

Subject	Course	Section	Day	Time	Building	Room	Instructor/Teaching Assistants:
PSYO	335	01	T, Th	11:00 – 12:30	Arts	366	Dr. Marvin Krank/ Jill Robinson, Cassidy Wallis

**Office: Arts 334**

**E-mail:** Please use the email link on Canvas as this allows me to separate class email so it isn't 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:** TBA; 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*)

**TAs:** Jill Robinson, Cassidy Wallis

**TA E-mail:** Through Canvas

**TA office hours:** TBA usually prior to and after exams

## READINGS

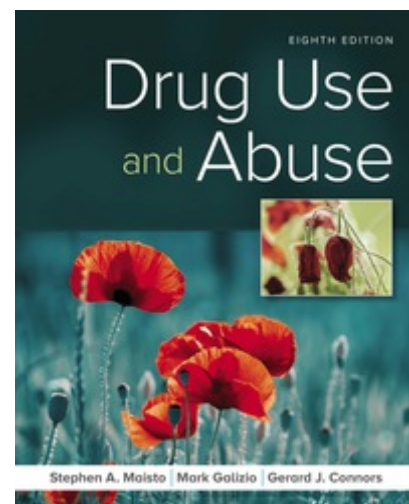
### Required Text:

## Drug Use and Abuse

by: Stephen A. Maisto; Mark Galizio; Gerard J. Connors

- Publisher: Cengage Learning
- Print ISBN: 9781337408974, 1337408972
- eText ISBN: 9781337670616, 1337670618
- Edition: 8th
- Copyright year: 2019

**Additional readings may be assigned**



## Overview

This course will cover the use and abuse of psychoactive drugs from a multidisciplinary perspective. Psychoactive drugs are comprised of a variety of chemicals, plants, and preparations that when taken into the body affect how the brain works and influence psychological processes. Drugs impact many brain processes. In fact, the drugs that people have used over the centuries has lead neuroscience to discoveries of new systems in the brain. Drug effects on the central nervous system are why people take psychoactive drugs. The neurological effects of drugs contribute an important perspective for understanding drug use and abuse, but, more importantly, the brain is the where psychological processes including, perception, learning, memory, thinking, emotion, and motivation, occur. The reasons individuals take psychoactive drugs is to modify their psychological state. How drugs interact with psychological processes will be the central focus of the course. Biological effects and social influences will both inform this **psychological science** focus. Drug use occurs in a social, regulatory, historical, economic, and cultural context. This multidisciplinary approach reflects the **biopsychosocial** lens used by psychological science. We gain a more complete understanding of drug use and abuse only when we consider these broad influences.

The course has three parts, 1) Introduction, Biological Influences, Social Influences, and Psychopharmacology, 2) Individual Drugs and Drug classes, and 3) Applications: Treatment and Prevention. Although mapping onto the text, we will provide additional information on the central impact of psychological processes on drug use, effects, and abuse. The book provides much useful information, but our approach will supplement this information considerably with lecture materials that emphasize psychological principles. The text begins with a brief introduction to the context of drug use including a brief historical perspective and contemporary use (Ch. 1-2). Chapters 3 and 4 provide an overview of biological approaches to the study of drug use and drug effects: neuroscience and pharmacology (Ch. 3 – 4). Chapter 5 gives a brief overview of psychopharmacology, the study of how drugs interact with psychological processes. This chapter also introduces the development and testing of psychotherapeutic drugs. Next, the text covers individual drugs of interest in more detail (Ch. 6 – 12). In addition to details about the history, effects, and issues discussed in the text, we will add more details about psychological principles in the context of individual drugs. Finally, the text considers treatment and prevention of substance abuse (Ch. 14 and 15).

We will cover one and sometimes two of these chapters per week of the term. In addition to the chapter materials, lectures will add more in depth coverage of topics including adding Canadian content and more details on psychological principles in understanding drug use, drug effects, and drug abuse.

### Canadian content

This year the text we use is the American edition. The shift from the Canadian Edition was because the Canadian Edition has some weakness and has not been updated for several years. Consequently, lectures will add parallel Canadian content (and some international context) especially in use patterns, regulatory context, and historical background.

### Psychological principles

This course is an advanced psychology course and as such, lectures will contain an emphasis on psychological processes that govern drug use and influence drug effects. Unfortunately, no text provides and adequate coverage of the important range of psychological principles from basic learning theory to social cognition. We will introduce these processes and the methods used to study them during the Psychopharmacology lectures and cover some of these in more depth as we consider individual drugs.

