

# Psyc 217

## Research Methods in Psychology

University of British Columbia; Sept - Dec 2025; **3 credits**

Section 004: MWF 1:00-1:50 pm; BUCH A202

Section 005: MWF 2:00-2:50 pm; BUCH A202

### Course Description

In Psychology, we aim to understand human mental processes and behaviour. Some of the phenomena that we want to study are easy to observe, but some happen inside the minds of other people. We seek to understand people and, at the same time, we *are* people. This makes our discipline particularly complex and particularly thrilling.

The purpose of this course is to help you to engage with psychological research in a deeper way, as both a consumer and a practitioner! Psychological scientists rely on a number of ways of acquiring knowledge – experimental, quasi-experimental, and non-experimental. Each is suited to different contexts and different types of questions, and you will learn about some of their unique profiles.

We will equip you to better evaluate research as a consumer of news headlines, social media content, and scientific work. This is a valuable skill for many occupations; many people including nurses, engineers, computer scientists, business executives (and more) need to predict, understand, and shape human behaviour in their day-to-day work.

You will also have a chance to practice psychological research yourselves in a course-long research project. In a small group, you will choose a research question, select appropriate research methods, collect and analyse data, and communicate your findings in a scientific report and a poster presentation.

By the end of this course, students successfully meeting the course requirements will be able to:

1. Identify and explain research methods and principles in psychology
2. Evaluate evidence for psychological claims in scientific literature and public-facing media
3. Identify and apply ethical principles for psychological research
4. Explain, compare, and contrast various research designs used by psychologists, noting their strengths and limitations
5. Perform simple data analyses
6. Communicate about scientific research in written and spoken forms using the norms of the field such as APA formatting
7. Engage in productive, respectful academic collaboration with peers

### Acknowledgment

Psyc 217 is held on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) People. The land it is situated on has always been a place of learning for Indigenous Peoples who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. Practices in Psychology and Neuroscience have sometimes significantly harmed Indigenous people, as well as other marginalized groups, and these harms still continue today. We will discuss our course material in this context and consider together our discipline's path forward.

## Teaching Team

### Course Instructor



Jill Dosso, PhD

**What shall I call you?** Jill or Dr. Dosso (“Doss-oh”), she/her

**Email:** [jill.dosso@ubc.ca](mailto:jill.dosso@ubc.ca)

**Office:** Kenny 1007

**Office hours:** 1-2 pm Tuesdays [via Zoom](#) or you can email me to book an off-schedule or in-person meeting.

### Teaching Fellows



Thalia Lang, MA

**What shall I call you?** Thalia (“tuh-lee-uh”), she/her

**Email:** [tlang2@student.ubc.ca](mailto:tlang2@student.ubc.ca)



Brandon Forsys, MA

**What shall I call you?**

Brandon, he/him

**Email:** [brandon.forsys@psych.ubc.ca](mailto:brandon.forsys@psych.ubc.ca)



Michael Mask, MA

**What shall I call you?** Michael

**Email:** [Michael.mask@sauder.ubc.ca](mailto:Michael.mask@sauder.ubc.ca)



Adrien Ward, BA

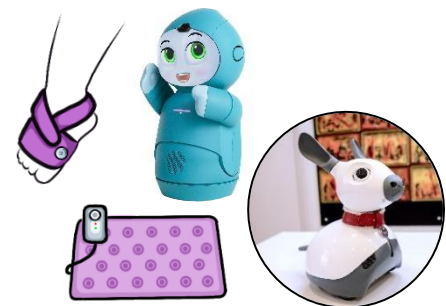
**What shall I call you?** Adrien, he/they

**Email:** [adrward@student.ubc.ca](mailto:adrward@student.ubc.ca)

*Teaching Fellows hold office hours by appointment – please email them to book a time to talk!*

## Welcome to Psyc 217!

I am a Lecturer (teaching-focused faculty member) in the Psychology department here at UBC and hold a PhD in Neuroscience. I was previously a postdoctoral fellow at BC Children’s Hospital where I studied families’ experiences with smart and social technologies such as social robotics, generative AI, and health wearables, so you will hear a bit about that from a measurement perspective throughout the course. I look forward to getting to know you this term! –Jill



