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THE UNIVERSITY OF BRITISH COLUMBIA

# Introduction to Data Analysis
## PSYO 271, Winter Term 2, 2018/19
## Tuesday/Thursday 12:30-14:00
## Room ART 366

| | |
|---|---|
| **INSTRUCTOR:** | Stefanie Ciszewski, M.A. <br> Ph.D. Student Clinical Psychology |
| **OFFICE:** | ASC 201 and ASC 285 |
| **CONTACT:** | sciszews@mail.ubc.ca |
| **OFFICE HOURS:** | Tuesday & Thursday 2:30-3:30PM or by appointment <br> Location TBD |
| **TEXTBOOK:** | McCall, R. B. (2001). *Fundamental statistics for behavioral sciences* (8th ed.). Belmont, CA: Wadsworth/ Thomson Learning. |
| **TEACHING ASSISTANTS [TAs]:** | Maya Pilin, B.A. [M.A. Student, Psychological Science] <br> Office hours: Thursday 10-11am, ART 338 <br> mayapilin@alumni.ubc.ca <br><br> Cassidy Wallis, B.A. [M.A. Student Psychological Science] <br> Office hours: Wednesday 1-2pm, ART 280 H <br> c.wallis@ubc.ca <br><br> Renee Berger [B.Sc. Student, Psychology] <br> Office hours: Monday 2-3pm, ART 338 <br> renee.berger@ubc.ca |

**LEARNING OBJECTIVES:**
The goal of this course is to provide students with an understanding of the basic principles of behavioural data analysis in the context of the research methods and designs of Psychology.

Students should be prepared to spend ***a minimum*** of 6 hours per week on learning the course content outside of regular class time (e.g., reading assigned course materials; doing the homework assignments; preparing for the unit quizzes and term exam).

# LEARNING OUTCOMES

**Higher-order Outcomes**
By the end of the course, students are expected to be able to:
- Have an understanding of both descriptive and inferential statistics so that they will be able to perform common statistical procedures and answer questions on the underlying theory.
- Develop and express an understanding of the role of probability and statistics within psychological research that includes the ability to discuss their basic concepts and practical applications.
- Differentiate between statistical tests in order to choose the appropriate test and answer specific research questions.

**Lower-order Outcomes**
These learning outcomes include the ability to do the following tasks:
- Differentiate between descriptive and inferential statistics
- Explain measurement, measurement scales, variables, constants, and measurement error as they relate to statistical analysis
- Apply and interpret appropriate graphing/summarizing procedures associated with various kinds of data
- Calculate measures of central tendency and variability, and discuss the advantages and disadvantages of each of the techniques considered
- Explain and interpret resistant indicators
- Calculate and explain percentile points and percentile ranks
- Articulate the effects of scale changes on the mean and standard deviation/variance
- Explain the nature of $z$ scores and how to calculate them
- Know the theory behind the formulae for the mean, standard deviation [variance], percentile, and $z$; this includes being able to apply these formulae from memory
- Explain the nature of the normal distribution and standard normal curve in relation to calculating probability, proportion, area, and percentile [and vice versa]
- Explain the principles underlying the application of probability to hypothesis testing and sampling distributions, including the Central Limit Theorem
- Differentiate between statistical tests in order to perform (a) single-sample, independent-sample, and correlated $t$ tests; (b) correlation coefficients, equations of a regression line, and related statistical concepts; and (c) confidence intervals.
- Explain the nature of decision error and power in hypothesis testing
- Identify the assumptions that underlie the various statistical tests discussed in the course
- Discuss the limitations of hypothesis testing and the alternative approaches
- Explain how the results from an Analysis of Variance can be used to interpret factorial designs

## LEARNING MANAGEMENT SYSTEMS

**CANVAS**

This class will be using Canvas for the learning management system. Material that I want you to have will be available on Canvas, as will your grades. You can find the student help site that has FAQs, help desk contact, and online video resources at

https://community.canvaslms.com/docs/DOC-4121 and at http://students.canvas.ubc.ca

***Where to find help with Canvas***
- Online at **students.canvas.ubc.ca**
- Over the phone at **250-807-9611**


**CANVAS REGISTRATION OF i>clicker**

You are required to purchase an i>clicker remote for in-class participation. The i>clicker is a response system that allows you to respond to questions I pose during class. Some i>clicker questions will be graded (i.e., to get the correct point you need to respond with the correct answers) and some questions will be participation (i.e., get a point for responding). In order to receive this credit, you need to register your i>clicker remote online ***before*** the third class (i.e., before 12:30 on January 10th).

