4, 6, 7 &amp; Goldstein – Sections from Chapters 1&amp;5 (on Canvas)</b>

**Dates to Remember** <https://okanagan.calendar.ubc.ca/dates-and-deadlines>

### **Learning Objectives and Outcomes by Chapter**

#### Chapter 1 p2

After studying this chapter, you will be able to ...

- Explain the distinction between dualism and materialism.
- Explain the distinction between realism and idealism.
- Explain the distinction between empiricism and nativism.
- Define introspection and explain how it was used in structuralism.
- Define natural selection and explain how it influenced functionalism.
- Outline the basic ideas behind Freud's psychoanalytic theory.
- Define the basic idea behind behaviourism.
- Explain the principle of reinforcement.
- Explain why several European psychologists resisted behaviourism.
- Explain why American social psychologists resisted behaviourism.
- Summarize Chomsky's critique of Skinner.
- Explain what cognitive psychology is and how it emerged.
- Explain what evolutionary psychology is and why it emerged.
- Define neuroscience and explain how modern psychologists study the brain.
- Define cultural psychology and explain why it matters.
- Describe the diversity of psychology.
- Outline the different kinds of training psychologists may receive.
- Identify the careers available to psychologists.

Learning Outcome: achieve the learning objectives.

#### Chapter 2 p28 - STOP at the section "Other Voices: Psychology is Not in Crisis" on page 55

After studying this chapter, you will be able to ...

- Explain why direct observation is essential to an accurate understanding of nature.
- Outline the process of the scientific method.
- Identify the challenges to studying human behaviour.
- Name the properties of a good operational definition.
- Identify some of the methods psychologists use to avoid demand characteristics and observer bias.
- Explain what a frequency distribution is, and describe the two main types of descriptive statistics.
- Explain what you can and cannot conclude from correlational research.

- Outline the essential ingredients of an experiment and explain how experiments solve the third-variable problem.
- Distinguish the kinds of conclusions that can and cannot be drawn from experimental evidence.
- Define both Type I and Type II errors in the context of psychological research.
- Explain why psychologists should worry if the replication rate is too low or too high.

Learning Outcome: achieve the learning objectives.

### Chapter 3 p67

After studying this chapter, you will be able to ...

- Explain the function of neurons.
- Outline the components of the neuron.
- Differentiate the three major types of neurons by their function.
- Describe how an electric signal moves down an axon.
- Outline the steps in synaptic transmission.
- Explain how drugs are able to mimic neurotransmitters.
- Differentiate the functions of the central and peripheral nervous systems.
- Understand the nature of the reflex arc.
- Demonstrate the hierarchical structure of the central nervous system.
- Differentiate the functions of the major divisions of the brain.
- Explain the functions of the cerebral cortex according to organization across hemispheres, within hemispheres, and within specific lobes.
- Identify the causes and consequences of brain plasticity.
- Outline the structure of a gene.
- Differentiate between monozygotic and dizygotic twins.
- Explain how epigenetic influences work.
- Give examples of the influence of genetics and the environment to human behaviour.
- Identify the three main ways that researchers study the human brain.
- Compare and contrast advantages and disadvantages of techniques used to study the brain in action.

Learning Outcome: achieve the learning objectives.

### Chapter 4 p112 - STOP at the section "Hearing: More Than Meets the Ear" pg137

After studying this chapter, you will be able to ...

- Distinguish between sensation and perception.
- Explain what transduction is.
- Give examples of how sensation and perception are measured.
- Discuss how the physical properties of light relate to the psychological dimensions of brightness, colour, and saturation.
- Describe how the eye converts light waves into neural impulses.
- Discuss how we perceive colour.
- Describe what happens once the neural impulses reach the brain.
- Describe the functions of the dorsal and ventral visual streams.
- List the factors that allow us to recognize objects by sight.
- Describe the visual cues essential for depth perception.
- Discuss how we perceive motion and change.

Learning Outcome: achieve the learning objectives.

### Chapter 6 p202 - ONLY the section "Storage: Maintaining Memories Over Time" p206-215

After studying this chapter, you will be able to ...

- Distinguish sensory memory from short-term memory.
- Describe the elements of the model of working memory.
- Explain the interrelationship between memory and the hippocampus.
- Summarize the role of the neural synapse in long-term memory storage.

Learning Outcome: achieve the learning objectives.

### Chapter 7 p246

After studying this chapter, you will be able to ...

