

## PSYC\_V 302-004, Infancy (3 Credits)

Winter Term 2, January - April

Tuesdays & Thursdays, 2:00 p.m. – 3:20 p.m. PST

Buchanan Block A Building (BUCH) A104 (in person)

### Land Acknowledgement

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UBC's Point Grey campus is located on the ancestral and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. In the context of infant development, I think it is important to acknowledge that much of infant development has been studied thus far without the inclusion or acknowledgement of Indigenous cultures and ways of knowing. Further, many Indigenous infants in this country we call Canada today are born into disadvantaged environments due to historic and ongoing impacts of colonialism, which allows us settlers to be on this land today. In this course, I will strive to include relevant examples from Indigenous research and scholars where the textbook may be lacking. Finally, I encourage all non-Indigenous students to engage in their own reflections and research to inform them of the importance of respecting and honouring Indigenous peoples as Canadian citizens and scholars.

### Equity, Diversity & Inclusion (EDI) Statement

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In this course, I aim to foster a supportive learning environment, where each of you can feel welcome and supported, and where we can learn about infancy from many perspectives. The diverse backgrounds and experiences that each of you brings to class will strengthen our collective learning. Thus, a goal for this course is to provide the opportunity for students to openly and comfortably share ideas with each other, without fear of any judgement or disrespect. That being said, if something is said in class (by me, your teaching assistant, or another student) that makes you feel uncomfortable, please let us know. Emotional safety is central to belonging, learning, and taking intellectual risks. At the same time, I ask that folks assume good intentions from each other, while understanding the impact their words can have. Finally, while I aim to foster EDI in my daily life to the best of my ability, and hope that students will feel comfortable reaching out to me, if you think the course could be improved to be more inclusive in any way, I welcome your feedback.

### Course Description

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#### UBC Calendar Description

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Human cognition, perception, motor, social, emotional needs, brain development and their interactions from birth until the emergence of language. Strongly recommended: PSYC 101, 102, and one of PSYC 216, PSYC 217, or 277. Restricted to students with second-year standing or higher.

Extended Course Description

In order to understand psychological development, we must look at the very beginning. During the infancy period, we humans change rapidly and dramatically in all aspects of psychological functioning, which prepares us for the rest of our development. For example, in just 24 months, infants develop from being relatively helpless newborns (although still with surprising cognitive capacities), to becoming walking, talking, intentional beings, with likes, dislikes, friends, expectations, and sophisticated reasoning abilities. This course will provide an introduction to the major theories and empirical research on typical human development, focusing on 0-3 years of age. The goals of the course are for you to develop the critical thinking and analysis skills to better understand how infancy research is conducted, what infancy research to date can tell us, how this might be similar or different across cultures and across different historical eras, what the theoretical and social policy implications of this work are, and where the gaps (or blinders) might lie in our understanding. To accomplish these goals, there will be a combination of text, original research articles, guest lectures, in-class discussions, as well as exercises (some in Achieve through your ebook).

Contact Information

*\*Please use your UBC email when you are communicating with the instructional team*

Instructional Team	Contact Details	Office	Office Hours
<p><i>Instructor</i> Dr. Erica Flaten (she/her/hers)</p>	<p>Email: <a href="mailto:erica.flaten@ubc.ca">erica.flaten@ubc.ca</a> [expect a reply within 48 hours, except weekends or holidays]</p>	<p>Kenny 3533</p>	<p>Wednesdays 4-5 pm on Zoom (email in advance if you would like to meet in person)  <a href="https://ubc.zoom.us/j/69064293638?pwd=83V8VV8bgmtbUb3Wr mjATvbrbr83Be.1">https://ubc.zoom.us/j/69064293638?pwd=83V8VV8bgmtbUb3Wr mjATvbrbr83Be.1</a>  Meeting ID: 690 6429 3638 Passcode: 099146</p>
<p><i>Teaching Assistant</i> Matty Jullamon (she/her/hers)</p>	<p>Email: <a href="mailto:mj2653@mail.ubc.ca">mj2653@mail.ubc.ca</a> [expect a reply within 48 hours, except weekends or holidays]</p>	<p>NA</p>	<p>Thursdays 4-5 pm on Zoom only  <a href="https://ubc.zoom.us/j/62741454778?pwd=cWUvZlZvMHFaZnhpU 1ZjQis1TFROdz09">https://ubc.zoom.us/j/62741454778?pwd=cWUvZlZvMHFaZnhpU 1ZjQis1TFROdz09</a>  Meeting ID: 627 4145 4778 Passcode: 511104</p>

