



Land Acknowledgement

We respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated.

PSYO 310: Learning

Irving K. Barber Faculty of Arts and Social Sciences: Psychology

Instructor: Tareq Yousef, PhD (he/they)	Duration: Term 1 Winter 2024
Delivery Modality: In-Person	Materials and Grades: https://canvas.ubc.ca
Course Location: ART 103	Course Days: Tue & Thu
Class Hours: 11:00 AM – 12:30 PM	Teaching Assistants: see Canvas for details

Office hours: No appointment needed, in-person (ART 312) Mondays 10 AM - 12:00 PM OR by email appointment.

Course Description

A critical survey of the basic experimental findings and theory of the learning process with emphasis on the theoretical formulation of the necessary conditions for learning, retention, and transfer of training. Prerequisites required: Two of PSYO 219, PSYO 220, PSYO 230, PSYO 241, PSYO 252, PSYO 270, PSYO 271, PSYO 298, PSYO 299. (or 6 credits of 200-level Psychology).

Please see pages 6 and 7 for the policy on AI tool use in this course.

IMPORTANT COURSE DEADLINES AND NOTES

See assessment methods, course outline, and rubrics (on Canvas) for more details.

Prior to sending emails to Dr. Yousef (tareq.yousef@ubc.ca), please check the course announcements on Canvas for relevant updates. **Please include '310' in the subject line.**

Exams

* Missed exams with a valid excuse are to be scheduled no less than 24 hours before the original exam time or a zero will be earned. Email tareq.yousef@ubc.ca and please include 310 in the subject line. Exams will not be reweighed.

- Oct 1, Oct 31, December Exam Period (TBA)

Quizzes

*There are no quiz extensions. Flexibility is built in by automatically dropping the lowest mark.

- Sep 13, Sep 27, Oct 18, Oct 25, Nov 29, Dec 6

Science news article & Academic integrity assignment

*There are no assignment extensions. Flexibility is built in by permitting the article assignment to be completed **anytime** before the due date:

- Nov 8

Bonus: Research Activity

*There are no research activity extensions. Flexibility is built in by permitting this work to be completed **anytime** before the due date.

- Option 1 (online research system "Sona"): Aim to be done by November
- Option 2 (research summary assignment): Nov 22

Please email psyc.ubco.research@ubc.ca with any questions or concerns that you may have regarding the Sona system. Dr. Yousef does not have access to this information.

FREQUENTLY ASKED QUESTIONS

I am struggling with understanding content in the course. What can I do?

Check [Canvas](#) for up-to-date lecture materials and required readings. Make use of office hours and reach out to Dr. Yousef or our course TA to help you succeed! Time put into this course will equal benefits received.

I missed a reading quiz! What do I do?

No need to worry! The lowest two reading quiz marks for each student will be dropped!

How do I study for the exam?

If you are familiar with the **lecture slides and readings** (*both are testable!*) and you can integrate this knowledge with the experiments we discuss, you will be successful. In total, it is expected that it may take approximately **4 hours a week to study for this course outside of class time** (readings and review... this is like watching an episode of a TV show every day, just over 30 minutes a day per week!).

I am going to miss an exam! What can I do?

Get in touch to make alternate arrangements. 😊 See page 6.

A note on equity, diversity, and inclusion: Black people, Indigenous people, people of colour and various marginalized communities continue to face obstacles in the scientific world in the form of denial of access to equitable opportunities. Psychology and neuroscience are no exception. Of note is that psychology and neuroscience also have a history of misogyny, ableism, and anti-LGBTQIA2S+ discrimination. This course will be developed with these systemic barriers in mind. I will strive to provide safe and welcoming opportunities to learn about the science behind these issues and discuss equitable ways forward when appropriate. Let us make the world a better place to live!

