

| Subject | Course | Section | Day | Time | Building | Room | Instructor/Teaching Assistant: |
|---------|--------|---------|-------|------------------|----------|------|---------------------------------|
| PSYO | 310 | 01 | T, Th | 14:00 – 15:30 | Arts | 103 | Dr. Marvin Krank/ Jill Robinson |

Office: Arts 334

E-mail: Please use the email link on Canvas as this allows me to separate class email so it doesn't get immersed in other stuff. I get a lot of email and I want to make sure that I can get to class email promptly.

Office Hours in Arts 334: T 11-1, Th 11-1; or by appointment (*Note: I am often in my office and you are welcome to drop in, but I can be away at meetings on or off campus and if you need to see me, send me an email to confirm a time*). Note that I often conduct research off campus on Fridays and will usually not be available then.

Course Web Page: <http://elearning.ubc.ca/> Canvas Login

Telephone: 250-807-8773 (*note that I do not have voicemail, if you need to contact me, send me an email instead. I check email regularly*)

TA: Jill Robinson

TA E-mail: robinson.jill@hotmail.com

TA office hours: by appointment

READINGS

Required: *Learning and Memory*

From Brain to Behavior

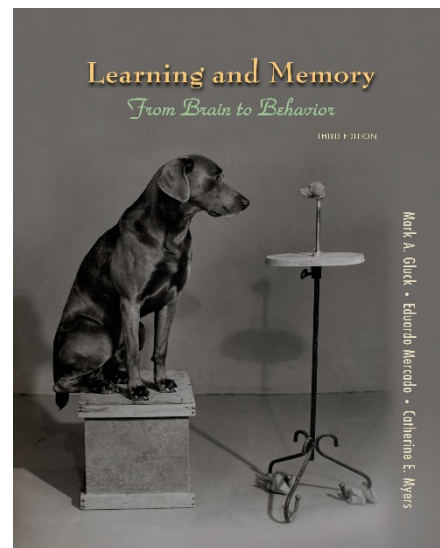
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OBJECTIVES

Learning is the study of how experience changes us. Learning changes how we act, think, and feel in the future. We begin with an historical overview of the ways learning has been viewed through the ages. This journey will touch the highlights of the ideas, theories, methods, and observations that shape the way learning is studied by psychologists today. This survey will identify some key issues, important insights, and even pitfalls in the study of learning. Which ideas moved the field forward? Which lead to dead ends? Which observations and theories have enduring value? These are our goals in examining the history of learning. We will find that modern learning theories retain ancient ideas, embrace the scientific method, and value strict experimental methods. But we will also find theoretical and technological developments that allow us to extend the study of learning from behavior to thoughts, feelings, and emotions to the structure and connections in the brain. Finally, we will ask how the various approaches to learning apply to solving real problems in areas such as mental health, rehabilitation, and addiction.

We begin with classical areas in the study of learning. The study of history will uncover why we study mere exposure learning, classical conditioning, operant conditioning, and discrimination learning. Classical learning studies followed a strong behaviorist tradition that focused on observable changes in response resulting from carefully defined environmental conditions. Classical learning theory studied “hot” learning, that is, learning about things that are biologically important. Such learning is shared by species from mollusks to birds to mammals (including of course humans). In this course, we will pay close attention to the theories, methods, and findings of classical learning studies. Why? Because such learning is relevant not only to understanding why animals behave the way they do, but also to much human behavior. So, Pavlov’s salivating dogs, Skinner’s bar-pressing rats, and Thorndike’s escaping cats teach us important principles about what we learn, under what conditions, and how it affects what we do. From an applied perspective, many of the therapies used by psychologists today have their origin in classical learning theory. Learning is important to many species, but we will pay particular attention to its importance to human behavior.

History will show us why behaviorism has been supplanted by the cognitive revolution. The cognitive perspective recognizes the value of theories that use indirectly observed latent constructs and processes go beyond immediately observable events. Cognitive theories emphasize memory, the representation of learning and the processing of these representations. So, we will turn to a brief overview of memory. Memory is the outcome of learning. We will look at different forms of memory including those about specific experiences – episodic memories, and those about facts – semantic memories. We will examine skill memory and the executive control processes that, at least in humans, control reflective thinking and learning.