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## Course Instructor's Bio

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Welcome to PSYC 302-004, I am excited to teach and learn from each of you in the class! I'm Erica, your instructor. You can call me Dr. Flaten or Erica, and I use she/her pronouns. I am a postdoctoral fellow in the Developmental Area of the Psychology department. My research broadly focuses on how infants process and respond to auditory rhythms, using neuroscientific and behavioural measures. My PhD work investigated how infants and adults can neurologically apply temporal structures to ambiguous musical rhythms, and how this process relates to musical experience. My current work is interested in how the rhythm in infant-directed communication can facilitate early word learning.

I was born and raised in Winnipeg, Manitoba, where I completed my BSc. Honours in Psychology at the University of Manitoba. From there I moved to Hamilton, Ontario where I lived for 6 years, completing my PhD in Psychology at McMaster University in 2024. Following this, my partner and I moved across the country here to Vancouver. I am a pianist (grade 10 RCM), and for fun I enjoy creating music, hiking, camping, skiing, dancing, playing board games or video games, cooking, and travelling. I look forward to being your instructor and learning with you this term, and I hope each of you gets the most out of this class. I encourage you to make use of office hours to chat about anything course-related or to help me better support your learning. If my or your TA's office hours do not work with your schedule, please let me know and I will try to work out a time to meet you.

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## Teaching Assistant's Bio

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My name is Matty (she/her), and I am a PhD candidate in Human Development, Learning, and Culture at UBC. My PhD research explores science educators' perceptions and instructional practices related to critical thinking within the inquiry-based learning context. Outside school, I like reading and watching musicals.

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## Course Learning Outcomes/Objectives

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In successful completion of this course, you will be able to:

1. Describe, evaluate, and apply the theoretical frameworks in which infant research is conducted.
2. Assess how both biological influences and experiences impact (and interact to impact) development.
3. Explain what infants do and need at different times in development: identify and describe important trajectories and milestones in perceptual, motor, language, conceptual, emotional, and social/moral development between conception and 3 years of age.
4. Discuss and contrast different kinds of methods that are used to study infant development, and to appreciate the strengths and limitations of each.
5. Examine how culture and context shape development.
6. Develop the ability to read and critically evaluate original research articles.

## Learning Materials

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### Textbook (with Achieve, required)

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*How Children Develop (Canadian Edition)* with Achieve, 7th Edition, 2024. By Robert S. Siegler; Jenny Saffran; Susan Graham; Elizabeth Gershoff. Published by MacMillan Publishers. Two options:

1. Achieve for How Children Develop 7e (Canadian Edition) (1-Term Access). ~\$85 from bookstore. ISBN: 9781319627256 (**discounted price and recommended option**).
2. Loose-Leaf for How Children Develop, Canadian Edition 7e & Achieve for How Children Develop 7e (Canadian Edition) (1-Term Access). ~\$142 from bookstore. ISBN: 9781319627317

Note, in order to get the best value, the right edition, and Achieve (10% of your grade), option 1 is recommended. Two loose leaf copies of the text will also be on reserve in the Koerner library.