## Course Calendar Information

- Strongly recommended: Psyc 101 and Psyc 102.
- This course is a prerequisite for PSYC 218 (Analysis of Behavioural Data) and PSYC 359 (Advanced Behavioural Statistics).
- This course is a program requirement for the BA in Psychology and the Major in Cognitive Systems: Cognition and the Brain.
- An 80% in this course is required for admission to the Psychology Honours program.
- Credit will be granted for only one of PSYC 217 and PSYC 277.
- Withdrawal from this course without a record being made on your transcript must occur before Sept 15, 2025.
- Withdrawal from this course with a standing of "W" on your transcript must occur before October 24, 2025.

## Assessment Breakdown

<i>Assessment</i>	<i>%</i>	<i>Dates</i>
1. In-class engagement (iClicker)	4	Throughout the term
2. Lab Research Project		
a) Canvas lab modules	5	Throughout the term
b) Individual report	20	Nov 25
c) Team poster & oral presentation	10	Dec 5
d) Lab peer evaluations, 1% x 2	2	Oct 23 Dec 7
3. Research Experience Component		
a) TCPS completion	1	Sept 26
b) Human Subject Pool (HSP) participation	4	Nov 25 (library option) Dec 5 (in-person option)
4. Exams		
a) Midterm 1	14	Oct 8
b) Midterm 2	14	Nov 7
c) Final Exam	26	TBD (determined by UBC)
<i>Total</i>	<i>100</i>	

## Canvas

Canvas ([canvas.ubc.ca](https://canvas.ubc.ca)) is the place to find:

- Simplified class slides, typically posted after class
- Announcements about the course
- Links to the online version of the textbook and to lecture recordings
- Discussion threads which can be used to discuss and clarify material

I will sometimes make announcements about the class via Canvas (e.g., when exam marks are posted or if class is cancelled). Please configure your account to receive these notifications:

Account → Notifications → Announcements → Notify me right away

## Attendance & Classroom Conduct

I strongly encourage you to attend class as much as possible! The course is designed to be taken in person, and it is difficult to do well on the exams without coming to class. There will be iClicker participation questions (4% of course grade) that can only be obtained by attending. Lectures will typically be recorded and posted **after** class. A simplified version of the lecture slides will be posted **after** class to preserve the integrity of the classroom experience.

My goal is that we will create a classroom together where we all feel safe and respected. Productive discussion, debate, and intellectual engagement are encouraged. Any behaviour that compromises this environment will **not** be tolerated and you will be asked to leave.

Laptops and similar devices can be effective learning tools and are welcome in class. However, if you are using them for non-class-related activities it can be distracting for others. So, if you plan to use devices for any non-class-related activities, please sit towards the back of the room.

## Textbook

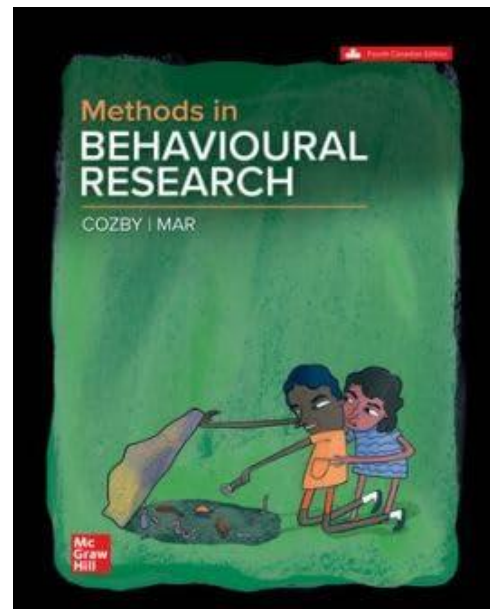
Buying the textbook for this course is **necessary** to have everything you need to succeed in this course. Not everything in lectures will be in the textbook, and vice versa. Material that appears in both places is especially likely to appear on an exam, but everything in the readings and everything we discuss in class is examinable.

I will enable some optional practice questions and other resources for the online copy of the book, but these are not part of your grade.

If money is very tight and you are having trouble paying for these resources, please send me (Jill) an email as I have access to a small number of free copies (no questions asked).