- Define learning.
- Demonstrate that even the simplest organisms appear to learn.
- Describe the process of classical conditioning.
- Explain how cognitive, neural, and evolutionary aspects influence our understanding of classical conditioning.

- Describe the process of operant conditioning.
- Explain how behavioural, cognitive, neural, and evolutionary aspects influence our understanding of operant conditioning.
- Explain the social, cultural, and evolutionary aspects of observational learning.
- Compare evidence of observational learning in animals raised among humans with that in animals raised in the wild.
- Explain the neural elements of observational learning.
- Explain why language studies led to studies of implicit learning.
- Outline the number of ways that implicit and explicit learning differ.
- Explain why distributed practice and practice testing are effective study techniques.
- Describe how judgements of learning (JOLs) impact learning.

Learning Outcome: achieve the learning objectives.

## Evaluation

Important note: the dates, material covered, and weightings for all examinations are subject to change without notice. In this course, there will be three exams. The Final Exam is not cumulative. There is 4% of the final grade as credit from SONA research activity.

In order to be fair to all students, Psychology courses adhere to the evaluation described on the course outline. Accordingly, requests for make-up tests, assignments, or other work to increase grades will not be supported unless specified on the course outline. In this course, the evaluation is as follows:

<b>Exam 1</b>	<b>28%</b>
<b>Exam 2</b>	<b>28%</b>
<b>Exam 3 (Final exam period)</b>	<b>40%</b>
<b>SONA</b>	<b>4%</b>

## Grading

According to the University of British Columbia Grading Scale

<u>Percent</u>	<u>Letter Grade</u>	<u>Definition</u>
90-100	<b>A+</b>	First Class
85-89	<b>A</b>	
80-84	<b>A-</b>	
76-79	<b>B+</b>	Second Class
72-75	<b>B</b>	
68-71	<b>B-</b>	
64-67	<b>C+</b>	Third Class
60-63	<b>C</b>	
55-59	<b>C-</b>	
50-54	<b>D</b>	Marginal Pass
0-49	<b>F</b>	Failure

## SONA RESEARCH ACTIVITY

Students earn Sona credit points for their eligible courses from participating in research activity. This can be either through direct participation in research through the Sona online research system (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities. First year courses (i.e., PSYO 111 and PSYO 121) include 4% as part of the final course grade for participating in Sona research activity. This course will offer a maximum of 4 credits. You will only receive 4 credits if you complete at least 4 credits worth of studies with at least one study completed from List A and at least one study completed from List B. If you earn 4 credits only from a single list, you will receive a 0.5 credit penalty and only receive a maximum of 3.5 credits. This penalty is in effect regardless of how many credits have been earned; it deducts from the maximum amount that can be earned for the course.

### **Research Participation in Online Research System (Option 1)**

As a participant in one of the numerous research studies posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation. Hence, studies requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

### *Important Requirements*

You may participate in more than one study in order to earn credits. It is important to sign up for studies early in the semester in order to increase the odds that a timeslot is available. If you wait until later in the semester, timeslots may no longer be available.

Students must participate in at least one study from List A (that is either in-person, uses Zoom interactions, experience sampling, daily diary etc.) of any credit value for each in-person course they are seeking credit for. Studies will be identified as coming from List A or List B on Sona to assist students in ensuring they can fulfill this requirement. This requirement is limited to in-person courses only as there may be students who are taking courses fully remotely from a different location/time zone, for whom in-person or online synchronous studies would not be feasible, thus making it difficult to meet these requirements. Students registered in online courses can complete their credits from participation in studies from either entirely List A, entirely List B, or a combination of the two.

#### *Logging On to The System*

Sona is only open for those students who are registered in a psychology course offering Sona credit points. Please only use the request account option if you have never used the Sona system before. If you have used the Sona system before, please use the most recent login information you remember to log in.

#### *Missed Appointments & Penalties*

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the study and you will be assigned an unexcused no-show. The unexcused no-show designation will cause you to lose the credit value of the study from the total possible credit points you can earn for your course. For example, if you are in PSYO 111 (or 121), you can earn up to 4.0 credits. If you miss an hour-long session that you signed up for (i.e., 1.0 credit) and don't cancel it in advance, the maximum credits that you can now earn for your course is 3.0, regardless of how many studies you complete.