### Additional Readings

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These will be empirical articles of original research assigned to supplement the textbook on certain topics. These are outlined in the class schedule, and will be uploaded to the module for that week, along with the lecture slides. These articles will be highlighted in lectures and discussed as a class, so **please try to read the articles before the respective class.**

## Course Structure and Learning Activities

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The class meets Tuesdays and Thursdays from 2:00 to 3:20 pm in person. Classes will be mostly lecture-based, but will combine interactive discussions and occasional guest lectures. This is an *in-person* course, and all components are designed for active participation during class. Lectures will expand on and clarify material from the required readings. Your Achieve assignments (more details below) will help both you and me to gauge your learning. Except under special circumstances lectures will not be live streamed or posted on Canvas.

We will use Canvas to share course information, including the weekly schedule, assignment submissions, and grades/feedback. Lecture slides, readings, and on-line materials will be accessible through the Canvas modules. Slides will be posted prior to each class, and will sometimes be changed afterwards if we ended up not covering all the material, or deviating from the pre-posted slide material. Additionally, I encourage you to use the discussion board in Canvas to reach out to your peers and to facilitate learning from one another. While these resources are available, they do not substitute for attendance, and you are expected to attend in person. Indeed, in addition to all content from lectures, guest lectures, and the readings, discussions that occur (planned or spontaneous) may be testable on exams.

## Course Schedule

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Date	Topic	Chapters	Additional Content
Jan. 6	Course Introduction/Syllabus Review	NA	
Jan. 8	An Introduction to Child Development	1	

Date	Topic	Chapters	Additional Content
Jan. 13	Prenatal Development	2.1-2.2	Bacciaglia, M., Neufeld, H.T., Neiterman, E. <i>et al.</i> Indigenous maternal health and health services within Canada: a scoping review. <i>BMC Pregnancy Childbirth</i> <b>23</b> , 327 (2023). <a href="https://doi.org/10.1186/s12884-023-05645-y">https://doi.org/10.1186/s12884-023-05645-y</a>
Jan.15	Birth & The Newborn Period	2.3-2.4	
Jan. 20	Genetics & Epigenetics	3.1-3.2	
Jan. 22	Brain Development, some physical growth	3.3-3.4(part)	Arredondo, M. M., Aslin, R. N., & Werker, J. F. (2022). Bilingualism alters infants' cortical organization for attentional orienting mechanisms. <i>Developmental Science</i> , 25(2), 1–14. <a href="https://doi.org/10.1111/desc.13172">https://doi.org/10.1111/desc.13172</a>
Jan. 27	Theories of Cognitive Development I	4.1-4.2	
Jan. 29	Theories of Cognitive Development II	4.3-4.5	
Feb. 3	<b>Midterm 1 (Covering all content Jan. 8 - Jan. 29)</b>	<b>1-4</b>	
Feb. 5	Perception	5.1	Soley, G., & Hannon, E. E. (2010). Infants prefer the musical meter of their own culture: A cross-cultural comparison. <i>Developmental Psychology</i> , 46(1), 286–292. <a href="https://doi.org/10.1037/a0017555">https://doi.org/10.1037/a0017555</a>
Feb. 10	Perception	NA	Guest lecture from <a href="#">Sara Ripley</a>
Feb. 12	Motor Development, Learning and Memory	5.2-5.3	
Feb. 17	<b>READING BREAK NO CLASSES</b>		
Feb. 19			
Feb. 24	Language Development Overview	6.1	Hilton, C. B., Moser, C. J., Bertolo, M., Lee-Rubin, H., Amir, D., Bainbridge, C. M., Simson, J., Knox, D., Glowacki, L., Alemu, E., Galbarczyk, A., Jasienska, G., Ross, C. T., Neff, M. B., Martin, A., Cirelli, L. K., Trehub, S. E., Song, J., Kim, M., ... Mehr, S. A. (2022). Acoustic regularities in infant-directed speech and song across cultures. <i>Nature Human Behaviour</i> , 71–73. <a href="https://doi.org/10.1038/s41562-022-01410-x">https://doi.org/10.1038/s41562-022-01410-x</a>
Feb. 26	Language Acquisition I	6.2	
Mar. 3	Language Acquisition II	6.2	Guest Lecture from <a href="#">Dr. Helen Lu</a>
Mar. 5	Sign Language, Language Theory Issues	6.3-6.4	
Mar. 10	Conceptual Development I	7.1	

