



THE UNIVERSITY OF BRITISH COLUMBIA

Land Acknowledgement

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

PSYO 480E: Equity in Psychology and Neuroscience

Instructor: Tareq Yousef, PhD (he/they)	Duration: Term 2 Winter 2024/5
Delivery Modality: In-Person	Materials and Grades: https://canvas.ubc.ca
Course Location: FIP 139	Course Days: Wed
Class Hours: 11:00 AM – 2:00 PM	Teaching Assistants: see Canvas for details

Office hours: No appointment needed, in-person (ART 312) Mondays 2:00 PM - 4:00 PM, OR by email appointment.

Course Description

Inclusivity, equity, and diversity as they pertain to psychology and neuroscience topics ranging from neurofeminism, neurolaw, neurodivergence, and beyond.

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

IMPORTANT COURSE DEADLINES

**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 '480E' in the subject line.***

Presentations and discussions

- On each of the following dates, 2 or 3 students will present one paper each. See course schedule for paper selections.
- Jan 22, Feb 5, Feb 12, Feb 26, Mar 5, Mar 12, Mar 19, Mar 26

Reading quizzes & Reflections

- No quizzes or reflections will be accepted late as they are to be done in-class. If a student should have to miss their presentation day, this should be communicated at least one day ahead of time for alternative arrangements to be made.
- Flexibility is built in by allowing one quiz and one reflection to be missed completely at no penalty.

Science news articles

Late science news articles will incur a 20% deduction for each day later than the deadline at which they are submitted. At 5 days after the deadline, the assignment will achieve a grade of 0.

- Feb 5, Apr 4

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 reading quiz mark for each student will be dropped!

I am going to miss a deadline! What can I do?

Get in touch to make alternate arrangements where possible. ☺ See page 7.

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 a lecturer 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.

Course Overview, Content and Objectives

Assessment Methods
Paper presentation (30%), in lecture (see schedule below)
In-class reading quizzes (8 best marks of 9 for a total of 20%), in lecture
In-class reflections (8 best marks of 9 for a total of 10%), in lecture
Science news article #1 (14%), Feb 7
In-class assignment (MCQ, short, and paragraph answer; ~30 points) (12%), Mar 5, in lecture
Science news article #2 (14%), Apr 4

Learning Outcomes
Consider and critique inclusivity, equity, and diversity in every step of the research process (e.g., selecting research questions, methods of data collection, etc.) (<i>assessed through presentations and science news articles</i>)
Anticipate and plan for challenges that emerge with research in diverse populations (<i>assessed through presentations and science news articles</i>)

Develop competencies in communicating justice-based scientific ideas (<i>assessed through presentations, science news articles, and written assignments</i>)
Develop a wider and more inclusive scope of research sources (<i>assessed through reading quizzes, reflections</i>)
Appreciate that psychology and neuroscience can value diversity, promote equity, and foster inclusion in pursuit of a more just society (<i>assessed through all methods</i>)

Course Format

You will be asked to deliver **one presentation worth 30% of the final grade**. This presentation will be of a paper from a preselected pool (read more below). Two to three presentation slots are available on each of these days:

- Jan 16, Jan 23, Jan 30, Feb 6, Feb 13, Feb 27, Mar 12, Mar 19, Mar 26, Apr 2

Paper presentations will be handed out on the first day of the course. If you cannot be present, you will be contacted with the options that are left. Ahead of time requests for days/papers to present will not be taken.

The presentation rubric will be made available on Canvas. A review of the paper should be made with special reference to how the study approaches equity from a research design standpoint (including research questions, recruitment, methodology, etc.,) where applicable. If the paper is a review paper, these same indices should be highlighted as appropriate.

To support engagement for presenters, **8 out of 9 in-class reading quizzes** will be completed at the beginning of each class (**worth 20%**). These will be short multiple choice-style questions that aim to ensure that presentation audiences have read at least one of the papers being presented that day.