Memory and cognitive processes are complimentary to simple associative learning. Nevertheless, our coverage of memory cognition will not be complete; the details of memory as part of information processing is a large area on its own. Our goal here, however, is to place learning within the context of cognitive models. Although at one-time dominant in psychology and especially the study of learning, the strict behavioral perspective was not always the way scholars studied learning. In fact, Aristotle and the ancient Greeks had a lot to say about learning just by observing what they thought. Even at the height of behavioral dominance, Tolman wrote about cognitive maps and expectancies. Of course, psychology as a discipline today has progressed with new methods and new ways of looking at the human mind. Our theories are less restricted and more cognitive. But make no mistake about this, modern cognitive theories of learning differ from earlier philosophical studies by retaining strong scientific methods pushed by the behaviorists.

Some would argue that classical learning is no longer important to understanding human cognition. Human learning is incredibly complex. Yet, we study simple associative learning and the reflexive responses that it provokes. Is such associative learning relevant to humans? We are after all remarkable thinkers. We are capable of great feats of cognition. We can compose great sonatas, create great works of art, write scholarly books, calculate the origins of the universe, and just imagine the fantastic and possible. Obviously, simple

mechanistic principles that explain how sea slugs learn were not designed to explain such complex products of the human mind. Yet there is reason to pay close attention to reflexive associative learning. You will be surprised how much of what you do and think is explained by simple associations. Modern dual processing approaches to learning and memory tell us that much human behavior is automatic and reflexive, often without awareness. Also, surprising will be the relevance of associative learning to complex emotions and social interactions. We will cover these areas at the end of the course.

Throughout this course we will follow a three-part template. For each topic, we will describe the principles of learning first from the perspective of the conditions of experience that lead to changes in behavior. This behavioral process background will be followed by examining the exciting study of where learning occurs in the brain. We will explore the neural changes learning leads to as they are currently understood (neuroscience is a rapidly changing field). Finally, for each topic we will also explore how learning principles translate into psychological practice. Many of you will use these principles in future work. By the end of the course you will understand the behavioral principles of learning, the basic neural underpinnings of the representation of learning, and some of the important practical applications of learning.

TENTATIVE CLASS SCHEDULE*

*Note: I reserve the right to deviate from this tentative schedule of topics. If such a change is necessary, you will be notified in class and on Canvas. Midterms will be held on the dates indicated.

| Date | Text readings | Notes |
|---------------------------|--|--------------|
| September 6 | Chapter 1: History and Foundations | |
| September 11, 18* | Chapter 2: Neuroscience | |
| September 20, 24 | Chapter 3: Mere exposure learning | |
| Sept 26, October 3 | Chapter 4: Classical conditioning | |
| October 4 | | Midterm 1 |
| October 8 | Thanksgiving | Holiday |
| October 9, 11 | Chapter 5: Operant Conditioning | |
| October 16, 18, | Chapter 6: Stimulus control and interactions | |
| October 23, 25 | Chapter 8: Skill learning | |
| October 30, November 6 | Chapter 9: Dual processing theories | |
| November 8 | | Midterm 2 |
| November 9 | Midterm break | |
| November 11 | Remembrance Day | Holiday |
| November 13, 15 | Chapter 10: Emotional learning | |
| November 20, 22 | Chapter 11: Social learning | |
| November 27, 29 | Review and overview | |
| Exam period TBA | | Final Exam |

* No class on September 13, 2018

| Due date (5pm) | Assignment |
|-----------------------|-------------------|
| September 19 | Animal planet 1 |
| October 12 | Animal planet 2 |

Evaluation

| SUMMARY OF ASSESSMENTS | | | |
|------------------------------------|---|--|------|
| Beginning September 11 | Participation through in class quizzes and other clickers responses | Clicker participation will be recorded and you will receive up to 5 percent by answering 50% or more of these questions. | 5% |
| October 4 | Midterm 1 | Covering all lectures, any additional readings, and chapters 1-4 | 25 % |
| November 8 | Midterm 2 | Covering all lectures, any additional readings, and chapters 5,6. 8, 9 | 25 % |
| Exam period TBA* | Final Exam | Covering all lectures, any additional readings and chapters 1-11 with more detailed emphasis on chapters 10-11. | 40% |
| September 14 and October 12 | Two experiential assignments | Learning experiences on-line. | 5% |

***Note that Final exams are scheduled by the Registrar and only the Dean's office can approve out of time exams and only for exceptional circumstances. Travel plans are not acceptable reasons for an out of time exam.**

Midterm tests and final exam:

- Both readings and lectures will be covered
- Study guide includes all key terms identified in the text. Additional terms and diagrams identified and added to the study guide.
- Types of questions
 - *Multiple choice*
 - *Fill-in the blank (textual and pictorial)*
 - *Matching*
 - *Short answer – These questions will ask you to define key terms or answer questions included in the study guides.*
 - *Essay – On the final exam, you will be asked to answer a question that covers a concept or argument that will require synthesis across several topics in the course. Point values for essays will be assigned based on the complexity of the question. All potential essay questions will be in the study guides.*

"You are required to purchase an i>clicker remote for in-class participation. i>clicker is a response system that allows you to respond to questions I pose during class, and you will be graded on that feedback and/or your in-class participation. i>clicker may be used every day in class, and you are responsible for bringing your remote daily."