Date	Topic	Chapters	Additional Content
Mar. 12	Conceptual Development II	7.2	Kampis, D., Askitis, D., & Southgate, V. (2025). Altercentric bias in preverbal infants' encoding of object kind. <i>Cognition</i> , 257, 106074. <a href="https://doi.org/10.1016/j.cognition.2025.106074">https://doi.org/10.1016/j.cognition.2025.106074</a>
Mar. 17	<b>Midterm 2 (Covering all content Feb 5 - Mar. 12)</b>	<b>5-7</b>	
Mar. 19	Emotional Development I	10.1-10.2	
Mar. 24	Emotional Development II	10.3-10.5	
Mar. 26	Attachment	11.1	Keller, H. (2016). Attachment. A pancultural need but a cultural construct. <i>Current Opinion in Psychology</i> , 8, 59–63. <a href="https://doi.org/10.1016/j.copsyc.2015.10.002">https://doi.org/10.1016/j.copsyc.2015.10.002</a>
Mar. 31	Self-Concept	11.2	
Apr. 2	Prosocial Development	14.2	<i>Guest lecture from <a href="#">Francis Yuen</a></i>
Apr. 7	Prosocial Development	14.2	Cirelli, L. K., Einarson, K. M., & Trainor, L. J. (2014). Interpersonal synchrony increases prosocial behavior in infants. <i>Developmental Science</i> , 17(6), 1003–1011. <a href="https://doi.org/10.1111/desc.12193">https://doi.org/10.1111/desc.12193</a>
Apr. 9	Review Class - Questions/Problems	NA	
TBD	<b>Final Exam</b>	<b>All the above</b>	Greater weight on Ch 10, 11, 14

## Assessments of Learning

The final letter grade will be given following the [UBC's Grading Practices](#).

Assessment	% Final Grade
Achieve Assignments	10
Midterm 1	25
Midterm 2	25
Final Exam	40

### Achieve Assignments (10%)

Please see detailed instructions on how to set up Achieve in the slides titled “UBC Student Instructions - Achieve/Canvas Integration” in modules on Canvas. **Additionally, if you are having issues, you can meet with the Achieve team for help during the following hours:**

- **Jan 5-8th** from 12:00-1:00 [zoom link](#).

After linking your Achieve account to Canvas, you will have access to the various learning resources included with Achieve. Required for this course will be the Learning Curve assignments, which will be linked to Canvas and **due each week on Sunday at 11:59 p.m.** For these, **prior** to each week's lectures (starting with week 2), you will complete the Learning Curve assignments. These assignments are meant to test your knowledge, and have infinite attempts. If you complete these on time each week (before 11:59 p.m. the Sunday preceding lectures that week), you will get full marks.

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### Exams (90%)

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**There will be two in-class non-cumulative multiple-choice midterm exams:**

- **Midterm 1 (25% of final grade): Feb. 3** (covering Jan 8 - Jan 29, inclusive)
- **Midterm 2 (25% of final grade): Mar 17** (covering Feb 5 - Mar 12, inclusive)

Each midterm will be 80 minutes in length and will cover the material only from that portion of the course (up through the week preceding the midterm). Midterms will consist of multiple choice and short answer questions. Both midterm exams will take place during regular class time in our usual classroom. Exams are closed-book and will assess material from lectures and required readings for the relevant portion of the course.

**The final exam (40% of final grade)** will be 2 hours long and will focus on the material from the final portion of the course (Mar 19 - April 7 (inclusive)), but will also test cumulative knowledge from the entire course. The final exam will also consist of multiple choice and short answer questions. Final exam dates are announced by the university about 6 to 8 weeks before the exam period, with locations released closer to the date. I will share this information with you as soon as it is available.