At the end of each meeting time, a total of **8 out of 9 possible short in-class reflections will make up a total of 10% of the grade**. The intention is to increase our awareness of our own understanding as it pertains to topics related to equity in research and clinical practice and to take time to critically think about the material. These will be graded for participation.

28% of the final grade will come from 2 science news articles (worth 14% each). This assignment will task you with finding a recent (2020-2023) peer-reviewed research article on a topic from our course syllabus and summarizing its findings in a manner such as on popular press websites like <https://www.newscientist.com> or <https://www.popsoci.com>. More information found on Canvas.

Finally, a single **in-class writing assignment (worth 12%)** which will be made up of approximately 30 points worth of questions including multiple choice, short, and long (~paragraph) answer questions.

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

Course Schedule

Date	Topics, readings (find citations below), and assignments *Indicates reading quiz reading
Wed Jan 8	Introduction and syllabus <ul style="list-style-type: none"> - Presentation allocation - Expectations - How to present a scientific paper & traps to avoid - Writing: infographic and in-class assignments - Rubrics
Wed Jan 15	No lecture
<i>Fri Jan 17: Last day for changes in registration and withdrawal from most W2 courses without W record</i>	
Wed Jan 22	Topic A: Neurolaw presentations <ul style="list-style-type: none"> - *A1 – 11:10am (Alimardani & Chin, 2019) - A2 – 12:00pm (Schleim, 2020) - A3 – 12:50pm (Logan et al., 2024)
Wed Jan 29	Rachael Ernst, BA, BC Schizophrenia Society <ul style="list-style-type: none"> - *Horvitz-Lennon, M., Leckman-Westin, E., Finnerty, M., Jeong, J., Tsuei, J., Zelevinsky, K., ... & Normand, S. L. T. (2024). Healthcare access for a diverse population with schizophrenia following the onset of the COVID-19 pandemic. <i>Community mental health journal</i>, 60(1), 72-80. https://go.exlibris.link/w3MT5tDT
Wed Feb 5	Topic B: Neurofeminism presentations <ul style="list-style-type: none"> - *B1 – 11:10am (Duchesne & Trujillo, 2021) - B2 – 12:00pm (Carter et al., 2022) - B3 – 12:50pm (Anderson & Rossetti, 2023) <p>Science news article #1 due on Friday, Feb 7, 2024 at 11:59pm</p>
Wed Feb 12	Topic C: Gender and pronouns presentations <ul style="list-style-type: none"> - *C1 – 11:10am (Lindqvist, Renström, & Sendén, 2019) - C2 – 12:00pm (Vasquez et al., 2023)
<i>Feb 17-21: No lectures for midterm break</i>	
Wed Feb 26	Topic D: Academia and science research <ul style="list-style-type: none"> - *D1 – 11:10am (Faber et al., 2023) - D2 – 12:00pm (Schanding Jr et al., 2023)
Wed Mar 5	Topic E: Indigenous perspectives on wellness <ul style="list-style-type: none"> - *E1 – 11:10am (Paul et al., 2022) - E2 – 12:00pm (Pham et al., 2023) <p>In-class writing assignment</p>
Wed Mar 12	Topic F: Neurodiversity <ul style="list-style-type: none"> - *F1 – 11:10am (Bruno et al., 2023) - F2 – 12:00pm (Dwyer et al., 2023) - F3 – 12:50pm (Hartman et al., 2023)
Wed Mar 19	Topic G: Environmental racism: A look at the Flint, Michigan water crisis <ul style="list-style-type: none"> - G1 – 11:10am (Cuthbertson et al., 2016) - G2 – 12:00pm (Reuben et al., 2022)

	- *G3 – 12:50pm (Kilpatrick et al., 2023)
<i>Fri Mar 21: Last day for changes in registration and withdrawal from most W1 courses with a W record</i>	
Wed Mar 26	Topic H: Disability <ul style="list-style-type: none"> - *H1 – 11:10am (Greig et al., 2022) - H2 – 12:00pm (Battalio, Huffman, and Jensen, 2020)
Wed Apr 2	No lecture Science news article #2 due on Friday, April 4, 2024 at 11:59pm