Your options for purchasing:

1. Buy a new copy of the paper textbook via the UBC Bookstore
2. Buy a new or used copy of the paper textbook from the source of your choosing. (Note: if you buy a used copy, make sure you still get the 4<sup>th</sup> Canadian edition)
3. Buy the online textbook from the publisher:
  - a. Section 004: <https://connect.mheducation.com/class/j-dosso-217-004-w1-2025>
  - b. Section 005: <https://connect.mheducation.com/class/j-dosso-217-005-w1-2025>



Cozby, P. C. & Mar, R. A. (2024).  
*Methods In Behavioural Research*  
(4th Canadian Edition). Toronto, ON:  
McGraw-Hill.

ISBN: 1265791333

### In-class engagement via iClicker (4%)

*Actively participating promotes better learning and better memory for the material.*

During class, I will post multiple choice, true or false, and/or short answer questions for you to answer via iClicker Cloud using your laptop or mobile device. This allows us to gauge your understanding of the concepts being taught, and serves as practice for future exams. I mark iClicker for participation only as long as you answer the majority of questions in a given class session (in other words, wrong answers still count).

- Join code section 004: <https://join.iclicker.com/XPTN>
- Join code section 005: <https://join.iclicker.com/TCDX>

We will begin using iClicker on the second day of class (**Sept 5**). I understand that 100% attendance is not always possible, so you need to complete your iClicker responses during 24 of the 29 eligible classes in the term to receive full marks. If you participate during fewer than 24 classes, each class will be scored as 0.17%. To set up your iClicker account, visit: <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>

### Tri-Council Policy Statement 2 – TCPS2 (1%)

Before planning the design of your lab experiment, which will be conducted on human participants (your classmates), you **must** complete the Tri-Council Policy Statement (TCPS2) tutorial. This tutorial will introduce you to key ethical guidelines to be considered when planning and conducting research with human subjects.

### Lab Research Project

The heart of PSYC 217 is the Lab Research Project. Lots more details are available in the Lab Syllabus document. 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. 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 your individual ability to write about research.

You and your team will be guided throughout this process, with a series of “Labs” embedded throughout this course, led by a Teaching Fellow. All instructions, tips, strategies, and deliverables are embedded as Canvas modules, and your TF will be there to support you.

You can indicate your preferences to help me to assign you to a friendly lab group by completing the Lab Group Preferences Survey (optional) on Canvas by **Sept 19**. If you do not fill this out, you will be assigned to a group at random.

### Lab engagement activities – Canvas modules (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 TF's and your groupmates' evaluations of your contributions, will be combined into this score.

### Individual reports (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. See the lab syllabus for more information. Due **Nov 25** via Canvas.

**Late passes:** Every student is automatically entitled to one late pass (2-day extension) for the Individual Report. After those two days have been used, standard late deductions will apply (except in emergency circumstances). You do not need to ask/email to request late pass use; they will be applied by the TFs to late submissions.

### Poster session (10%)

Over 800 students from across all sections of Psychology 217 will meet to share and learn about everyone's research projects! You will prepare, as a team, a poster that summarizes your research project's hypothesis, method, results, and conclusions. This kind of presentation is common at professional scientific conferences; all of us on the teaching team have presented our research at this kind of poster session. 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 Teaching Fellow's rating and the average of five peers' ratings. See the lab syllabus for more information.

### Peer evaluations – iPeer (2%)

Working in a team can be both rewarding and challenging. Students are required to complete two peer-evaluations through which they will provide anonymous feedback to their team members, to indicate what is working well, and what could be improved. Peer-evaluations are graded for thoughtful completion. We will review the first peer-evaluation to identify any groups that may be facing substantial challenges and require support. Following the Poster Session, students will complete a second peer evaluation, which may be used to adjust group grades if it is clear that specific team members are more or less than deserving of the average group grade. If you are finding that team dynamics are becoming difficult at any point during the term, you are welcome to discuss the situation with me (Jill) and/or your TF.