We will confirm registration in the first couple of classes. Additional instruction on how to register in the new Canvas system will be forthcoming if required.

In class clicker questions

Beginning September 11, each lecture will have clicker questions. You will answer the questions using clickers, so it is important that you get a clicker and make sure it is properly registered. Some questions will quiz you on basic terms that will be germane to the lecture topics. All potential terms will be highlighted in the study guide. These terms are straightforward, described clearly in the readings, and defined in the book's glossary.

The terms are both important and covered well in the text. The terms you will be asked about are ones that are likely to appear on tests. In class, you will not be marked on the correct answer, only whether you answer the question. You will get feedback on the correct answers. In addition to the questions about terms, I will intersperse occasional clicker questions designed to get you to think about the course content. Again, you will not be graded on the answer. In fact, I will often let you change your answer while we discuss it. Sometimes there will be no correct answer.

Why do I use in class questions? The main reason is that I expect you to come to class prepared and to actively participate. Engaging with the materials improves learning. Lectures will be geared to more complex ideas to help you master interpretive skills and critical thinking about the course material.

Participation marks

Clicker questions are marked only for participation.

Personally, I would have hated this requirement as a student, but retrospectively I wish I had attended more classes and I know I got more out of classes that I did attend regularly. Life happens and the choice is really up to you; so, you will have some leeway.

Your participation mark will be based on the percentage of questions answered with full marks being given for 50% or greater answered and prorated for anything less than 50% of questions answered.

What happens if I forget my clicker or miss class? You will not get credit for missed classes or forgotten clickers.

Assignments

The assignments are brief exercises designed to illustrate some aspect of the course material and provide support for learning course concepts. They are intended to provide some direct examples for use in the lectures. There are two assignments and each should take approximately 30 min to complete. They are completed on-line through urls that will be provided on Canvas.

Just a quick note on confidentiality. You will use your name and student number to identify yourself at the start of the assignment. This information will be used to give you credit for completing the assignment. All information will be collected using Remark Web Survey on a password protected and secure server at UBC. I will use some information collected to illustrate course content. When I do, all identifying information will be separated from your answers by the instructor. The information collected will only be used in aggregate form and only for presentation in the class to illustrate course content. If you have any concerns about these assignments, then please discuss these concerns with me. If necessary, I will give you an alternative assignment.

Each assignment is worth 2.5%. Credit for labs will be based on completion by the deadline. Please note that completion means answering the questions. Random or nonsensical answers will earn no credit. If you have not completed the exercise on time, you can still earn half of the mark by completing it before the last day of classes. **Animal Planet 2 is still being developed. If it is not ready in time, then you will get an alternative assignment of similar scope.**

SONA

Finally, I will provide a bonus option for participation in SONA studies. SONA participation is not required for the course; you are however, eligible for an additional 2% (for 2 SONA credits) added to your final mark (to a maximum of 100%). The usual requirement for mixing in person and on-line studies does not apply to these credits.

Students earn Sona credit from participating in research activity. This can be either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities.

Research Participation (Option 1)

As a participant in one of numerous Psychology Department Subject Pool experiments posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation at UBCO. Hence, participation requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

Important Requirements

You may participate in more than one experiment in order to accrue credits. In order to ensure that a variety of research methodologies are experienced. In the event that you participate in a single listed study offering *more* than three credits for participation, this regulation will be waived. A substantial number of both types of studies are typically hosted on Sona; therefore, you will have many different choices.

It is important to sign up for experiments early in the semester in order to increase the odds that a time slot is available. If you wait until late in the semester, all time slots may be taken.

Logging On To The System

Sona is only open for those students who are registered in a psychology course offering Sona credit. Please only use the request account option if you have never used the Sona system before. If you have used the Sona system before, please use the most recent login information you remember to log in.

Missed Appointments & Penalties

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the experiment and will lose the credit value of the study from possible marks associated with participation in research.

Please email psyc.ubco.research@ubc.ca with any questions or concerns that you may have regarding the Sona system, including unassigned bonus credits. Your professor does NOT have access to this information.