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### Extra Credit

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#### Extra Credit via the Human Subject Pool (HSP)

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One way to learn more about psychology is to be a participant in ongoing research projects. As part of this course, you are invited to earn **up to 3 points** of credit.

Most students will choose to earn these credits by spending **three 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. You are strongly encouraged 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."

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### Alternative Assignment

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As an alternative to participating in studies, you may choose to complete library writing projects. 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:

- 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 51268460, class name is "HSP 2025 Winter 2", 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.

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### HSP Online Study Credit Limit:

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There is no longer 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 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).

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### Grade Distributions & Scaling

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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.

The Psychology department employs 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).

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

## Course Policies

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### Attendance

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While not mandatory, attendance is highly recommended and expected. Anything discussed in class will be testable content. If you can safely attend class, it's to your benefit: research shows we learn more effectively in person, and your presence and contributions enrich the course for everyone.

If you cannot attend a class, you should catch up by asking for notes from a peer or by using the discussion posts on Canvas. You are encouraged to come to office hours with any questions about the material. Ultimately, attendance is your decision. As adults, you are responsible for managing your own time and priorities. When making decisions about whether to attend, consider:

- Your learning – it's usually easier and more efficient to engage with the material during class than to plan to catch up later.
- Your priorities – only you can determine how best to use your time, but own the outcomes of your choices.

If the instructor (Dr. Flaten/Erica) is sick and not able to attend class in person:

- If I'm feeling well enough to teach but want to be cautious, I'll hold class on Zoom instead. I'll send an email and post on Canvas (sometimes this may be at the last minute). The classroom will remain open if you'd like to sit together and join online from there.
- If Matty is available to step in, class will continue in person with her support.

If neither option is possible, class may need to be cancelled. If that happens, I'll notify you right away

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### Late Submissions

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Given that this course is primarily exam-based, late submissions could only apply to the Achieve assignments. However, these must be completed by each Sunday at 11:59 p.m. as these are built-in deadlines meant to help me review which concepts I need to focus on more for upcoming lectures. Thus, late submissions will not be accepted. Further, it should not take too long for you to complete if you've reviewed the text book, so just plan ahead.

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### Missed Exams

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[UBC's Academic Concession policy](#) outlines the University's commitment to supporting students who experience unexpected events or circumstances that interfere with their ability to complete coursework. Concessions may be granted for three main reasons: conflicting responsibilities, medical circumstances, or compassionate grounds.

If you miss a **midterm exam** for the first time, you should immediately submit a [Student Self-Declaration form](#) to the course instructor (no later than 48 hours after the scheduled exam). A make-up exam may be arranged, and note that the make-up exam may not be the same as the original.

If this is **not your first request** or if you miss a **final exam**, please fill out the [Faculty of Arts Academic Advising Online Academic Concession form](#) no later than 48 hours after the missed exam so that an advisor can evaluate your case. If you are registered in a different Faculty, please consult your Faculty's academic concession webpage immediately.

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### Academic Accommodations

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Academic accommodations are designed to support students with disabilities or ongoing medical conditions in overcoming barriers to academic success. Students who require accommodations must register with the [Centre for Accessibility](#). The Centre will determine eligibility and coordinate accommodations in accordance with [Policy LR7: Disability Accommodation Policy](#). Please note that accommodations are not determined by instructors. Instructors are not allowed to ask you about the nature of your disability or request documentation. Instructors may, however, consult with the Centre if an accommodation affects the essential learning outcomes of the course.

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### Academic Integrity

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We are all responsible members of the academic community. Being part of that community means committing to honesty in how we learn, share, and evaluate ideas. Academic integrity involves doing your own work, being transparent about where ideas come from, and respecting the contributions of

others. In practice, this means avoiding shortcuts such as plagiarism, exam cheating, or re-submitting old work, and instead making sure to credit sources properly and represent evidence accurately.