Topic A - Neurolaw

1. Alimardani, A., & Chin, J. (2019). Neurolaw in Australia: The use of neuroscience in Australian criminal proceedings. *Neuroethics*, 12(3), 255-270. <https://go.exlibris.link/fjFtR5xJ>
2. Schleim, S. (2020). Real neurolaw in the Netherlands: The role of the developing brain in the new adolescent criminal law. *Frontiers in Psychology*, 11, 1762. <https://go.exlibris.link/3PIC3c2Q>
3. Logan, A. C., Nicholson, J. J., Schoenthaler, S. J., & Prescott, S. L. (2024). Neurolaw: Revisiting Huberty v. McDonald's through the Lens of Nutritional Criminology and Food Crime. *Laws*, 13(2), 17. <https://go.exlibris.link/5dDL12IR>

Topic B - Neurofeminism

1. Duchesne, A., & Kaiser Trujillo, A. (2021). Reflections on neurofeminism and intersectionality using insights from psychology. *Frontiers in Human Neuroscience*, 15, 684412. <https://go.exlibris.link/ZpQjXIKZ>
2. Carter, S., Mekawi, Y., Sheikh, I., Sanders, A. S., Packard, G., Harnett, N. G., & Metzger, I. W. (2022). Approaching mental health equity in neuroscience for Black women across the lifespan: Biological embedding of racism from Black feminist conceptual frameworks. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*, 7(12), 1235-1241. <https://go.exlibris.link/dhnfTK6v>
3. Anderson, S. A., & Rossetti, M. A. (2023). Sex-Specific Neurocognitive Impairment. *Neurologic Clinics*, 41(2), 359-369. <https://go.exlibris.link/VvT6bzPB>

Topic C – Gender and pronouns

1. Lindqvist, A., Renström, E. A., & Gustafsson Sendén, M. (2019). Reducing a male bias in language? Establishing the efficiency of three different gender-fair language strategies. *Sex Roles*, 81(1), 109-117. <https://go.exlibris.link/1qxlfW1>
2. Vasquez, K., Tompkins, R., Olson, K. R., & Dunham, Y. (2023). Children's memory for gender-neutral pronouns. *Journal of Experimental Child Psychology*, 227, 105589. <https://go.exlibris.link/NwcM4WLH>

Topic D – Access in and to psychology

1. Faber, S. C., Williams, M. T., Metzger, I. W., MacIntyre, M. M., Strauss, D., Duniya, C. G., ... & Goghari, V. M. (2023). Lions at the gate: How weaponization of policy prevents people of colour from becoming professional psychologists in Canada. *Canadian Psychology/Psychologie canadienne*. <https://go.exlibris.link/qZrspWDR>
2. Schanding Jr, G. T., Strait, G. G., Morgan, V. R., Short, R. J., Enderwitz, M., Babu, J., & Templeton, M. A. (2023). Who's included? Diversity, equity, and inclusion of students in school psychology literature over the last decade. *School Psychology Review*, 52(4), 408-420. <https://go.exlibris.link/VpcWR1sR>

Topic E – Indigenous perspectives on wellness

1. Paul, J., McQuaid, R. J., Hopkins, C., Perri, A., Stewart, S., Matheson, K., ... & Bombay, A. (2022). Relations between bullying and distress among youth living in First Nations communities: Assessing direct and moderating effects of culture-related variables. *Transcultural Psychiatry*, 13634615221109359. <https://go.exlibris.link/8Cw7Rhwb>
2. Pham, T. V., Wilbur, R. E., & Gone, J. P. (2023). Ideals of counseling practice: Therapeutic insights from an Indigenous first nations-controlled treatment program. *Journal of Counseling Psychology*. <https://go.exlibris.link/4VY083Y4>