Research Summary Assignment (Option 2)

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit by completing library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

Important Requirements

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.

- A “recent” article has been published within the past 12 months.
- A “peer reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
- A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.

2. You must choose an article published by one of the following agencies:

- The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
- The American Psychological Association - www.apa.org/journals/by_title.html has a full listing.
- The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
- The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

3. Other Assignment Guidelines The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association* (6th ed.). The review will be graded on a pass – fail basis (2% or 0%). At least **14 days before the end of classes** each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required. If you do not check your email frequently, provide a phone number on the cover page.

Grading Polices

Grades are assigned in accordance with the UBC Okanagan Campus Academic Calendar guidelines found at <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>. Percentage marks and their letter grade equivalence are shown here.

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

Final grades will be calculated according to the Summary of Assessments table presented above.

Please note the following from the Academic Calendar:

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record.

Course Grading Policies

Cheating will not be tolerated. Cheating involves submitting work that is not a product of your own effort. Some examples of cheating are; copying from others, crib notes, and plagiarism. Plagiarism is misrepresenting the ideas or words of another as your own, or copying word-for-word from any source (even if you cite the source and/or change some of the words around). According to university policies depending on the seriousness of the offense, cheating will be punishable by either reduced points on the assignment, zero points for the assignment, or an "F" in the course. Further details about cheating are available at <http://www.calendar.ubc.ca/okanagan/?tree=3,54,111,959> which is also appended below along with some additional information on avoiding plagiarism.

Reasonable accommodations are available when approved through the disability Resource Centre <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,293,867,0>. Please notify me by the end of the second week of class if you require any accommodations. Late notification may delay the requested accommodations.

Academic misconduct
(from the UBC Okanagan Campus Academic Calendar)
<http://www.calendar.ubc.ca/okanagan/?tree=3,54,111,959>

2.1 Students are responsible for informing themselves of the guidelines of acceptable and unacceptable conduct for graded assignments established by their instructors for specific courses, and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage in any of the actions described below.

1. Cheating, which may include, but is not limited to:
 - a. falsification of any material subject to academic evaluation, including research data;
 - b. use of or participation in unauthorized collaborative work;
 - c. use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
 - d. use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
 - e. dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the Rules Governing Formal Examinations (reference not found)).
2. Plagiarism, which is intellectual theft, occurs when an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e., phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (e.g., within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.
3. Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.
4. Impersonating a candidate at an examination or other evaluation, facilitating the impersonation of a candidate, or availing oneself of the results of an impersonation.
5. Submitting false records or information, orally or in writing, or failing to provide relevant information when requested.
6. Falsifying or submitting false documents, transcripts, or other academic credentials.
7. Failing to comply with any disciplinary measure imposed for academic misconduct.

The following excerpt provides some valuable guidelines for avoiding plagiarism when working from source material.

Plagiarism

By Mary J. Allen, Department of Psychology, CSU Bakersfield

Plagiarism is academic dishonesty, one type of cheating. It is unethical and illegal. Faculty cannot plagiarize when they publish or present research, professionals cannot plagiarize when they prepare documents, and students cannot plagiarize when they write papers for school or research reports.

Plagiarism includes:

- * Presenting someone else's ideas or data as if they were your own.
- * Using someone else's language without quotation marks and citation.
- * Paraphrasing by borrowing someone else's grammatical structure or phrases handing in someone else's work as if it were your own.
- * Submitting identical or highly similar papers to multiple courses without instructor knowledge and approval (even if you wrote the papers).
- * Notice that the definitions of plagiarism do not specify intentionality. If you plagiarize, even as an honest mistake, it is still plagiarism.

To avoid plagiarism:

- * Always use quotation marks when using someone else's language and provide pages from the source, e.g., "Intelligent people have messy desks" (Van Houten, 1985, p. 132) or Van Houten (1985) concluded, "intelligent people have messy desks" (p. 132).
- * Always cite the reference when presenting someone else's ideas or data in your own words, e.g., Garcia (1985) concluded that systematic desensitization is effective for treating phobias. You don't have to cite a reference for statements of well-known facts, such as Sigmund Freud was the founder of psychoanalysis.
- * Avoid plagiarizing someone's grammatical structure when you paraphrase by setting the original source aside and rewriting the concepts in your own words, e.g., The desks of intelligent people tend to be disorganized (Van Houten, 1985). Notice that the paraphrased language does not borrow the grammatical structure of the original passage. Imagine describing the idea to someone else in your own words; then use this language in your paper.
- * When taking notes for a paper, be careful to put quotation marks on quoted passages and to paraphrase without borrowing the grammatical structure of the original passage. Then, when you write your final paper, you'll not inadvertently introduce plagiarized language.
- * Do your own work. Don't hand in someone else's paper.
- * Write separate papers for each course. If you want to do a paper for more than one course, obtain the permission of all instructors before you submit the paper.