Please register your clicker through the Canvas course website for PSYO 271. On the home page, you will find an i>Clicker Remote Registration link on the extreme left. Click on this link to access the registration form. Type in your Remote ID; the Remote ID is the series of numbers and sometimes letters found on the bottom back of your i>clicker remote right below the bar code. If you cannot read the ID number, there is a workstation in the Library that will retrieve illegible clicker IDs. I expect to use the i>clicker in every class, so please bring them with you—you are responsible for having it when you need it.

**You must register your clicker in Canvas using the link—if you had a registered clicker in Connect, you will still need to register it in Canvas because these are separate databases. If you have clickers that you are no longer using, please remove them.**

**COMMUNICATIONS**
I will be relying heavily on Canvas and email to communicate with you, so you will need access to the internet [the Library has computers for general student use].

**Please send emails to me at** sciszews@mail.ubc.ca. I will make my best effort to return your email within 24 hours (except on weekends). It is important to know that if you email me a question within 24 hours of an exam, you are not guaranteed a response.

**MASTERY LEARNING**
This course has been designed using the principles of mastery learning.  In essence, this model is based on the belief that just about everyone can learn the material if given sufficient time and assistance. I have tried to design the course that provides you with the assistance you need.

Statistics is particularly suited to mastery learning because it is cumulative in nature; the material builds in a logical and systematic way such that you will likely have difficulty with later material if you do not adequately understand earlier concepts and procedures.

Accordingly, the course has been designed to present 5 units of material which cover basic concepts. Each unit of material has an associated unit test that you may take up to 3 times to demonstrate *mastery* level (i.e., a solid understanding of the current material). For the purpose of this course, a mastery level means ***getting at least 80% on the unit tests***.  With this knowledge you can then go on to learn the next unit's content; moreover, you will be better prepared to take the course exams because you have already acquired the bulk of the information.  You may take each unit test up to 3 times unless otherwise specified.

I have built in a variety of ways to help you understand the material.  In addition to the in-person lectures, I will audio record all the lectures and put them on Canvas for review or downloading.  I will also put my PowerPoint presentations on Canvas, as well as any handouts I distribute in class.  There will be assigned homework questions for you to work on; I will provide the answers to all of these questions.  I will make available a sample quiz for each of the units which reflect what the unit tests will look like.  Similarly, I will provide a sample midterm exam where I will model what I expect your answers to be.  I will endeavor to make sure that I clearly spell out what you need to know and how you can demonstrate it.

In addition to the scheduled lecture times where I will present the material, I will be available for personal assistance during office hours (and at other times, if necessary). In addition, the Teaching Assistants (TAs) will also hold weekly office hours. We will be organizing volunteer tutors (who have already taken this course) to help you with the material.  We will also try to setup a mechanism to facilitate the development of effective study groups.  I am prepared to do "extra" sessions to answer questions or review difficult material at a time that will work for most of you.

In addition, a Supplemental Learning (SL) component is provided for all students who want to improve their understanding of the material taught in this course.  SL sessions are led by a student who has mastered the course material, done well in the class, and who is trained specifically to facilitate group sessions.  An SL session provides students a chance to meet, review, and discuss important concepts, develop strategies for solving problems, and prepare for exams.  Attendance at SL sessions is free and voluntary.  Students may attend as many times as they choose.  There is empirical evidence that this program helps students do better in the class—it can boost your final grade substantially.  SL is particularly helpful for students in the mid-range of grades, but it has been shown useful for all.  SL is not a replacement for lectures,

nor is it a review of the class lectures; rather SL gives **you**, the student, a chance to practice, to ask questions, and to share information with others who attend the class.  SL sessions begin the second or third week of class and continue throughout the semester.  A session schedule will be announced in class.  For information about the program, session schedule/updates, and possible study guides, visit their website at http://students.ok.ubc.ca/academic-supports/sl.html

**Course structure:** This course will be taught primarily using a participatory lecture method with a mastery learning approach and time allocated in-class for hands on learning.

>   *In-class participation/monitoring of learning*: I will use response clickers during the lecture to monitor your comprehension of the material. Given the cumulative nature of the course (i.e., later concepts are built on earlier ones), it is very important that the readings be done according to the schedule.