## Exams (2 x 14% Midterms + 26% Final Exam)

### What is covered

- The exams will consist of multiple-choice questions, fill-in-the-blank questions, and short answer questions. They will draw on both lectures and textbook readings.
- The two midterm exams **are non-cumulative** (i.e., Midterm 2 covers only material not tested in Midterm 1). They are scheduled during class time (50 min).
- **The final exam is cumulative.** It will take place during final exam period (Dec 9-20), which is decided by the university and announced during the term. **Do not make travel plans** for the final exam period until the final exam is announced. Pre-booked travel will **not** be accepted as a valid excuse to miss the exam.

### During exams

- You will not be allowed to write an exam if (1) you are more than 30 minutes late, or (2) another student has already submitted their exam and left the exam room.
- During exams, the Teaching Team is permitted to move you to a new seat without providing an explanation.

### Reviewing exams

- Exams will be available to review with your TF after they are graded. Most requests for grade adjustments can be settled directly with your TF. If a dispute that cannot be satisfactorily resolved, I (Jill) will regrade the relevant portion of your exam. This can result in an increase **or** decrease in grade. Any disputes (other than calculation errors) must be brought to the Teaching Team within 2 weeks of exam grades being released.

### Missing exams

- Under UBC's academic concession policy, students may seek academic concession for any of three reasons: (1) conflicting responsibilities; (2) medical circumstances; and (3) compassionate grounds (e.g., family bereavement).
- *If you need to request accommodation for Midterm Exam 1 or Midterm Exam 2:* please contact Dr. Dosso as soon as possible (ideally before the exam and no later than 48 hours afterward). She will supply you with a Student Self Declaration Form so that your concession case can be evaluated. Being accommodated for missing a midterm exam is at my sole discretion, and she may send you to your faculty Academic Advising if I feel ill-equipped to judge the nature of your hardship. If you are accommodated for missing one midterm exam, we will either offer you a make-up exam opportunity or exempt that mark from the overall grade calculation. The overall course grade will be calculated by re-weighting the future course components if needed.
- *If you need to request accommodation for both midterms:* Arts students will need to fill out the Arts Advising's academic concession form and submit to Arts Advising (please cc Dr. Dosso), and they will evaluate your concession case. If you are a student in a different faculty, please consult your faculty's webpage on academic concessions, and then contact Dr. Dosso where appropriate. If you are accommodated for missing both midterm exams, you will be assigned a research project (i.e., a research paper and an associated presentation delivered to me and/or your TFs) to make up for the portion of the grade corresponding to both Midterms 1 and 2.
- *If you need to request academic concession for the Final exam:* you must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will write the final exam at a later date. This Final will differ from the version used for the rest of the class.

## A Note on Sharing Course Materials (...don't do it...)

Creating a university course is a ton of work! Much of what we will do together comes from my (Jill's) creative and intellectual output and reflects my training, expertise, and unique point of view. All the non-textbook materials in this course – including lecture slides, practice exams, assessments, etc. – are my intellectual property.

**You may not share any content beyond the course.** In addition to being professionally respectful, this is an issue of copyright law. Do not post on file-sharing websites (e.g., CourseHero, StuDocu, shared Google Drives...). Do not upload to online tools that save content (e.g., Quizlet, ChatGPT...) Do not email slides to your friends. If you have questions about whether or not a particular use is appropriate, I am always happy to be asked.

## Generative AI Policy

The assessments in this course are designed to help you *think* and *write* more clearly in your future careers. Anna Rogers [says](#), “automating the work meant for building up your mental muscles makes as much sense as having someone to go to the gym instead of you. Technically, some pushups will be performed, but you would miss the point of the exercise.”

Generative AI tools (such as ChatGPT, CoPilot, and DeepSeek) are error-prone. They are known to fabricate non-existent scientific articles, and their output can constitute academic misconduct if they recycle text from other sources without attribution. Misrepresenting the output of these tools as though it is your own work is likely to be considered as academic misconduct.

With all of this in mind, the course policies for such tools are:

- 1) You **are** permitted to use AI tools for formative work such as gathering information or brainstorming as long as you are not inputting my intellectual property or other copyrighted material into the tool. But remember: you cannot trust that something is true because an AI told it to you in the form of a fact. You are accountable to verify all information they provide and identify alternative, more reliable sources.
- 2) You **may not** use them to produce or modify **any** work you are submitting for a grade. For example, asking ChatGPT to “clean up” your written report, then submitting the output it gives you, is **not permitted**.
- 3) Again, you **may not** upload course materials into any AI tool. For example, you **may not** copy-paste lecture slides into ChatGPT and ask it to generate practice questions.