If, after consenting to participate and starting a session (or survey), you decide to withdraw your consent, to avoid receiving an unexcused no-show on Sona, you must do one of the following:

- if it is an online study, you must cancel your Sona sign-up and/or contact Shirley ([psyc.ubco.research@ubc.ca](mailto:psyc.ubco.research@ubc.ca)) if you are unable to cancel your sign-up;
- if it is an in-person study, you must let the researcher know directly. Their email can be found on the main description page for the study (little envelope icon). Depending upon the study, they will either cancel your session or assign you an excused no-show (meaning that you will not be penalized).

Your ability to withdraw your data will depend upon the study. Instructions for withdrawing your data (including limitations) will be described in the study's consent form.

Please email [psyc.ubco.research@ubc.ca](mailto:psyc.ubco.research@ubc.ca) with any questions or concerns that you may have regarding the Sona system. Your professor or instructor does NOT have access to this information.

#### **Research Summary Assignment (Option 2)**

As an alternative to participating in research studies, you may obtain Sona credit points by completing library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

#### *Important Requirements*

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.
  - A "recent" article has been published within the past 12 months.
  - A "peer reviewed" article is one that has been reviewed by other scholars before it is accepted – for example, it *cannot* be a news item, an article from a popular magazine, a notice, or a letter to the editor.
  - A "primary" research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review *cannot* be a book review, literature review, or summary article.
2. You must choose an article published by one of the following agencies:
  - The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
  - The American Psychological Association - [www.apa.org/journals/by\\_title.html](http://www.apa.org/journals/by_title.html) has a full listing.
  - The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
  - The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

### 3. Other Assignment Guidelines

The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association*. The review will be graded on a pass – fail basis (2% or 0%). At least 14 days before the end of classes each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required. If you do not check your email frequently, provide a phone number on the cover page.

### Student Declaration and Responsibility

Upon registering, a student has initiated a contract with the University and is bound by the following declaration: **"I hereby accept and submit myself to the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of The University of British Columbia, and of the faculty or faculties in which I am registered, and to any amendments thereto which may be made while I am a student of the University, and I promise to observe the same."**

The student declaration is important. It imposes obligations on students and affects rights and privileges including property rights. You must not enroll as a student at the University if you do not agree to become bound by the declaration above. **By agreeing to become a student, you make the declaration above and agree to be bound by it.**

For more information on the student declaration and responsibilities, see <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/student-rights-and-responsibilities/student-declaration-and-responsibility>

### Senate Policies and Regulations on Examinations

Senate policies and regulations on examinations can be found in the online calendar at <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-assessment/examinations/senate-policy-examinations>

In particular, some students will be interested in the issue of what UBC calls examination hardships. An examination hardship is defined as three or more examinations scheduled within a 24-hour period. A student facing an examination hardship shall be given an examination date for the second examination causing hardship by the respective instructor or department. The student must notify the instructor of the second examination no later than one month prior to the examination date. For more regulations, please go to the Calendar webpage.

### Missed Exams

**There will be no make-up exams and no early exams. If you have to miss a midterm, and you work it out with me in advance, then I will reweight your exams. Otherwise, there will be no re-weighting of exams under any circumstances.** Check the schedule for the final exam and make your travel plans accordingly. Mis-scheduled flights for vacations are not considered to be valid reasons for rescheduling examinations.

If you think your exam has been graded incorrectly, submit a written explanation by email to me. I will double check the grading and get back to you. Beyond that, please don't argue about your grades. It isn't that I am so hard-nosed, it's rather that I have a very strong sense of fairness and that means not caving in to the pushiest people while the people who play by the rules suffer.

All students who miss or plan to miss a regularly scheduled **FINAL** examination must discuss the issue with personnel in the Office of the Associate Dean, Associate Dean, Undergraduate Students in the Irving K. Barber Faculty of Arts & Social Sciences, [fass.students.ubco@ubc.ca](mailto:fass.students.ubco@ubc.ca).

### Attendance

You are expected to attend every class and to arrive on time. If you arrive late, please let me know who you are so that I know why the door is being opened and closed. Do not be afraid to interrupt me while I am talking.

In order to keep track of class attendance, iClicker attendance responses will be requested at random times during each class. Here is the link to get you iClicker set up: <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>. Attendance will be taken and in order for it to count you have to be logged in on iClicker on your phone app or website for the duration of the class while being in the class.

You are responsible for reading, ahead of time, the material that is to be presented in each class. Absences from class will be noted and taken into account at the end of the semester. Poor attendance will adversely affect your grade. Good attendance and class participation will help your grade.

UBC regulations are that **regular attendance is expected** of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Because of this attendance requirement, I need to know who is in my classroom at all times. I need to know who is coming and who is going.