Topic F – Neurodiversity

1. Bruno, G., Chan, T. A., Zwaigenbaum, L., Coombs, E., Indigenous Relations Circle, & Nicholas, D. (2023). Indigenous autism in Canada: A scoping review. *Journal of Autism and Developmental Disorders*, 1-14. <https://go.exlibris.link/pXyk4sbl>
2. Dwyer, P., Mineo, E., Mifsud, K., Lindholm, C., Gurba, A., & Waisman, T. C. (2023). Building neurodiversity-inclusive postsecondary campuses: recommendations for leaders in higher education. *Autism in Adulthood*, 5(1), 1-14. <https://go.exlibris.link/6TKh24Mk>
3. Hartman, L. M., Farahani, M., Moore, A., Manzoor, A., & Hartman, B. L. (2023). Organizational benefits of neurodiversity: Preliminary findings on autism and the bystander effect. *Autism Research*, 16(10), 1989-2001. <https://go.exlibris.link/RC2hdhYb>

Topic G – Environmental racism: A look at the Flint, Michigan water crisis

4. Cuthbertson, C. A., Newkirk, C., Ilardo, J., Loveridge, S., & Skidmore, M. (2016). Angry, scared, and unsure: Mental health consequences of contaminated water in Flint, Michigan. *Journal of Urban Health*, 93, 899-908. <https://go.exlibris.link/p68SMFV9>
5. Reuben, A., Moreland, A., Abdalla, S. M., Cohen, G. H., Friedman, M. J., Galea, S., ... & Kilpatrick, D. G. (2022). Prevalence of depression and posttraumatic stress disorder in Flint, Michigan, 5 years after the onset of the water crisis. *JAMA Network Open*, 5(9), e2232556-e2232556. <https://go.exlibris.link/82t4ySyP>
6. Kilpatrick, S. K., Bauer, K. W., Heard-Garris, N., Malone, A. M., Abdou, C. M., Weeks, H. M., ... & Needham, B. L. (2023). Experiences of the flint water crisis among reproductive-age Michigan women in communities outside of flint: differences by race and ethnicity. *Journal of Racial and Ethnic Health Disparities*, 10(3), 993-1005. <https://go.exlibris.link/BFZfMtQX>

Topic H – Disability

1. Greig, F., Perera, G., Tsamakis, K., Stewart, R., Velayudhan, L., & Mueller, C. (2022). Loneliness in older adult mental health services during the COVID-19 pandemic and before: Associations with disability, functioning and pharmacotherapy. *International Journal of Geriatric Psychiatry*, 37(1). <https://go.exlibris.link/dnrs3KYI>
2. Battalio, S. L., Huffman, S. E., & Jensen, M. P. (2020). Longitudinal associations between physical activity, anxiety, and depression in adults with long-term physical disabilities. *Health Psychology*, 39(6), 529. <https://go.exlibris.link/MG6Lf2Zh>

In-class assignment reading

- Picó-Pérez, M., Marco, E. A., Thurston, L. T., Ambrosi, V., Genon, S., Bryant, K. L., ... & Kaiser Trujillo, A. (2024). Researchers' sex/gender identity influences how sex/gender question is investigated in neuroscience: an example from an OHBM meeting. *Brain Structure and Function*, 229(3), 741-758. <https://go.exlibris.link/rWrJNrOn>

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.

Course Materials

All papers to be presented will come from this the course schedule. If a student has a different paper in mind, this is welcome (!) but needs to be approved prior to selection.

Late and Missed Activity Policy

No quizzes, reflections, or in-class assignments (including presentations) will be accepted late as they are to be done in-class. If a student should have to miss their presentation day, this should be communicated at least one day ahead of time for alternative arrangements to be made. Without a valid excuse, a grade of 0 will be assigned to a missed presentation.

1 quiz and 1 reflection can be missed completely at no penalty.

Any late assignments (this pertains only to the science news articles) will incur a 20% deduction for each day later than the deadline at which they are submitted. At 5 days after the deadline, the assignment will achieve a grade of 0.

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. 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 usually result in a failing grade or mark of zero on the assignment or in the course.** Careful records are kept to monitor and prevent recidivism.

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>

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

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

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