Submissions that contain long strings of text copied from other sources without proper citation may receive a zero for the entire submission, regardless of whether or not AI was used.

Submissions that reference scientific articles or other materials that do not exist may receive a zero for the entire submission, regardless of whether or not AI was used.

**Note:** GenAI is an evolving issue! I update this policy every term as things continue to change, and I welcome your engagement on how to make my expectations clear and fair. If you have questions about what is allowed, or feedback, please reach out.



## Research Experience Component (REC) (4%)

Psychology is an active and exciting scientific discipline. Many of the studies that you will learn about in this course were carried out at universities just like ours! As part of this course, you will be asked to complete a research experience component (REC) as way of introducing you, in a more hands on and interactive way, to cutting edge research in psychology. This REC will be worth 4% of your grade in the class and you are free to choose one of two options:

### Option 1. Participate in the Psychology Department Human Subjects Pool (HSP)

Most students will choose to earn these credits by spending four hours participating in psychology studies (worth 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long before the last week of class since many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course. Further instruction 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."

### Option 2. Alternative assignment: The Library Option

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal Psychological Science. You will receive one (1) research participation credit for each article summary that meets the following requirements.

#### Requirements:

- The article must have been published in the journal titled "Psychological Science"
- The article must have a publication date from the year 2000 to present (i.e., papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.
- For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e., the same number of credits available for

students who participate in research).

- Summaries must be submitted no later than 10 days before the end of classes.
- You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library assignment the class ID is 49567461, class name is "HSP 2025 Winter 1", and password is "Research". See [www.turnitin.com](http://www.turnitin.com), and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.
- **HSP Online Study Credit Limit:** We will no longer have an online credit limit. Instead, students are free to receive their HSP bonus credits from any combination of "in-lab" and "online" studies. However, "in-lab" studies will offer a bonus 0.5 credits on top of the standard 0.5 credits per 30 minutes of participation (e.g., a 1 hour "in-lab" study will award 1.5 credits, while an equivalent "online" study will award 1 credit).

### Accessing Support

We aim to reply to all emails within 48 hours on weekdays. Please use your UBC email account and use "PSYC 217" in the subject line so we don't miss your message.

We want you to succeed in this course! Because the Teaching Team is supporting such a high volume of students across our total teaching loads, there are a number resources available.

**Support needed:** I need disability-related accommodations

- Please connect with the Centre for Accessibility, who will coordinate with the Teaching Team: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

**Support needed:** I need to miss a day of class

- You do not need to let anyone from the Teaching Team now. It is your responsibility to get notes from a classmate. If you have questions, use the Discussion Threads and/or attend office hours.

**Support needed:** I have questions about course content, even after reviewing my notes and reading the textbook

- Ask your question in class, post on Discussion Threads, or contact the course TFs.

**Support needed:** I would like support on how to study for this course / I would like to review an exam / I would like to discuss a grading decision / I have a question about course content that is too complex for Canvas

- Start with the course TFs. They will direct you on to me as needed.

**Support needed:** I am experiencing some personal hardships or challenges and need to develop a plan with someone one-on-one

- Please visit me during office hours or send an email ([jill.dosso@ubc.ca](mailto:jill.dosso@ubc.ca))

**Support needed:** I am having a technical problem with the online textbook

- Contact McGraw-Hill support using the left-hand menu in your account ("Need Help?")

**Support needed:** I am having trouble with my iClicker account

- Please consult the **Technical Support** section of this page:  
<https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>

**Support needed:** I would like to talk to someone about planning my degree or considering different career paths in Psychology

- I encourage you to take advantage of Psychology Advising (<https://psych.ubc.ca/undergraduate/advising/>), which has a number of online resources. Here you can also book an appointment with a faculty advisor to discuss these topics.