>   *In-class practice activities*: On Thursday's, time will be given in class to work on practice questions that I have developed for you to get hands on experience with the formulae and methods that we have covered that week. Please note that these practice questions are different than the homework assignments due every week. Thus, it is advisable that you read the material before class to get the most of this allocated practice time. You do not have to hand in the practice activities; however, I will very likely ask a clicker question based on the practice activity at the end of the lecture.

>   *Homework Assignments:* The homework problems are associated with the specific content of the week; thus, the problems are *due one week after the date assigned* (see homework schedule and course schedule).

>   *Unit Quizzes:* The course has been designed to present five [5] units of material which cover the basics. Each unit has an associated quiz (see Evaluation section for more detail). You must achieve 80% on the unit quiz to receive points for that unit. You may take each unit test up to three [3] times unless otherwise specified. The specific questions on your test will be randomly generated from a large test bank, so it is likely that you will not have the same questions if you retake a unit test.  If you do not reach the 80% mastery criterion, you fail that unit.  You may still proceed to the next unit, but your grade will be reduced if you do so without successfully completing the prior unit.  I strongly urge you to delay retaking the unit test for 24 hrs so that you can identify the problems you had on the earlier version of the quiz and seek help from the TAs, tutors, or me.

Attendance at the lectures is expected; students, in the past, have experienced considerable difficulty in this course when classes have been missed. The teaching assistants and I will help you if you have any problems understanding the material.  I am, of course, available to answer any questions you might have during my office hours.  If my posted office hours are not convenient, we can arrange for suitable alternative times.

Your final grade in this course is derived from four [4] sources:

| **Unit tests [18%]** | 5 tests at 80% = 18.0% |
| | 4 tests at 80% = 13.4% |
| | 3 tests at 80% =  8.8% |
| | 2 tests at 80% =  4.2% |
| | 1 test at 80%  =   0% |
| | |
| **Term exams [55%]** | Midterm [75 min] = 20% |
| | Final [3 hr] = 35% |
| | |
| **Homework [15%]** | Handing each homework assignment in on time [lose one point for each assignment <u>not</u> submitted and part marks for incomplete assignments] = 8% |
| | Marked homework = 12% |
| | |
| **In-class quizzes [7%]** | Number varies = 7% |

**UNIT TESTS**
There are five [5] units which are sequentially organized.  The unit tests are to be taken on Canvas and usually involve 30 multiple choice questions, but sometimes there are fewer questions if some questions are complex (complex questions are worth more points).  These unit tests are self-administered with a time limit of 60 min, except for Unit 4 which has a 90-min limit.

I want you to score *a grade of at least 80%* [mastery level] for the unit before you continue on to the next unit's test. You may take each unit test up to three [3] times in order to demonstrate mastery; if you have not reached the 80% mark after the three attempts, however, you have failed that unit.  You may proceed to the next unit in sequence and take the next appropriate test, but your grade will be reduced.  When you complete all five unit tests at the mastery level you have earned 18 marks [5 × 3.6].  However, if you only complete 4 units, you earn 13.4 marks [4 × 3.6 -1]; 3 units earn you only 8.8 marks [3 × 3.6 - 2]; 2 units earn 4.2 marks [2 × 3.6 - 3]; and anything less will earn no marks for this segment of your grade.  Because the sequence of material is so important, if you have not reached the mastery level on the previous unit before you take the next unit test, you have failed the previous unit.

*You should not retake a unit quiz for at least 24hrs; this delay will give you time to fix any problems by doing some remedial work and/or seeking help.  The delay means you need to plan this out so that your first quiz is no later than 4 days before the cutoff or you may not be able to have all three attempts available to you. If you do not succeed on the unit test, you are advised to seek assistance from the TAs or me; we will also have a roster of volunteer tutors who may be willing to assist you.*

You can decide when you take the unit test but each unit MUST be completed at mastery by the due date (typically two to three weeks after it has been assigned). For example, unit test 1 will be made available at 2:00 p.m. on January 15$^{th}$ and you will have until January 29$^{th}$ at 11:59 p.m. to reach the mastery level on it or else you will fail that unit and forfeit the marks from it. Check the dates and times for each unit quizzes in Canvas since they vary from quiz to quiz. The last of the first three unit quizzes needs to be completed by February 21 at 5:00 p.m.