Students are expected to comply with all university regulations regarding academic integrity, including plagiarism, cheating, and submitting their own work more than once. Please refer to the [Academic Integrity for Students](#) website to learn more about academic integrity and academic misconduct at UBC.

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#### Use of Educational Technology (e.g., Generative AI)

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Educational technologies, including AI tools like ChatGPT, can be useful resources for learning. In this course, however, their use must align with the goals of helping you develop your own understanding of infant development. These tools will not be accessible during exams, and so in order to be prepared for the exams you must be able to apply concepts and produce your own ideas in relation to the course content. You may use AI tools for non-graded activities such as brainstorming study strategies, generating practice questions, or gathering background information. These uses can help you review key concepts, explore theories and findings, and connect course ideas to everyday examples. However, I encourage you to use these tools carefully and critically as they can sometimes be misleading, or inhibit your learning. Furthermore, I encourage you to explore the tools in Achieve for the textbook as another great resource.

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#### Psychology Department's Position on Academic Misconduct

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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. databases.

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. To help you learn your responsibilities as a scholar, please read and understand UBC's expectations for academic honesty in the UBC Calendar: "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#)". Read and reflect on the [Student Declaration and Responsibility](#). There are resources to help you meet these expectations, for example the Chapman Learning Commons "[Academic Integrity & Citations](#)".

## Policies and Resources to Support Student Success

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### University Policies and Resources

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual assault. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious, spiritual and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

### Learning Resources and Support

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[UBC Academic Regulations](#) - Information on UBC policies and regulations, including academic concession and accommodation.

[UBC Learning Commons](#) - Learning and research resources and opportunities for students, including tutoring, workshops, study groups, and many other online tools.

[UBC Centre for Writing and Scholarly Communication](#) - Writing workshops, consultations, and other resources for students.

### Wellbeing Resources

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- Thrive Campaign: Collaborative initiative between UBC Human Resources, Health Promotion and Education (Vancouver), Health and Wellness (Okanagan), and UBC Wellbeing offering access to a variety of learning, health, and wellness resources.  
<https://wellbeing.ubc.ca/wellbeing-campaignsand-initiatives/thrive>
- UBC Psychology Clinic: An outpatient mental health and training clinic that offers assessment, treatment, research and training of clinical psychology. <https://clinic.psych.ubc.ca/>
- Campus Lightbox: Student-led website with mental health support resources.  
<https://campuslightbox.com/>
- The Kaleidoscope: Peer-run mental health support group. <http://the-kaleidoscope.com/>
- UBC Counselling Services: Offers resources to help support and maintain mental health while in school. One-on-one counseling, group sessions, and ability to document an illness if needing academic concession available. <http://students.ubc.ca/livewell/services/counselling-services>
- AMS Peer Support: Free, confidential, one-on-one peer support for a variety of issues, related to personal, academic, and mental health challenges. <https://www.ams.ubc.ca/student-services/peersupport/>
- UBC Wellness Centre: Offers resources for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, and more.  
<http://students.ubc.ca/livewell/services/wellness-centre>

- Student Health Services: Offers a variety of healthcare related services, including access to doctors, registered nurses, and specialists. <http://students.ubc.ca/livewell/services/student-health-service>
- Live Well, Learn Well: Resource hub for information about improving physical and mental wellbeing. <http://students.ubc.ca/livewell>
- Mental Health Awareness Club: Offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community. <http://blogs.ubc.ca/ubcmhac/>
- AMS Food Bank: Provides access to food hampers in financial emergencies. Services can be used up to 6 times per term. <http://www.ams.ubc.ca/services/food-bank/>
- BC Crisis Centre: 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)
- Distress Line: 1-800-Suicide (784-2433). Provides access to mental health professionals who help in situations of distress. If you or someone you know is in distress and may hurt themselves, call 1-800-SUICIDE 24 hours a day.