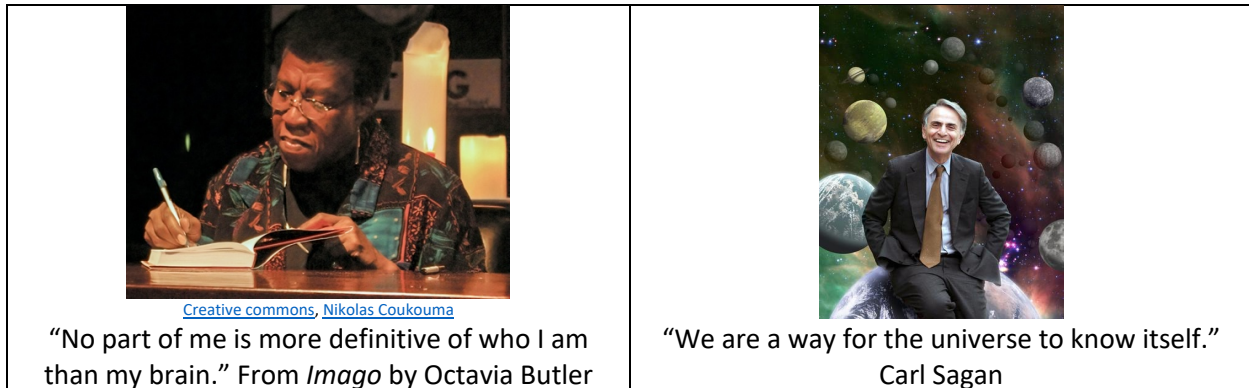
Positionality statement: I am an uninvited immigrant settler privileged to live on the unceded land of the Syilx Okanagan Nation, as an Assistant Professor of Teaching at UBC Okanagan. I grew up on the east coast of Turtle Island on the unceded land of the Mi'kmaq peoples, in K'jipuktuk (Halifax). I received my PhD in Anatomy and Neurobiology from Dalhousie University for work on retinal neuromodulation and physiology. My positionality encompasses some intersectionality including my identity as a queer person of colour. This informs how I seek to use whatever privilege I have as an instructor to benefit others on and off campus. My aim is to deliver strengths-based educational experiences, that centre anti-oppression and scientific inquiry, in a way that is accessible (including financially), meaningful, and joyful for all. I am always learning alongside you and consider that a privilege as well.

Course Overview, Content and Objectives

Why do you brush your teeth for 2-3 minutes? Why do you avoid rotten food? How did you get 100% on that exam? How do London cabbies learn to drive those difficult streets? What do you assume about strangers in a new environment? Can we challenge the stereotypes that we hold? What neurobiological processes are involved in the process of acquiring new skills?

Learning is the most important thing that every organism (for the sake of this course, with a nervous system—let us save the depths of plant learning for another time) does, including humans. Even the simplest actions or thoughts can be informed by our experiences, conscious or subconscious.

Join Dr. Yousef to chat about the neuropsychology of learning via Little Albert, learning that classical conditioning is more than dog slobber, honour Donald Hebb, admire brain anatomy, learn about modern therapies for learning disorders, discuss therapies that target complex learning like addiction, try to solve systemic inequities as much as we can, and much more...



Assessment Methods
First exam (21%), Oct 1 (in class)
Second exam (23%) Oct 31 (in class)
Final exam (25%) Exam period (TBA)
Reading quizzes (15%) (See course schedule for details. Canvas)
Science news article (15%) Nov 8 (submitted via Canvas)
Academic Integrity Matters Writing and Plagiarism assignment (1%) Nov 8 (Canvas)
Bonus: Research activity (2% bonus) completed via SONA (~Nov) or written assignment via email (Nov 22)

Learning Outcomes
Critically analyze primary literature (<i>assessed via examinations, reading quizzes, and open educational resources assignment</i>)
Perceive and respond to the current problems or controversies in learning research (<i>assessed via examinations</i>)
Apply the neuropsychological principles of learning to (improve) everyday life (<i>assessed via examinations</i>)
Summarize foundational scientific work (<i>assessed via examinations, the popular press article, and reading quizzes</i>)
Synthesize knowledge of foundational work with novel research findings to draw new conclusions about theories or future avenues of research (<i>assessed via examinations and the popular press article</i>)
Evaluate how psychology can value diversity, promote equity, and foster inclusion in pursuit of a more just society (<i>assessed via exams, quizzes, and open educational resources assignments</i>)

Learning Materials

The textbook we will use for this course is available (**free of charge**) via the [UBC Library](#) collections. If you are not accessing the book via a UBC network you may need to sign in to the UBC Library as you would for accessing journal articles. You may choose to use the UBC [VPN](#).