The quizzes will contain both calculations as well as theory questions. Students are expected to work independently and to take these tests only with authorized aids in order to mirror exam conditions. While you may think that doing whatever is necessary to pass the quizzes is a good idea [because you may get a higher grade on this section], this strategy will ultimately work against you as you will not have acquired the necessary knowledge or skills to do well on the rest of the evaluation methods. Academic misconduct for this component of the course will result in a grade of ZERO for the entire quiz component. A sample quiz will be available for each unit.

**EXAMS**
There are two [2] supervised term exams [one midterm and one final]. The first exam will cover Units 1-3. This midterm exam will be similar to the unit tests in that there will be multiple choice questions drawn from the same test banks as the quizzes. However, you will also be required to show the process through which you obtained your calculated answers and generate some of the theory answers rather than simply identifying the correct response in a multiple choice format. There will also be some questions which evaluate a higher level of understanding and will be more difficult.

The midterm will be 75 min in duration and is worth 20% of your final grade. The final exam is 3hr and is cumulative (it covers **all** the material from the start of the course until the end) and is worth 35% of your final grade. The supervised exams are to be taken at the time and location specified, unless special arrangements have been made [e.g., students registered with the DRC]. If you fail to take the midterm exam for a legitimate reason, the grade from that term exam will be shifted to the final so that it will now be worth 60 marks toward your course grade.

**HOMEWORK**
You will hand in eight homework assignments over the course of the term. For each homework assignment, a series of questions from the textbook and an additional question bank (developed by Dr. Jan Cioe – see "Jan Cioe Questions" on Canvas) will be selected. You will be required to complete these questions and show your work and how you arrived at your answer. It is *extremely* important that you do these questions in order to ensure that you have the necessary skills to succeed on the unit tests and term exams. You will be handing in your assigned homework *each Thursday at the start of class* [see homework schedule posted on canvas]. There are two graded components to the homework assignments: one for participation and the other based on doing the practice questions correctly.

> **Completion:** You will be rewarded for completing the assigned homework and handing it in (8 marks). If you hand all of the completed homework you will earn 8% of your final course grade, but you will lose 1% for each assignment that is not handed in.

Incomplete homework assignments will be scored as following: any incomplete homework where more than 50% is complete will be graded for the proportion of questions that are completed. That is, if you complete 8 out of 10 questions assigned you will receive a grade of 0.8 out of 1 for completion. However, if you hand in a practice activity that is less than 50% complete you will receive a 0 for the participation component of the assignment.

**Marked:** We will also be marking the content of 4 of your submitted homework assignments. You will not know which of your assignments will be marked. We have randomly decided whose assignments will be marked each week. In addition, only a selection of these questions will be marked each week. Your homework will be evaluated for the steps you took to get your answer. Therefore, you need to provide the necessary details. Your mark on the content of the homework questions will contribute 12% toward your final course grade.

In summary, the homework is worth 20% (8% for completing all of it, and 12% for doing it correctly).

**IN-CLASS QUIZZES**
In-class quizzes will be interspersed during the lectures and will include material that has been covered recently in class. Your i>clicker will be used for these in class quizzes. Although some in-class quizzes will be in the form of a participation question (i.e., everyone gets a point for a question as long as you answer the question), most questions will be "skill-testing questions" (i.e., if you do not answer the question correctly you will not get the point). The number of questions I ask over the course of the term has not been decided; however, you can assume that there will be at least one clicker question each class.

I know that coming to every single class is not always feasible. As such, I will calculate your mark for this on only 90% of the questions given. For example, if over the course of the semester I ask 40 questions, you will earn full marks if you have 36 or more correct answers; if you have fewer than 36 correct answers, your grade would be based on your total divided by 36 and multiplied by 7 marks.