## Grading Standards

*Note: this policy is set for the entire Psychology department.*

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%) in Introductory 100-level and 200-level courses; B (72-75%) in Intermediate 300-level courses; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	A	85-89%
A-	80-84%	B+	76-79%
B	72-75%	B-	68-71%
C+	64-67%	C	60-63%
C-	55-59%	D	50-54%
F	0-49%		

## Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. 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 a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at <http://www.universitycounsel.ubc.ca/policies/policy69.html>).

## Acknowledgment

As I developed this course, I benefited from conversations and shared materials from a number of colleagues in the UBC Psych department. Thank you in particular to Drs. Ben Cheung, Mikey Jose, Mark Lam, Lily May, Catherine Rawn, Andrew Rivers, and Grace Truong.

## Wellness Resources

This is a list of resources you may want to use in support of your learning and mental health as a student.

### Academic and Learning Resources

Academic Advising, Peer Coaches and Tutors, Study Spaces, etc.

<https://students.ubc.ca/enrolment/academic-learning-resources>

### Chapmans Learning Commons

Find where to borrow equipment, tutoring advice, writing advice, assignment calculators, events and workshops, even meditation spaces!

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

### Writing Consultants

You can get help with your writing here. They also provide workshops and seminars on writing.

<https://writing.library.ubc.ca/>

### WriteAway

eTutoring service that provides writing assistance (for free!)

<https://writeaway.ca/university-british-columbia-learning-support-services>

### Policies and Resources to Support Study Success

Site with a lot of links from senate policy, to information on crisis support, religious observances, etc.

<https://senate.ubc.ca/vancouver/policies-resources-support-student-success/>

### The Kaleidoscope

A confidential peer-run mental health support group that takes place on campus at least once 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. Registration is not required to attend the group. See the website for meeting times and locations.

<https://the-kaleidoscope.com/>

### Counselling Services

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 counseling, or to document an illness if you should require academic concession.

[www.students.ubc.ca/livewell/services/counselling-services](http://www.students.ubc.ca/livewell/services/counselling-services)

Phone: 604-822-3811

### SpeakEasy

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.

[www.ams.ubc.ca/services/speakeasy/](http://www.ams.ubc.ca/services/speakeasy/)

Phone: 604-822-9246

### SHARE

Self Harm Anonymous Recovery and Education is a program designed to promote self care and educate about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

[www.vivreshare.org](http://www.vivreshare.org)

### UBC Wellness Centre

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

[www.students.ubc.ca/livewell/services/wellness-centre](http://www.students.ubc.ca/livewell/services/wellness-centre)

Phone: 604-822-8450

### Centre for Accessibility

The Centre for Accessibility provides accommodations for students living with physical or mental disabilities across their classes

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

Phone: 604-822-5844

**Student Health Services**

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.

[www.students.ubc.ca/livewell/services/student-health-service](http://www.students.ubc.ca/livewell/services/student-health-service)

Phone: 604- 822-7011

**Mood Disorders Clinic UBC**

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

[www.ubc-mooddisorders.vch.ca/](http://www.ubc-mooddisorders.vch.ca/)

**Mental Health Awareness Club**

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

[www.ubcmhac.sites.olt.ubc.ca/](http://www.ubcmhac.sites.olt.ubc.ca/)

**Pacific Spirit Addiction Services**

A free and confidential service for young adults up to the age of 24. Services include counseling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series.

3rd Floor, 2110 West 43rd Ave Vancouver

Phone: 604-267-3970

**AMS 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.

[www.ams.ubc.ca/services/food-bank/](http://www.ams.ubc.ca/services/food-bank/)

**UBC Psychology Clinic**

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

[www.clinic.psych.ubc.ca](http://www.clinic.psych.ubc.ca)

**BC Crisis Center**

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

[www.crisiscentre.bc.ca](http://www.crisiscentre.bc.ca)

Phone: 604-872-3311

**Distress Line**

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.

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

**Empower Me**

Empower Me offers mental health counselling in person, by telephone, by video-counselling, or by e-counselling. This support is available 24/7 and is free of charge for students who are members of the AMS/GSS Student Health Plan.

Phone: 1-884-741-6389

**What Helps What Hurts**

Know someone who is depressed, anxious, or suffering from a mood / anxiety disorder but not quite sure how to help them? This website provides resources for you to know what hurts and what helps.

<https://whathelpswathurts.com/>