

UNIVERSITY OF BRITISH COLUMBIA OKANAGAN
PSYCHOLOGY 314 - SECTION 001
NON-VISUAL PERCEPTION
2024 WINTER TERM 2

PSYO 314 (3) Non-Visual Perception

Although vision is often thought to be our primary source of information, we have several other well-developed perceptual systems. This course examines the research behind our understanding of the processing that allows us to hear, feel, touch, smell, and taste.

Professor: Dr. Paul Gabias

Email: 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

The study of perception encourages students to focus on different mechanisms and processes in perception that we simply take for granted. It forces students to look beneath the surface of experiences for explanations of complex phenomena. This just happens to also be a great skill and frame of reference for explaining the puzzles in other areas of psychology.

In the ecological approach to perception, on which I focus heavily in my courses, we look for invariants in the environment and stimulus information that could specify different perceptions. Applying this approach to sets of different issues in psychology could also prove very fruitful.

- To understand how humans and animals perceive starting with the detectors in the ears, tongue, nose and mouth, and then moving on to the brain.
- Applications that depend on an understanding of perception such as speech recognition, systems
- Understanding why we lose our sense of taste when we have a cold
- To understand how we sense things in the environment and interact with them
- Medical applications that depend on an understanding of perception
- Understanding that perception depends on the properties of the sensory receptors
- Develop an understanding of the two opposing philosophies about perception: 1. Perception is direct and is obtained by the perceptual systems from information specified in the environment; 2. Perception is indirect and involves creating representations of the environment by the brain.
- Understanding the difference between the information specification and extraction model of perception and the information processing model of perception imbedded in communication theory.
- Understanding that our knowledge of how things usually appear in the environment based on our past experiences can play an important role in determining what we perceive.
- Understanding psychophysics, its methods, and results.

Learning Outcomes

By the end of this course students should be able to reflect on the following statement. What implications do the assumptions of direct perception have on your professional development?

Required Text

Goldstein, E.B., & Cacciamani, L. (2022). *Sensation & Perception*. (11th Ed.) Boston, MA: Cengage.

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. Only the textbook is required. MindTap is optional and not a requirement for this course.

Required Reading

Gibson, J. J. (1983). Introduction. *The Senses Considered as Perceptual Systems*. Westport, Connecticut: Greenwood Press. Available on Canvas in the Readings & Videos module.

Canvas

To access Canvas, go to 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. You can also email my Assistant, Cheryl Ash at 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; Mondays, Wednesdays and Fridays 8:00am-9:00am Pacific Time.

<u>Week</u>	<u>Date</u>	<u>Chapters</u>
1	01/06 – 01/08	Introductory Remarks, Goldstein & Cacciamani: Chapter 1 – Introduction to Perception
2	01/13	Goldstein & Cacciamani: Chapter 1
2	01/15 – 01/17	Chapter 2 – Basic Principles of Sensory Physiology
3	01/20	Chapter 2 – Cont'd
3	01/22 – 01/24	Gibson, Introduction to The Senses Considered as Perceptual Systems
4	01/27	Gibson – Cont'd
4	01/29-01/31	Goldstein & Cacciamani, Chapter 3 – 3.4 "What Happens as Signals Travel Through the Retina" (pp51-59)
5	02/03-02/07	Goldstein & Cacciamani, Chapter 4 – The Visual Cortex and Beyond
6	02/10	Exam 1 - Goldstein & Cacciamani, Chapters 1, 2, 3.4 & Gibson Introduction
6	02/12 – 02/14	Goldstein & Cacciamani, Chapter 11 – Hearing
7	02/17 – 02/21	Family Day & Midterm Break – No Classes
8	02/24 – 02/28	Goldstein & Cacciamani, Chapter 11 – Cont'd
9	03/03 – 03/07	Goldstein & Cacciamani, Chapter 11 – Cont'd
10	03/10	Goldstein & Cacciamani, Chapter 11 & Chapter 12 – Hearing in the Environment
10	03/12	Exam 2 - Goldstein & Cacciamani, Chapters 4.1, 4.4 & 11
10	03/13	Goldstein & Cacciamani, Chapter 12 – Cont'd
11	03/17	Goldstein & Cacciamani, Chapter 12 – Cont'd
11	03/19	Goldstein & Cacciamani, Chapter 12 & Chapter 16 – The Chemical Senses

11	03/21	Goldstein & Cacciamani, Chapter 16 – Cont'd
12	03/24 – 03/28	Goldstein & Cacciamani, Chapter 16 – Cont'd
13	03/31 – 04/04	Goldstein & Cacciamani, Chapter 16 – Cont'd
14	04/07	Goldstein & Cacciamani, Chapter 16 – Cont'd

15-17 04/11 - 04/26 Final Exam Period: Exam 3 – Goldstein & Cacciamani, Chapters 1, 2, 3.4, 4.1, 4.4, 11, 12, 16 & Gibson Introduction

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 seven steps of the perceptual process.
- Differentiate between “top-down” and “bottom-up” processing.
- Describe how knowledge can influence perception.
- Understand how perception can be studied by determining the relationships between stimulus and behavior, stimulus and physiology, and physiology and behavior.
- Explain “absolute threshold” and “difference threshold” and the various methods that can be used to measure them.
- Describe how perception above threshold can be measured by considering five questions about the perceptual world.
- Understand the importance of the distinction between physical stimuli and perceptual responses.