Because I am a blind professor, to fulfill this requirement, I must ask you to say your name when you are coming into the classroom, when you are leaving the classroom and when you have a question, once the class has begun. During the lecture, if you say your name when you have a question, instead of raising your hand, I will know two things: I will know who you are and that you have a question or a comment. Following these procedures will make your classroom experience more productive and more enjoyable.

Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. For more information see <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/student-rights-and-responsibilities/attendance>.

## Rules of the Classroom

As a Blind Tenured Associate Professor of Psychology, who has been teaching several Psychology courses for over 38 years, I would like you to know about some conduct rules for my classroom that I have developed over the years. I like to know what is happening in my classroom. Therefore, I find anonymous comings and goings in the classroom disruptive. I would ask that you keep them at a minimum, if at all.

- **Washrooms:** From the exam invigilation information package for classroom examinations from Enrollment Services, the University states: "Before the exam, remind students to use the washroom. During the exam, only one student should leave the room at a time. If there are enough invigilators, have one accompany each student to the door of the washroom." So, using the washroom is regulated during exams. During my classes, I do not intend to regulate washroom use by students, as it is during examinations. However, I would ask that students use the washroom before coming to class, in so far as this is possible. This practice will minimize unnecessary comings and goings during the classroom and it will ensure that you do not miss important information during the lectures.
- **Early departure:** If you have a planned early departure during a lecture, please let me know in advance by email. If you must absent yourself from the class while it is in progress, please state who you are, and that you have to leave and please state your name when you come back. You can say, for example: "Dr. Gabias, my name is Warren Beady or Clarissa Jones, and I have to leave for a moment, but I'll be back, and I'll let you know when I come back."
- **Talking or whispering during lectures:** I encourage discussion during my lectures, provided that I know who is talking. This way I can direct the discussion appropriately. If I find that, during a lecture there is talking or whispering that is irrelevant to the class content, I will warn the class that this is inappropriate. If it continues, I reserve the right to stop lecturing until the talking or whispering ceases. If, after these measures have been taken, instances of talking or whispering persists during any given lecture, I will cancel the class until the next segment or the next class, depending on whether the designated break has occurred or not. Material that would have been covered during the cancelled class segment will only be available from your study material.

## Copyright disclaimer

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students <http://copyright.ubc.ca/requirements/copyright-guidelines/> and UBC Fair Dealing Requirements for Faculty and Staff <http://copyright.ubc.ca/requirements/fair-dealing/>. Some of these figures and images are subject to copyright and will not be posted to **Canvas**. All material uploaded to **Canvas** that contain diagrams and figures are used with permission of the publisher; are in the public domain; are licensed by Creative Commons; meet the permitted terms of use of UBC's library license agreements for electronic items; and/or adhere to the UBC Fair Dealing Requirements for Faculty and Staff. Access to the **Canvas** course site is limited to students currently registered in this course. Under no circumstance are students permitted to provide any other person with means to access this material. Anyone violating these restrictions may be subject to legal action. Permission to electronically record any course materials must be granted by the instructor. Distribution of this material to a third party is forbidden.

## Academic Integrity

The examinations in this course are all **closed-book**, so you are **NOT** permitted to access any of the course materials, including your notes, during the exam. You are also **NOT** to communicate with anyone about the exam – you are to work independently. Communication with other students (written, text, verbal, etc.) is not permitted. If you violate any of these conditions, you have engaged in Academic Misconduct and will be subject to the consequences articulated in the Academic Integrity section of this syllabus.



You are responsible for reading and understanding the appropriate policies contained in the calendar <https://www.calendar.ubc.ca/okanagan/>. This will provide you with a clear indication of the expectations regarding 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 cheat, copy, or mislead others about what is your work. 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 to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the policies and procedures, may be found at: <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct>. If you have any questions about how academic integrity applies to this course, please consult with your professor.

### **Learning Tools for the Classroom**

I would ask you to bring your textbook or etext to each class. I will be using it as reference material to discuss chapter headings and subheadings, and chapter figures and tables. I will be referring to these items by page numbers. It will be important for you to be able to see these items as I discuss them.