## **Chapters covered**

Part 1: Context, basic approaches, and methods

Chapter 1: Drug Use and Abuse

Chapter 2: Drug Use: Yesterday and Today

Chapter 3: Drugs and the Nervous System

Chapter 4: Pharmacology

Chapter 5: Psychopharmacology and New Drug Development

Part 2: Individual drugs and drug classes

Chapter 6: Cocaine, Amphetamines, and Related Stimulants

Chapter 7: Nicotine

Chapter 8: Caffeine

Chapter 9: Alcohol

Chapter 10: Opiates

Chapter 11: Marijuana

Chapter 12: Hallucinogens

Part 3: Applications to substance abuse

Chapter 14: Psychotherapeutic Medications

Chapter 15: Treatment of Substance Use Disorders

Chapter 16: Prevention of Substance Abuse

**TENTATIVE CLASS SCHEDULE\***

\*Note: I reserve the right to deviate from this tentative schedule if such a change is necessary

<b>Date</b>	<b>Lecture topics</b>	<b>Text readings</b>
<b>September 5</b>	<b>Introduction and Definitions</b>	Chapter 1: Drug Use and Abuse;
<b>September 10</b>	<b>History and Social Context</b>	Chapter 2: Drug Use: Yesterday and Today
<b>September 12, 17</b>	<b>Neuropharmacology</b>	Chapter 3: Drugs and the Nervous System
<b>September 19, 24</b>	<b>Pharmacology</b>	Chapter 4: Pharmacology
<b>September 26, October 1, 3</b>	<b>Psychopharmacology</b>	Chapter 5: Psychopharmacology
<b>October 4</b>		Exercise 1 due at 5 pm
<b>October 8</b>	<b>Midterm 1</b>	
<b>October 14</b>	<b>Holiday</b>	<b>Thanksgiving</b>
<b>October 10, 15, 17, 22, 24, 29, 31</b>	<b>Various Drugs and Drug Classes</b>	Chapter 6: Stimulants Chapter 7: Nicotine Chapter 8: Caffeine Chapter 9: Alcohol Chapter 10: Opiates
<b>November 5</b>	<b>Midterm 2</b>	
<b>November 15</b>		Exercise 2 due at 5 pm
<b>November 11</b>	<b>Remembrance Day</b>	<b>Holiday</b>
<b>November 12</b>	<b>Midterm break</b>	
<b>November 7, 12, 14</b>	<b>Psychedelics</b>	Chapter 11: Marijuana Chapter 12: Hallucinogens
<b>November 19, 21, 26, 28</b>	<b>Medicines, Treatment, and Prevention</b>	Chapter 14: Psychotherapeutic medications Chapter 15: Treatment Chapter 16: Prevention

## Evaluation

SUMMARY OF ASSESSMENTS			
<b>Beginning September 12</b>	Participation through in class quizzes and other clickers responses	Clicker participation will be recorded and you will receive up to 5 percent by answering questions in at least 50% of the classes	5%
<b>October 4</b>	Exercise 1	Survey measures of drug use, drug expectations and drug associations	2.5 %
<b>October 8</b>	Midterm 1	Covering all lectures delivered up to this date, any additional readings, and chapters 1 - 5.	25 %
<b>November 5</b>	Midterm 2	Covering all lectures delivered up this date, any additional readings, and chapters 6-11	25 %
<b>November 15</b>	Exercise 2	Reasons for use, consequences of use, and readiness to change	2.5%
<b>Exam period TBA*</b>	Final Exam	Covering all lectures, any additional readings and chapters 1-11, 14, 15 with more detailed emphasis on chapters 10-11, 14, and 15.	40 %

**\*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 appearing only in class will also be 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.*

"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 12, 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?** I only require you to answer questions in 50% of classes. For this reason, 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 course concepts. They are intended to provide some direct examples for use in the lectures. There are two assignments and each should take approximately 45 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 or Qualtrics 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.

## **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. Credits can be earned 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.

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](mailto: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](http://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* (6<sup>th</sup> 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.



## Optional on-line quizzes

The on-line quizzes are optional. These quizzes provide an excellent sample of the type of multiple choice questions you will see on tests. Not only do they give you an opportunity to practice answering the questions, but they also will give you a self-assessment on how well you understood and retained the information in the corresponding chapters or readings. Each quiz will contain 10 multiple choice questions. After you complete the quiz, you will be given a review of the correct answers and the page(s) in the chapter or readings where the answer is found.

This review gives you the opportunity to endorse the correct answer and will improve your score! In addition, if you wish to do the quiz to test yourself on the material, then you may take the quiz again.

**Note that some of the quiz questions will appear on the tests.**

## Grading Policies

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 value 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](mailto:paul.gabias@ubc.ca), 807-9383

**UBC Okanagan Equity Advisor:** ph. 250-807-9291; email [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

**Web:** [www.ubc.ca/okanagan/equity](http://www.ubc.ca/okanagan/equity)

**Unit Equity Representatives:**

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