Learning Outcome: achieve the learning objectives.

Chapter 2: p20

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

- Identify the key components of neurons and their respective functions.
- Explain how electrical signals are recorded from neurons and the basic properties of these signals.
- Describe the chemical basis of electrical signals in neurons.
- Describe how electrical signals are transmitted from one neuron to another.
- Understand the various ways that neurons can represent our sensory experiences.
- Explain how brain imaging can be used to create pictures of the locations of the brain's activity.
- Distinguish between structural and functional connectivity between brain areas and describe how functional connectivity is determined.
- Discuss the Mind-body problem.

Learning Outcome: achieve the learning objectives.

Chapter 4: p67

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

- Explain how visual signals travel from the eye to the lateral geniculate nucleus, and then to the visual cortex.
- Distinguish between the different types of cells in the visual cortex and their role in perception.
- Describe experiments that illustrate the connection between neurons called “feature detectors” and perception.
- Discuss how perception of visual objects and scenes depends on neural “maps” and “columns” in the cortex.
- Describe visual pathways beyond the visual cortex, including the what and where streams and how the functions of these streams have been studied.
- Describe higher-level neurons, how they are involved in perceiving objects, and the connection between higher-level neurons and visual memories.
- Explain what is meant by “flexible” receptive fields.

Learning Outcome: achieve the learning objectives.

Chapter 11: p261

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

- Describe the physical aspects of sound, including sound waves, tones, sound pressure, and sound frequencies.
- Describe the perceptual aspects of sound, including thresholds, loudness, pitch, and timbre.

- Identify the basic structures of the ear and describe how sound acts on these structures to cause electrical signals.
- Describe how different frequencies of sound vibrations are translated into neural activity in the auditory nerve.
- Understand evidence supporting the idea that perceiving a tone's pitch depends on both where vibrations occur in the inner ear and on the timing of these vibrations.
- Describe what happens as nerve impulses travel along the pathway that leads from the ear to the cortex, and how pitch is represented in the cortex.
- Describe some of the mechanisms responsible for hearing loss.
- Describe procedures that have been used to measure infants' thresholds for hearing and their ability to recognize their mother's voice.

Learning Outcome: achieve the learning objectives.

Chapter 12: p290

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

- Describe experiments that show how people use different cues to determine the location of a sound source.
- Describe the physiological processes that are involved in determining the location of a sound source.
- Understand how our perception of sound location is determined when listening to sounds inside a room.
- Understand how auditory scene analysis describes how we separate different sound sources that are occurring simultaneously in the environment.
- Describe a number of ways hearing and vision interact in the environment.
- Describe interconnections between vision and hearing in the brain.

Learning Outcome: achieve the learning objectives.

Chapter 16: p261

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

- Describe the structure of the taste system and how activity in this system is related to taste quality.
- Describe genetic research on individual differences in taste.
- Describe the following aspects of basic olfactory abilities: detecting odors, identifying odors, individual differences in olfaction, and how olfaction is affected by COVID-19 and Alzheimer's disease.
- Describe how olfactory quality is analyzed by the mucosa and olfactory bulb.
- Understand how odors are represented in the cortex.
- Understand the connection between olfaction and memory.
- Describe what flavor is and how it is related to taste, olfaction, cognition, and satiation.
- Describe multimodal interactions between the senses.
- Describe how researchers have measured infant chemical sensitivity.

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 cumulative. 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:

Exam I	33%
Exam II	28%
Exam III (Final exam period)	39%

Grading

According to the University of British Columbia Grading Scale

Mark-Grade Equivalents:

Percent	Letter Grade	Definition
90-100	A+	First Class
85-89	A	
80-84	A-	
76-79	B+	
72-75	B	Second Class

68-71	B-	
64-67	C+	
60-63	C	Third Class
55-59	C-	
50-54	D	Marginal Pass
0-49	F	Failure

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.

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

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 | <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

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

Privacy Information Notice: Use of Glean software in class

During lectures, recordings may be made by a student with note-taking accommodation using Glean.co. These recordings utilize the device's microphone and/or content displayed on the screen and are exclusively for the student's personal use to support their accommodation. This service is provided by UBCO's Disability Resource Centre, and all users have agreed to UBC's terms for recording lectures.

Under Section 26 of the BC Freedom of Information and Protection of Privacy Act (FIPPA), UBC collects this information solely to facilitate note-taking accommodations. Glean, along with its third-party service providers, processes and stores data outside of Canada, primarily in the United Kingdom and the United States, adhering to its Privacy Policy.

For any inquiries or concerns regarding how this information is collected, used, or stored, please contact drc.questions@ubc.ca.

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,

UBC Okanagan Equity Advisor: ph. 250-807-9291; Email equity.ubco@ubc.ca

Web: www.equity.ok.ubc.ca **Social Media:** 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, 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 **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/_1_oonK1fCU?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-judgemental 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*