



# PSYCHOLOGY 217-007

## Research Methods in Psychology

Fall 2023

### ABOUT PSYC 217

Psychologists use the principles of science to conduct research in order to better understand human behaviour. The purpose of this course is to introduce you to the commonly used research methods of the psychological sciences. The course also provides you with the opportunity to conduct your own research as a novice scholar. You will attend lectures to learn new course content and engage in lab work to develop your own research project. This diverse approach aims to provide you with a comprehensive learning experience and equip you with essential skills for conducting research. Your attendance is important for your success in the course. To receive clicker participation points and collaborate effectively with your team, please attend your registered section.

**In-Person Lectures:**    **Tuesdays & Thursdays**  
                                         **Buchanan A103**  
                                         **12:30-2:00PM**

### YOUR INSTRUCTIONAL TEAM



**Instructor: Dr. Alyssa Ash (she/her), PhD in Neuroscience, UBC '23**  
Email: [alyssa.ash@psych.ubc.ca](mailto:alyssa.ash@psych.ubc.ca)  
Office Hours: Tues/Thurs 4-5pm on Zoom (see Canvas page for link)  
Email policy: expect 24-48 hours for a reply and do not expect replies over the weekend!

#### Teaching Fellows for Section 007 Lecture + Lab:



**Halina Deptuck**- 3rd year MA, Cox Lab, Counselling Psychology  
Email: [halinad@student.ubc.ca](mailto:halinad@student.ubc.ca)  
Office Hours: Wednesdays from 10:30-11:30 AM over zoom



**Marie Stahre** - 3<sup>rd</sup> year MA, Bedi Lab, Counselling Psychology.  
Email: [mkstahre@student.ubc.ca](mailto:mkstahre@student.ubc.ca)  
Office Hours: By appointment over zoom

#### Additional Teaching Fellows for Section 007 Labs:

##### **Michael Mask**

Email: [michael.mask@sauder.ubc.ca](mailto:michael.mask@sauder.ubc.ca)  
Office Hours: Monday from 10AM till 10:40AM over zoom

##### **Raymond Li**

Email: [raymondli701@gmail.com](mailto:raymondli701@gmail.com)  
Office Hours: Tuesdays 1-2pm over Zoom

## LEARNING GOALS

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

1. Describe the scientific approach used by psychologists to generate knowledge.
2. Understand, describe, evaluate, and compare research designs commonly used in the psychological sciences.
3. Design, conduct, and interpret findings of a basic experiment examining human behaviour.
4. Use and interpret basic descriptive statistics and graphs
5. Present and discuss your research in both written and oral modes of communication.
6. Locate, understand, and critically evaluate empirical journal articles.
7. Work collaboratively with peers to complete a research project within a given timeframe.

## COURSE MATERIALS



**Required: Cozby, P. C., Mar, R. & Rawn, C. D. (2020). *Methods in Behavioural Research* (3<sup>rd</sup> Canadian Ed.). Toronto, ON: McGraw-Hill Ryerson. **VERSION WITH CONNECT ACCESS****

From time to time, this text may be supplemented by other readings or videos to facilitate your understanding of the course materials. Please attend class and check Canvas to obtain more information about these additional readings and videos.

***Financial Hardship:*** If you are experiencing serious financial hardship and are unable to purchase the textbook, please email me to discuss the situation.

## COURSE SUPPORT

This course lays a strong foundation for your future coursework, research assistantships, and also benefits you as an informed citizen. Throughout the course, you will have access to ample support, including your teammates, Teaching Fellows, and the instructor.

### Pre/Co-Requisites

Before enrolling in this course, you must have completed or be enrolled in either PSYC 100 or both PSYC 101 and PSYC 102. Successful completion of this course is a prerequisite for PSYC 218 and 359 (Statistics), PSYC 349/449 (Honours), and certain other courses.

Learning Appraisal	Grade Value	Date
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### Lab Research Project

• Individual APA Paper	20%	November 30
• Team Poster Presentation	10%	<b>December 6, 5:00-6:30PM</b>
• Lab Engagement Activities	5%	Ongoing

### Research Experience Component

• Study Participation HSP	4%	Ongoing
• TCPS Completion (Ethics)	1%	October 15

### In-class and Online Participation

• iClicker and Connect Smartbook Assignments	4%	Ongoing
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### Exams

• Midterm 1	14%	October 5
• Midterm 2	14%	November 9
• Final Exam	28%	TBA

## Learning Appraisal Descriptions

### Exams (56%)

The midterms and the final exam will consist of multiple choice, fill in the blank, and short answer questions. These will draw on both lectures and the readings and, for superior performance, you must have a clear understanding of both these sources of course content. There will be topics covered in class that are not in the readings and topics in the readings that are not covered in class. You will be responsible for both. **That is, all readings and all class materials are examinable.** Once exams have been marked, grades will be available on Canvas.