### **Learning Support**

The Student Learning Hub is your go-to resource for free learning support—now online and flexible to meet your remote learning needs! The Hub welcomes undergraduate students from all disciplines and years to access a range of supports that include tutoring in math, sciences, languages, and writing, as well as dedicated learning support to help you develop skills and strategies for academic success. Don't wait — successful learners access support early and often. For more information, visit

<https://students.ok.ubc.ca/academic-success/learning-hub/> or contact [learning.hub@ubc.ca](mailto:learning.hub@ubc.ca)

### **Library Support**

**Marjorie Mitchell** is the subject liaison librarian for Psychology, and can support students in a variety of ways, including:

- **Course readings** – locating existing online readings
- **Course reserves** – [Library Online Course Reserves System](#) (LOCR)
- **Instruction** – Share online modules for Canvas related to the libraries resources, including searching our databases and journals, constructing literature reviews, citation management, etc.
- **Student meetings** – one-on-one with students that need extra support for research assignments.  
[marjorie.mitchell@ubc.ca](mailto:marjorie.mitchell@ubc.ca) | <https://library.ok.ubc.ca/>

### **Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214C).

**UNC 214C** 250.807.9263

Email: [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca)

Web: <http://students.ok.ubc.ca/drc/welcome.html>

### **Blindness Resources**

With the blind professor that you have, you also have the opportunity to learn about blindness. This blindness material is not required course material. However, it can be used for your own personal development. Below, are links relating to resources about blindness and blind people:

<https://nfb.org/resources/jacobus-tenbroek-library/collections/kernel-books>

<http://www.cfb.ca/publications/the-blind-canadian-magazine>

<https://nfb.org/resources/publications-and-media/braille-monitor>

### **Equity, Human Rights, Discrimination and Harassment**

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office or your administrative head of unit.

**Psychology Equity Representative:** Paul Gabias, Email [paul.gabias@ubc.ca](mailto:paul.gabias@ubc.ca),

**UBC Okanagan Equity Advisor:** ph. 250-807-9291; Email [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

**Web:** [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca) **Social Media:** [www.facebook.com/ubcoequityoffice](https://www.facebook.com/ubcoequityoffice)

### **UBC Okanagan Walk-In Well-Being Clinic**

The Walk-In Well-Being clinic offers no-fee, brief, single-session psychological services. Sessions are led by a doctoral student in clinical psychology and supervised by a registered psychologist (UBCO Faculty member). Clinicians can provide support with stress management, sleep, self-care, depression, anxiety, interpersonal issues, substance misuse, coping with academic demands/stressors, and provide options for connecting to additional resources. Virtual or in-person sessions are available at the UBCO Psychology Clinic, located in ASC 167 with or without an appointment, on Tuesdays and Thursdays between 10 am and 3 pm from September to June, excluding campus closures. Phone: 250-807-8241 (ext. 1), Email: [ipc.ok@ubc.ca](mailto:ipc.ok@ubc.ca), Web: <https://psych.ok.ubc.ca/psychology-clinic/walk-in-wellness/>

### **Health & Wellness**

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

**UNC 337** Email: [healthwellness.okanagan@ubc.ca](mailto:healthwellness.okanagan@ubc.ca) **Web:** <https://students.ok.ubc.ca/health-wellness/>

### **Services, supports and security measures that are currently in place and available on campus**

- Run, Hide, Fight: [https://youtu.be/\\_1oonK1fCU?si=FdOjJZdPGL6A3RFM](https://youtu.be/_1oonK1fCU?si=FdOjJZdPGL6A3RFM)
- **UBC Alert** university's mass notification system to send alerts in urgent situations that pose an immediate safety or security risk to the community. UBC Alert is only used in active and urgent situations that require your immediate attention.
- **Safe Walk Services** offer scheduled or spur of the moment drop-ins with volunteers to help make sure you can safely get to your car, the bus stop or wherever you need to go on campus.
- **UBC Safe** is the official safety app of UBCO. The app features emergency contacts, safety tips, personal safety tools, maps and more.
- The **Sexual Violence Prevention and Response Office** is centrally located on campus and is a confidential, non-judgmental place for those who have experienced, or been impacted by, any form of sexual or gender-based violence, harassment or harm, regardless of where or when it took place.
- This **campus map** denotes where all the Help Phones are located. Help Phones are in well-lit areas with active surveillance and allow you to connect immediately with Campus Security.
- The **Emergency First Response Team** is a group of student volunteers, organized under Campus Security, which supports a safe and secure campus community by providing 24/7 medical and advanced first aid care. This service supplements a centralized program through Campus Security.

### **SAFE WALK**

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safe Walk at **250.807.8076**.*

*For more information, see: [www.security.ok.ubc.ca](http://www.security.ok.ubc.ca)*