[Rudmann, D. S. \(2018\). Learning and memory. Sage Publications.](#)

The rest of our reading materials will come from primary literature and can be found on Canvas.

Course Format

A note on accessibility: If you require accommodations for an exam you can book them seven days in advance if you are already set up with the Disability Resource Centre (DRC). Find out more on how you can register with the DRC here: <https://students.ok.ubc.ca/academic-success/disability-resources/registration-intake/>.

There will be **three exams in this course (non-cumulative) worth 21%, 23%, and 25%**. These exams may consist of multiple choice, fill in the blank, true or false, matching, short answer, and long answer questions. Some questions may ask you to interpret or label diagrams. Exams will cover all the material prior to the date of the exam but will not be cumulative. However, some fundamental understanding of the sections prior to later exams will be necessary for the sake of basic understanding.

Six reading quizzes, covering the required readings in the course schedule, will be administered. The lowest mark will be dropped and each of 5 quizzes worth 3% (total 15%) will make up the remainder of your marks. Reading quizzes are meant to be thought-provoking (slightly challenging), not difficult, to prepare you for exams. Reading quizzes will be due at the end of the week in which they are noted in the Course Schedule. Though the readings are chosen because of their accessibility to these topics, it is understandable that it may take time to digest some of the topics and, possibly, to get used to the readings. Therefore, you are not expected to have done the readings prior to each class, but rather, you will have to have them done prior to completing the scheduled reading quizzes. Please note that sometimes the quiz will be due prior to the end of the unit. This is to prepare you for an upcoming exam!

A science news article assignment will be worth 15% of the final grade. This assignment will task you with finding a recent (2021-2024) peer-reviewed research article on a topic from our course and summarizing its findings in a manner such as on popular press websites like <https://www.newscientist.com> or <https://www.popsci.com>. You will also create a visual abstract for your article, conveying the main findings. More details are found on Canvas.

One point (1%) is available for an Academic Integrity writing and plagiarism bonus assignment. See Canvas. You may have already completed this in another course. In which case—wonderful! You can submit the same certificate.

Bonus: an additional 2% toward your grade may come from Research Activity. This requirement may be fulfilled either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing one written summary of a primary research article (Option 2).

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) 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 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 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 (email to tareq.yousef@ubc.ca):

- 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.

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. The Barber School reserves the right to scale grades to maintain equity among sections and conformity to university, faculty, department, or the school norms.

Students should note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Learn more about this university policy [here](#).

Learning Activities

Class participation may include some clicker questions. When implemented these will be accessible to you from your wireless devices, free of charge. This is not for marks but may greatly enhance your understanding of the course material.

Course schedule

Date	Topic	Reading from Rudmann	Reading quiz due dates Fridays at 11:59 PM PST *Except certain dates
Tue Sep 3	Introduction and syllabus		
Thu Sep 5	History of the Study of Learning	Chapter 1	
Tue Sep 10	Research Methods	Chapter 2	Ch 1 & 2 Quiz (Sep 13)
Thu Sep 12			
<i>Mon Sep 16: Last day for changes in registration and withdrawal from most W1 courses without W record</i>			
Tue Sep 17	Neurobiological Basis of Learning	Chapter 3	
Thu Sep 19			
Tue Sep 24	Behavioural Learning	Chapter 4	Ch 3 & 4 Quiz (Sep 27)
Thu Sep 26			
<i>Mon Sep 30: University closed for National Day for Truth and Reconciliation</i>			
Tue Oct 1	Exam #1 (Chapters 1, 2, 3, 4)		
Thu Oct 3	No lecture		
Tue Oct 8	Social Learning	Chapter 5	
Thu Oct 10			
<i>Mon Oct 14: University closed for Thanksgiving Day</i>			
Tue Oct 15	Affect and Motivation in Learning	Chapter 6	Ch 5 & 6 Quiz (Oct 18)
Thu Oct 17			
Tue Oct 22	Cognitive Learning	Chapter 7	Ch 7 Quiz (Oct 25)
Thu Oct 24			
Tue Oct 29			
Thu Oct 31	Exam #2 (Chapters 5, 6, 7 only; not cumulative)		
Tue Nov 5	Science news article workshop <i>(optional)</i>		Science news article & Academic integrity assignment (Nov 8)
Thu Nov 7	Special lecture		
<i>Fri Nov 8: Last day for changes in registration and withdrawal from most W1 courses with a W record</i>			
<i>Mon Nov 11-15: University closed for midterm break</i>			
Tue Nov 19	Unit A: Epigenetics of Learning: Aging and Environment	See Canvas	Research Activity Option 2 (Nov 22)
Thu Nov 21			
Tue Nov 26			Unit A Quiz (Nov 29)
Thu Nov 28			
<i>Sun Dec 2: Last day for submission of final exam accommodation requests with the DRC</i>			
Tue Dec 3	Unit B: Observational Learning, Implicit Biases, and Systemic Inequities	See Canvas	Unit B Quiz (Dec 6)
Thu Dec 5	No lecture		
Dec 9 - 20	Exam Period – Final exam (Unit A, Unit B, Special Lecture only; not cumulative) – Exam date TBA		