### Midterms

The midterms will be written during scheduled class time and will cover the previous weeks (Midterm 1: weeks 1 - 4, Midterm 2: weeks 5 - 9). The midterms will take place in class. There will be no makeup midterm examinations.

### Final Exam

The final exam will be cumulative and written during the exam period at a time designated by the Registrar's Office. You must be available to write at any time during the December exam period (December 11th - 22nd), which includes evenings and weekends. **DO NOT MAKE TRAVEL ARRANGEMENTS UNTIL THE EXAM SCHEDULE HAS BEEN RELEASED!**

### Missing Exams

If you are aware of scheduled UBC-sanctioned sport travel or a religious obligation that conflicts with the date of an exam, you **MUST** contact the instructor within the *first two weeks of classes* so that alternate arrangements can be made. There are no make-up midterms. If you miss a midterm exam, please contact the instructor as soon as possible to discuss the situation. The final exam will be reweighted to account for a missed midterm only for students with an approved absence.

If the final exam is missed, you must contact your faculty advising office (e.g. Arts Advising) as soon as possible to request academic concessions which would allow you to write a make-up exam at a later date. They will

probably require medical or other documentation. Please refer to the UBC Calendar for details of [‘academic concession.’](#)

If you miss an exam for any other reason (e.g., work commitments, sleeping in, forgetting there was an exam, etc.), you will receive a “0” on the exam.

### **Reviewing Exams**

There will be an exam review period scheduled after the exam marks are released. Your TF will run this review session and will be available to answer any questions or concerns regarding your exams. Should you be unable to attend this review session, you must contact your TF to make alternative arrangements to see your exam. You must arrange to see your exam **within 2 weeks** of the grades being released. Following this two-week period, your exam will not be available.

## **Lab Research Project (36%)**

The heart of PSYC 217 is the Lab Research Project. You gain experience working in a team to design an experiment from scratch, collect data from classmates, conduct some basic analyses, as well as present your work in a poster session (collaboratively as a group) and a written APA-style report. There are four graded elements to this Project (regardless of which section of this course you take). As you will learn, there is no perfect study, and some of the richest learning can happen from mistakes. Therefore, the grading structure is designed carefully to reward engaging in the research process and applying our course material, regardless of limitations and mistakes in the design and execution of the group’s experiment. We measure your ongoing contributions to the group and the research experience, and even greater emphasis on your individual ability to write about research.

You and your team will be guided throughout this process, with a series of 5 “Labs” embedded throughout this course, led by one of our Teaching Fellows. All instructions, tips, strategies, and deliverables are embedded as Canvas modules, and your TF will be there to support you along the way. Please see Canvas for more information about the Labs.

**Individual APA Paper (20%):** The most important step in the research communication process for researchers is to clearly document their research and the contribution it makes to understanding human behaviour in a written manuscript. These written manuscripts are then reviewed by their peers, and (hopefully!) published in a journal. This individual report is designed to give you experience with a part of this process. Your report must be written using APA style and must include the following sections: Abstract, Introduction, Method, Results (including at least one graph), Discussion, and References (at least 2). See Appendix A of your textbook and resources available on Canvas for more guidance in writing APA style reports, including a detailed grading rubric to help guide your work.

Reports must be 5-7 double spaced 8.5 x 11 inch pages (approximately 1500-1700 words). This page limit does NOT include a cover page, references, graphs, tables, or appendices (if needed, which they usually are *not*). You must use 12-point Arial, Times New Roman, or Calibri font and margins must be set to 1 inch (2.54 cm) all around. Your paper should integrate into the Introduction section at least two citations to related empirical journal articles (e.g., to set up a foundation for your hypothesis). Articles can also be used in the Discussion section to help put results into context. Submit your report in two places: on Canvas, as well as on *TurnItIn* (details to come). **Please be aware that plagiarism software will detect any AI-generated text (ChatGPT or otherwise).**