Let's practice. Here is a quotation from a Psychology 100 text written by Huffman, Vemoy, and Vemoy (1994, p. 607). [Three spaced dots indicate material has been omitted from the quotation.]

One error, or shortcut, is so common and basic that it is known as the fundamental attribution error. People simply tend to prefer an internal, personality explanation for behavior rather than an external situational one. This explains why we blame people and personality rather than the external situation for the Waco and Guyana tragedies. This also happens in our everyday life. When we see someone trip while walking across campus we're likely to attribute it to that person's carelessness or lack of coordination rather than uneven ground or ill-fitting shoes. There are several possible explanations for our tendency to make internal rather than external attributions. But the most important is that human personalities and behaviors are more salient (or noticeable) than situational factors.... This saliency bias helps explain why people so often blame welfare recipients for their joblessness. The large situational factors that lead to poverty and joblessness are not concrete and conspicuous.

Decide if these statements contain plagiarism.

1. *I think we tend to prefer an internal, personality explanation for behavior rather than an external, situational one, probably because internal factors are more salient.*

This is plagiarism because there is no citation. The writer takes credit for someone else's ideas.

2. *The major reason that the fundamental attribution error occurs is because people's personalities and actions are more noticeable than situational variables (Huffnan, Vemoy, & Vemoy, 1994).*

This also is plagiarism. Although a citation is given, the paraphrased language preserves the grammatical structure of the source. Simply substituting a few words for others does not allow the writer to avoid plagiarism.

3. *According to Huffnan, Vemoy, and Vemoy (1994,) we tend to explain the behaviors of others by referring to internal traits, and we tend to ignore external factors that may have influenced the behaviors. This may occur for many reasons. Huffman, Vemoy, and Vemoy argue that it occurs because of a "saliency bias" (p. 607), a tendency to focus on internal attributes.*

This passage is not plagiarism. A citation is given, paraphrasing does not borrow the grammatical structure of the source, and the phrase saliency bias is placed in quotation marks with an associated page number to indicate directly quoted words.

Let's try a second example, this time from a research report written by Ansley and Spence (1986), "Factors Associated with Stress in Mothers of Intellectually Disabled Children."

There are many potential stressors in the lives of parents of intellectually disabled children ... Modern stress theory provides a comprehensive means of developing a framework for assessing the effects of parents of an intellectually disabled child.... According to this model, the production of stress is best viewed as a dynamic process. Manifestations of stress are the result of the complex interaction of sources of stress and mediators or moderators of stress. ... The findings of this survey show that the proportion of mothers of disabled children (41.5 percent) reporting a significant level of stress is approximately twice that of a female sample from the Perth general population (19.9 percent) administered GHQ by Burvill and Knuiman (1983).... In the present sample, there was no significant relationship between level of maternal stress and the age of the disabled child, and the age, marital status and working status of the mother.

Decide if these statements contain plagiarism.

1. *According to modern stress theory, the production of stress is viewed as a dynamic process, and signs of stress result from the complex interaction of stress sources and their mediators and moderators (Ansley & Spence, 1986).*

This is plagiarism because of borrowed grammatical structure.

2. *I found that high amounts of stress are twice as common among mothers of disabled children than among mothers in the general population.*

This is plagiarism because the writer is taking credit for someone else's data.

3. *Ansley and Spence (1986) found that mothers of intellectually disabled children are twice as likely as other mothers to report high stress.*

This is not plagiarism. The paraphrasing used different grammatical structures and a citation was made.

4. *Mothers of intellectually disabled children report high levels of stress more often than other mothers (Ansley & Spence, 1986).*

This is not plagiarism. The paraphrasing used different grammatical structures and a citation was made.

Equity, Human Rights, Discrimination and Harassment

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from human rights-based discrimination and harassment. Under UBC's Policy 3 on Discrimination and Harassment, UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction.

If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity Office, your administrative head of unit, and/or your unit's equity representative.

IKBSAS Unit 4 Equity Representative: Paul Gabias: paul.gabias@ubc.ca, 807-9383

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

Web: www.ubc.ca/okanagan/equity

Unit Equity Representatives:

<http://www.ubc.ca/okanagan/equity/programs/equityreps/unitcontacts.html>