Please note that slight changes to the schedule may occur throughout the semester. Flex time is built into the course to allow us to extend some sections.

Reading quizzes will be released at least 1-week prior to the deadline.

Late Policy

Reading quizzes will receive a “0” if not submitted by the due date. The lowest quiz mark will be dropped. Any other assignments not passed on by the due date will receive a “0”.

Missed exam policy

Students who miss an examination must provide written documentation (i.e., doctor’s note) of the absence to their instructor and must arrange to make up the exam before the next scheduled class. **Arrangements must be made no less than 24 hours before the original exam time. Students who do not make arrangements on this timeline will receive a “0” for the exam unless other arrangements have been made with the instructor. Exams will not be reweighed.**

If ill health is an issue, students are encouraged to seek attention from a health professional. Campus health and counselling will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean. Further information can be found here.

It is the responsibility of the student to stay up to date with the course content and to monitor Canvas for important announcements. A discussion board will be enabled on Canvas to allow students to communicate with fellow classmates and the instructor.

Missed Activity Policy

Reading quizzes will receive a “0” if not submitted by the due date. The lowest quiz mark will be dropped.

Passing/Grading Criteria

Your final grade will be determined based on UBC grading practices. 90–100 A+, 85–89 A, 80–84 A-, 76–79 B+, 72–75 B, 68–71 B-, 64–67 C+, 60–63 C, 55–59 C-, 50–54 D. 0–49 Fail

Policy On the Use of AI

The use of AI tools is permitted for work submitted for this course except during midterm and final exams. You are **required to disclose your use of AI and appropriately cite its use. Failure to disclose and properly cite AI use is considered plagiarism** (I am also curious to hear about your experience!). Check out [this resource on how to cite ChatGPT in APA style](#). **AI use is not promoted for the sake of this course**, and I believe, thanks to the success of many past students, that it is not needed. Grading will always be conducted in the same way for all students, with respect to rubrics where relevant, so not using AI tools will not result in a disadvantage.

The reason for this policy is my awareness that AI will continue to become more ubiquitous in our society. I also strongly believe that to achieve the level of quality that results in high grades, any student must continue to develop skills without the support of AI. To succeed on the assessments that will not permit AI use (our midterm and final exams), you will still need to understand the course material and to have developed your critical thinking skills. Developing too much of a dependence could be a detriment to future studies.

Though I do not believe AI is a proficient content-generator (i.e., if you ask an AI tool to “write 500 words on the nature vs. nurture debate” it may contain inaccuracies and it will likely produce work that does not adhere to our course marking rubrics) it may help people with brainstorming ideas and people who have difficulties writing in English.

Inaccuracies and privacy concerns are not the only problems associated with AI. Please make sure to do your own reading to determine your level of comfort with various AI tools. Plagiarism is still a problem with many AI tools. **The academic misconduct policy at UBC would still apply to work that is generated through AI.** Plagiarism can easily become an issue since many AI tools create content based on existing works without citations. You might consider a tool such as Perplexity AI which does cite its sources.

Please note that this policy could change throughout the term. This policy statement has been adapted from Dr. Dongwook Yoon’s 2023 policy in CPSC 344.

Other Course Policies

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; nor should you help others to do the same. **For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.** Careful records are kept to monitor and prevent recidivism.

Learn more through the [Academic Integrity website](#).