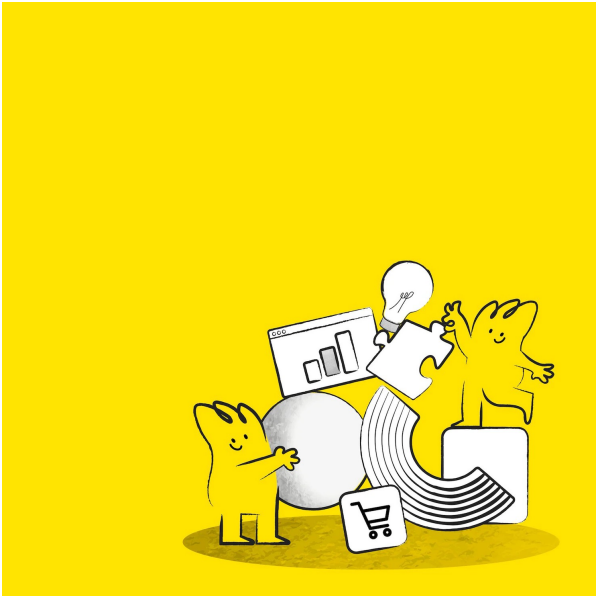
**Lab Engagement Activities (5%):** The vast majority of research conducted in psychology is collaborative. Reflecting this research approach, you will work closely in group of 5-6 on this project. Groups will be assigned immediately after the add/drop period. To help your group work together, we have developed a series of prompts, tasks, and spaces to collaborate all within the Canvas environment (whether or not you can all get together at the same time). These prompts include a mix of tasks you’ll do as a group (e.g., experiment plan with operational definitions), and some you will complete individually (learning reflections, restating experiment plan in your own words, peer evaluations of others’ contributions). All of your contributions, including your teaching fellow’s and your groupmates’ evaluations of your contributions, will be combined into this score. We encourage you to work

together in the spirit of collaboration. We also know that group work can sometimes be challenging. I and/or your TF are happy to provide guidance or offer support if your team is experiencing challenges.

**Team Poster Presentation (10%):** Students, teaching fellows, and instructors from all sections of PSYC 217 will meet to share and learn about everyone’s research projects. You will prepare, as a group, a poster that summarises your research project’s hypothesis, method, results, and conclusions. During the poster session, you will be asked to evaluate your peers’ posters (from a different section). Your poster grade will be a combination of your TF’s rating and the average of five peers’ ratings. More details about how to prepare for the poster and presentation, as well as how to evaluate others’ posters will be provided later in the term.

**iClicker Participation + Smartbook Assignments (4%)**

Active participation during lectures will be essential for you to learn the material, prepare for exams, and get the most out of this course. I will aim to incorporate a few iClicker questions into each lecture to check for understanding of key concepts and to encourage active participation and discussion. Please have the iClicker Cloud app open during lecture so you can answer questions in real time. iClicker is worth 2.5% and Smartbook assignments are worth 1.5%. Smartbook assignments are graded for completion only (not by score!).



% of iClicker Questions Responded to Throughout Term	Grade Received
>95%	2.5%
80-95%	2 %
70-79%	1.5 %
60-69%	1%
50-59%	0.5 %
< 50%	0%

**Research Experience Component (5%)**

The Research Experience Component (REC) is worth 5% of every PSYC 217 student’s course grade: 1 hour of participation or 1 article summary = 1% x 4, plus 1% for completing the online Tri-Council Policy Statement (TCPS) tutorial. The REC is designed to help you learn more about psychology and how research is conducted, and to provide you with firsthand experience with psychological research. This experience may make understanding research easier and may help you decide whether research is a reasonable career option for you.

**Participate in the Psychology Department Human Subjects Pool (4%)**

One way to meet the REC requirement is to spend four hours participating in psychology studies through the Department of Psychology’s Human Subject Pool (HSP) system. You can locate and sign up for studies by going to <https://hsp.psych.ubc.ca>. If you don’t already have a user account you will first need to request an HSP user account on that webpage. Once you have an account and have logged into it, you will be able to browse through all of the studies in which you can participate, sign up for studies and confirm your accumulated credits. The subject pool typically closes on the last day of class; I strongly urge you to participate before the last week to

ensure appointments are available. Further instructions on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled *Subject Pool Information for Participants*.

### **The Library Option**

As an alternative to participating in subject pool studies, you may choose to fulfil the REC by completing four library writing projects, for which you read and summarise a research article. Each article summary counts as one hour of research participation. You must select a research article (not a letter to the editor, commentary, or review paper) published since the year 2000 in the journal *Psychological Science*. Each summary should be about 500 of your own words and should summarise the purpose, method and results of the study. Complete instructions on how to complete the library-writing projects can be found on p.4 ("The Library Option") of the guide at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled *Subject Pool Information for Participants*. You must adhere to the complete instructions detailed in the guide to receive your credits.

The HSP system closes on the last day of classes. This will be your final day to earn research participation credits, and the final day to assign credits to this course.

### **TCPS Tutorial (1%)**

All psychological scientists must complete the *Tri-Council Policy Statement (TCPS) ethics tutorial*. This tutorial is required for you to collect data for the lab component of this course. Please set aside approximately 2 hours to complete the TCPS tutorial. You will receive full credit if you submit your TCPS completed certificate before the deadline. If you miss this deadline, you still must submit your form to participate in lab 3 (otherwise it will result in forfeiture of a large part of your lab research project grade).

## Course Schedule

	Topic	Read	Events / Due Dates
<b>Week 1</b> Sept 5	No Lecture (Imagine Day)		Begin Intro to Labs module
<b>Week 1</b> Sept 7	1. Course Overview, Science Basics	Syllabus	
<b>Week 2</b> Sept 12	2. Scientific Thinking & Research Articles	Ch 1: Principles of Sciences	Begin Lab 1 module
<b>Week 2</b> Sept 14	3. Theories, Hypotheses, Predictions	Ch 2: Theories & Hypotheses	
<b>Week 3</b> Sept 19	4. Research Design I	Ch 4: Research Design Fundamentals	** Sept 18th: Last day to drop without a W standing
<b>Week 3</b> Sept 21	5. Research Design II	Ch 4: Research Design Fundamentals	
<b>Week 4</b> Sept 26	6. Research Design III	Ch 8: Experimental Designs	
<b>Week 4</b> Sept 28	No Lecture-LAB 1	Ch 7: Survey Research	LAB 1-Look on Canvas for lab room assignments
<b>Week 5</b> Oct 3	7. Research Design IV	Ch 9: Conducting Studies	Begin Lab 2 module
<b>Week 5</b> Oct 5	Midterm 1		Midterm coverage: Weeks 1 - 4
<b>Week 6</b> Oct 10	No Lecture-LAB 2		LAB 2: Research proposal presentations
<b>Week 6</b> Oct 12	No Lecture	Ch 3: Ethics	Make-Up Monday!
<b>Week 7</b> Oct 17	8. Ethics 9. Measurement	Ch 5: Measurement	Begin Lab 3 module
<b>Week 7</b> Oct 19	10. Factorial Designs I	Ch 11: Complex Research Designs	
<b>Week 8</b> Oct 24	11. Factorial Designs II	Ch 11: Complex Research Designs	
<b>Week 8</b> Oct 26	No Lecture-LAB 3		(Lab 3: Data Collection) ** Oct 27th: Last day to withdraw with a W standing
<b>Week 9</b> Oct 31	12. Understanding Results	Ch 12: Descriptives	Begin Lab 4 module
<b>Week 9</b> Nov 2	No Lecture-LAB 4		Lab 4: Data Analysis



	Topic	Read	Events / Due Dates
<b>Week 10</b> Nov 7	13. Understanding Results II	Ch 12: Descriptives	Begin Lab 5 module
<b>Week 10</b> Nov 9	<b>Midterm 2</b>		Midterm coverage: Weeks 5 - 9
<b>Week 11</b> Nov 14	No Lecture (Reading break Nov 13-15)		
<b>Week 11</b> Nov 16	<b>No Lecture-LAB 5</b>		<b>Lab 5: APA Research Reports</b>
<b>Week 12</b> Nov 21	14. Observational Methods	Ch 16: Observational Methods	
<b>Week 12</b> Nov 23	15. Special Research Designs	Ch 10: Developmental Designs	
<b>Week 13</b> Nov 28	16. Inferential Statistics	Ch 13: Inferential Statistics	
<b>Week 13</b> Nov 30	17. Generalising Results	Ch 14: Generalising Results	APA Paper Due Nov 30 <sup>th</sup>
<b>Week 14</b> Dec 5	18. Catch-up day / Intro to Open Science		
<b>Week 14</b> Dec 6	<b>Poster Session! 5pm LSI atrium (see Canvas for details)</b>		Lab Peer Evaluations Due
<b>TBD</b>	<b>FINAL EXAM</b>		Final coverage: Weeks 1 - 14



## Course Policies

### Attendance

Please note that attendance is not mandatory. However, there is no way to earn iClicker points if you are absent from class. While I will be posting lecture slides, these are NOT a substitute for lecture, and exams will contain some amount of content only provided in lecture.