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,0>

Academic Misconduct

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

Final Examinations

You can find the [Senate-approved term and examination dates here](#). Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 27-hour period) or

unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Further information on Academic Concession can be found under Policies and Regulation in the Okanagan Academic Calendar <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

Grading Practices

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record.

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>

Student Service Resources: Below are common resources that are available to you

Policies and Regulations

Visit UBC Okanagan's [Academic Calendar](#) for a list of campus-wide regulations and policies, as well as [term dates and deadlines](#).

Student Supports, Resources & Campus Services

Visit the [Student Support and Resources page](#) to find one-on-one help or explore resources to support your experience at UBC Okanagan, as well as many other campus services available to all students.

Advising

Visit the [Advising Options page](#) to find out about the variety of advising options available to students including but not limited to academic, career, and accessibility.

UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earlene Roberts, the Manager for the Disability Resource Centre located in the University Centre building (UNC 215).

UNC 215 250.807.8053

email: drc.questions@ubc.ca

Web: <http://www.students.ok.ubc.ca/academic-success/disability-resources/>

UBC Okanagan Equity and Inclusion Office

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO.

UNC 325H 250.807.9291
email: equity.ubco@ubc.ca
Web: www.equity.ok.ubc.ca

Health and Wellness

At UBC Okanagan health services to students are provided by Student 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 Student Wellness for more information or to book an appointment.

UNC 337 250.807.9270
email: healthwellness.okanagan@ubc.ca
Web: www.students.ok.ubc.ca/health-wellness

Office of the Ombudperson

The Office of the Ombudperson for Students is an independent, confidential and impartial resource to ensure students are treated fairly. The Ombuds Office helps students navigate campus-related fairness concerns. They work with UBC community members individually and at the systemic level to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment. Ombuds helps students gain clarity on UBC policies and procedures, explore options, identify next steps, recommend resources, plan strategies and receive objective feedback to promote constructive problem solving. If you require assistance, please feel free to reach out for more information or to arrange an appointment.

UNC 328 250.807.9818
email: ombuds.office.ok@ubc.ca
Web: www.ombudsoffice.ubc.ca

Student Learning Hub

The Student Learning Hub is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies.**

LIB 237 250.807.8491
email: learning.hub@ubc.ca
Web: <http://www.students.ok.ubc.ca/academic-success/learning-hub/>

The Global Engagement Office

The Global Engagement Office provides advising and resources to assist International students in navigating immigration, health insurance, and settlement matters, as well as opportunities for intercultural learning, and resources for Go Global experiences available to all UBC Okanagan students, and more.

Come and see us – we are here to help! You may also contact geo.ubco@ubc.ca

Safewalk

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at **250-807-8076**.*

For more information, see: www.security.ok.ubc.ca

Sexual Violence Prevention and Response Office (SVPRO)

A safe and confidential place for UBC students, staff, and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. We support your decision, whatever you decide.

Visit svpro.ok.ubc.ca or call 250.807.9640.

Independent Investigations Office (IIO)

If you or someone you know has experienced sexual assault or some other form of sexual misconduct by a UBC community member and you want the Independent Investigations Office (IIO) at UBC to investigate, please contact the IIO. Investigations are conducted in a trauma informed, confidential, and respectful manner in accordance with the principles of procedural fairness.

You can report your experience directly to the IIO via email: director.of.investigations@ubc.ca or by calling 604.827.2060 or online by visiting investigationsoffice.ubc.ca

The UBC Emergency First Response Team (EFRT)

The UBC EFRT is a group of volunteer student responders who shift 24/7 to provide emergency medical first-aid services at the UBC Okanagan campus. The organization is run alongside security and supports the campus community on a day-to-day basis as well as at various campus activities and events. Our responders can be on scene within minutes and can be called through Campus Security's emergency line at [250-807-8111](tel:250-807-8111) in case of any emergency.

To learn more about who we are, how we recruit new responders, and stay up to date, follow us on Instagram or Facebook @ubcefrt. Need medical support at your event? Check out our website at <https://efrt.ok.ubc.ca/>, or email us any further questions at ubcefrt@gmail.com

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, Web: <https://psych.ok.ubc.ca/psychology-clinic/walk-in-wellness/>

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