Attendance at all Labs and the Poster Session is mandatory. **You will lose 2% of your course grade for each Lab meeting that you miss** (e.g., if you miss 2 of the meetings, you will lose 4% of your course grade, simply for not showing up). To request an excused absence, complete an online form — [https://ubc.ca/1.qualtrics.com/jfe/form/SV\\_6Y9Fg23HmjkIVik](https://ubc.ca/1.qualtrics.com/jfe/form/SV_6Y9Fg23HmjkIVik) — within three days of the missed event due to illness or emergency, or 10 days before the event in other cases. If attending remotely due to illness, you're not considered absent if your TF records your attendance.

### Withdrawal Dates

If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before Sept 18th. If you wish to withdraw after September 18th, please discuss the possibility with me as your absence will be missed by the members of your research team. Any such withdrawals must be completed by October 27th and will result in a "W" on your transcript.

### Email and Communication

We want to ensure efficient communication throughout the course, so we have an email policy in place. When sending emails, kindly include "PSYC217" in the subject line to help us prioritise and identify course-related messages. We value your time and ours, and we want to maintain a healthy work-life balance, so please be aware that emails may not be answered on weekends. I try to respond as quickly as possible, but 48 hours for a reply (excluding evenings and weekends) is about typical.

If your question is relevant to the entire class, we encourage you to post it on the Canvas Discussion Board. This way, we can address it there and share the information with everyone. It will help foster a

collaborative learning environment and benefit the whole group.

### Meetings

We highly encourage you to make use of the scheduled student hours or arrange individual meetings via email to discuss any questions you have regarding the course material. These meetings provide an excellent opportunity to seek clarification and gain a deeper understanding of the subject matter. Feel free to email the instructor and/or TFs to schedule one-on-one meetings.



### Lecture Materials

Lecture recordings covering course material will be available for reference use. Lecture slides in .pdf format will also be posted online. However, it's essential to attend lectures as they may contain content not included in the slides, and exams will include information from the lectures. While lecture materials will be accessible, they are not a replacement for attending the lectures in person. Lecture slides, assignments, and grades will be available through Canvas.

### Deadline Extensions

We understand that life can be unpredictable, and to accommodate such situations, we offer an assignment extension for the 'Individual Research Report': You have the option to request a 4-day extension without providing a reason. To do so, simply contact the TF or instructor before the assignment deadline or within four days following the deadline. If you need more than 4 days extra, please reach out to me. In certain cases, you may be directed to contact your faculty advising office (e.g., Arts Advising) to request a concession

## ETHICAL & RESPONSIBLE CONDUCT

### Statement on Academic Integrity

In the Department of Psychology, and with the UBC and the scholarly community at large, we share an understanding of the ethical ways in which knowledge is produced. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work. It also means that we produce our own contributions that add to the scholarly conversation. We don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course. Because it is so important that research be done ethically, we expect students to meet these expectations. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in receiving at minimum grade of zero for the assignment, and these cases will be reported to the Department Head, and the Faculty of Arts Associate Dean, Academic. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to the student's transcript. See the UBC Calendar entries on "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#)," and check out the [Student Declaration and Responsibility](#). See "[Tips for Avoiding Plagiarism](#)" from the Chapman Learning Commons, and bookmark the OWL website for how to use APA citation style.

### Group Collaboration & Independent Learning

For much of the Collaborative Research Project component of the course you will be working with your peers. Throughout this project, you will be working together to submit a number of common assignments (e.g. the group poster, and many small tasks along the way). This is not a violation of academic integrity because submitting group work is permitted for such components of the course. However, in this course, many assessments must be completed independently: all exams, quizzes, reflections, papers, REC, & peer-evaluations). Working together on these assessments is cheating, and is a violation of academic integrity. If you have questions or concerns about when—or in what capacity—you can collaborate with peers in this course, please discuss with me or your TFs before starting the assessment.

### Avoiding Plagiarism

Plagiarism is defined as "where an individual submits or presents the oral or written work of another person as his or her own." In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

### Sharing Course Materials

Please DO NOT share materials provided to you in this course. This includes exam questions and answers, assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you. Please do not post any materials on file-sharing websites (e.g., CourseHero, GoogleDrive), or copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and textbook authors' intellectual property, and follow copyright law.

## WELLNESS RESOURCES

Below you will find a list of resources you may want to utilize if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

### Student Health Services:

<https://students.ubc.ca/health/student-health-service>  
604- 822-7011

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

### Counselling Services:

<https://students.ubc.ca/health/counselling-services> Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession.

**Centre for Accessibility (Access & Diversity):**

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

604-822-5844

CFA provides accommodations for students living with physical or mental disabilities.

**BC Crisis Center:**

<https://crisiscentre.bc.ca/>

Phone number: 604-872-3311

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

**Distress Line:**

Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

**UBC Sexual Violence Prevention & Reporting Office**

<https://svpro.ubc.ca/>

604-822-1588

A safe place for students, faculty, staff who have experienced sexual violence, regardless of where or when it took place. This includes any attempt or act of a sexual nature without consent. All gender identities, expressions and sexualities are welcome.

**SASC**

<https://www.ams.ubc.ca/student-services/sasc/> 604-822-2101

The AMS Sexual Assault Support Centre is here to educate, support, and empower people of all genders who have experienced sexual violence as well as their friends and family.

**SpeakEasy:**

<https://www.ams.ubc.ca/student-services/speakeasy/>

Phone number: 604-822-9246

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

**UBC Wellness Centre:**

<https://students.ubc.ca/health/wellness-centre> Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

**Mood Disorders Clinic UBC:**

<http://ubc-mooddisorders.vch.ca/>

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

**Health & Wellbeing:**

<https://students.ubc.ca/health>

This website is a resource hub that provides students with information to help improve physical and mental wellbeing.

**Mental Health Awareness Club:**

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

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

**Pacific Spirit Community Health Centre:**

3rd Floor, 2110 West 43rd Ave Vancouver B.C.

V6M 2E1 Phone number: 604-267-3970

A free and confidential services for youth and young adults up to the age of 24. Services include Adult Counselling, access to an Addiction Physician - including usage of a methadone maintenance program - and a Drug Education Series.

**AMS Food Bank:**

<https://www.ams.ubc.ca/student-services/food-bank/>

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

**UBC Psychology Clinic:**

<https://clinic.psych.ubc.ca/>

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

**The Kaleidoscope:** <http://the-kaleidoscope.com/>

A confidential peer-run mental health support group that takes place on campus 2-3 times a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general

## Learning Resources

We encourage you to take responsibility for your learning and check out these additional resources.

### Time Management

Search online for productivity and project management tools and apps (e.g., <https://trello.com>, <https://www.rescuetime.com/>, <https://todoist.com>).

Give yourself enough time for papers with <http://assignmentcalculator.library.ubc.ca>, and master many other aspects of academic life <http://learningcommons.ubc.ca/student-toolkits/>

LEARNING COMMONS is UBC's online hub for study and research support. This interactive website provides you with a wealth of academic resources, from tutoring and workshops to study groups and online technology tools. It also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC. Make the Learning Commons your first stop for all things academic!

<http://learningcommons.ubc.ca>

### Writing Skills

The [UBC Centre for Writing and Scholarly Communication](#) offers tutoring services, workshops, and advice. Also, Purdue University offers an amazing collection of information about writing at their [Online Writing Lab \(OWL\)](#).

### Reading

Success in this course relies on reading the assigned texts outside of class. While we will have lectures, demonstrations, exercises, and discussions, it's important to note that not all the material from the readings will be covered in class, and vice versa. Therefore, I highly recommend both attending class regularly and thoroughly reading the text chapters. To make the most of class discussions, I strongly suggest reading each assigned text before the corresponding class, enabling you to come prepared with questions and actively participate. The guiding questions at the end of each chapter can serve as helpful review points.

## Note-Taking Tips

1. Keep all your notes for a class in one place.
2. Number your pages, even when writing by hand, to quickly locate information during study sessions.
3. Use space meaningfully to keep your notes organised and easily accessible, especially if typing notes.
4. Use abbreviations or shorthand to write quickly and efficiently, and become familiar with keyboard shortcuts when typing.
5. Keep notes concise by jotting down key terms and using short sentences or phrases.
6. Track direct quotes, personal thoughts, and questions for further clarification from your teacher.
7. Employ symbols like arrows to highlight important information and teacher's cues about what to study.
8. Focus on understanding the connections between details rather than just copying them down.
9. Take a moment at the end of class to summarise the important themes while the information is fresh