**Bonus marks:** Bonus marks (up to 2%) are available to students who participate in psychological research through the volunteer subject pool. Students who wish to access these bonus marks, but not act as research participants, may elect to do the paper summary alternative (see SONA handout on Canvas).

| Unit # | Date | Readings | Topic |
|---|---|---|---|
| 1 | Jan. 3 | McCall [Mc] 1 [to p. 9]; Mc12 [pp. 300-314, a review from P270] | Introduction – Course outline. |
| 1 | Jan. 8 | Mc 1 [p. 9 to p.17] | Nature of measurement; scales of measurement. Measurement error. |
| 1 | Jan. 10 | Mc 1 [rest] | Summation signs |
| 1 | Jan. 15 | Mc 2; Mc 4 [to p. 87] | Frequency distributions and graphs; Stem & Leaf plots |
| 2 | Jan. 17 | Mc 3 [to p. 63] | Descriptive statistics: Measures of central tendency. **Due:** Homework #1 **\*\*BRING YOUR CALCULATOR TO CLASS\*\*** |
| 2 | Jan. 22 | Mc 3 [rest] | Descriptive statistics: Measures of variability. |
| 2 | Jan. 24 | Mc 4 [p. 88- p. 98] | Resistant indicators. **Due**: Homework #2 |
| 2 | Jan. 29 | Mc 5 [to p. 105] | Percentile points |
| 2 | Jan. 31 | Mc 5 [to p. 107] | Percentile ranks **Due**: Homework #3 |
| 3 | Feb 5 | Mc 5 [to p. 113] | $z$ scores. Standard normal distribution. |
| 3 | Feb 7 | Mc 5 [rest] | Scale change and Exam Review **Due:** Homework #4 |

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| 4 | Feb 14 | Mc 8 | Probability theory and introduction to hypothesis testing; sampling distribution; sampling error; central limit theorem |
| | Feb 18-22 | READING WEEK | NO CLASS |
| 4 | Feb 26 | Mc 9 [to p. 218] | Hypothesis testing: Strategy for experimental inferences. |
| 4 | Feb 28 | Mc 9 [to p. 224] | $z$ test for true means <br> **Due:** Homework #5 |
| N/A | Mar 5 | N/A | **Midterm Review** |
| N/A | Mar 7 | N/A | Guest Lecture <br> **Due:** Homework #6 |
| 4 | Mar 12 | Mc 9 [to p. 231] | Inferential statistics: populations & samples, null hypothesis, statistical decisions, type I & II, error, power, directional tests. |
| 4 | Mar 14 | Mc 9 [rest] | The $t$ distribution; $t$ test for true mean |
| 4 | Mar 19 | Mc 10 [to p. 247] | Difference between means $t$ test, independent-samples $t$. |
| 4 | Mar 21 | Mc 10 [to p. 253] | Correlated $t$ / paired-samples $t$. <br> **Due:** Homework #7 |
| 5 | Mar 26 | Mc 7; Mc 10 [p. 253- p. 264] | Correlation: Correlation coefficient, properties of $r$, factors that change $r$, causality and inferences about correlations |
| 5 | Mar 28 | Mc 6 | Regression <br> **Due:** Homework #8 |

| 5 | April 2 | | Analysis of Variance (ANOVA) |
|---|---|---|---|
| 5 | April 4 | Mc 11 | Effect size and interval estimation: Limitations of hypothesis testing; indices of effect size; interval estimation. |
| | April 8-26 | | **Final Exam:** All material to date (Units 1-5 + Guest Lecture)<br><br>**Note**: Saturday exam is possible. |

## ADDITIONAL INFORMATION

**APPROVED CALCULATORS**
A ***basic calculator*** with a square root and memory function is necessary for course work. Sophisticated calculators with built-in or programmable statistical functions are **not** permitted and ***cannot*** be used during examinations.  It is recommended that you use an approved calculator when completing all unit tests and homework to ensure you are comfortable and familiar with the calculator you will be using during your exams.  We will be doing a calculator check prior to the midterm exam; I will ask you to bring the calculator you intend to use to class and we will examine it to see if it is OK.  Should you arrive at either of the exams with an unacceptable calculator then it will be removed and you will be forced to complete the exam with paper and pencil only.  It is your responsibility to ensure that you have an approved calculator for the exam. [See below and the homepage for PSYO 271 on Canvas for pictures of acceptable calculators.]
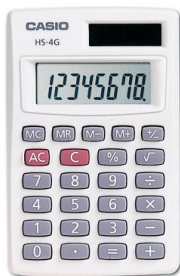


**SEQUEL COURSES**
Students in the Honours Psychology programs [both B.A. & B.Sc.] are required to take two more research methods / statistics courses as part of their programs.  To be admitted to the first course in the series [i.e., PSYO 372], students must attain a minimum grade of 80% in this course and

PSYO 270; to get into PSYO 373, students will need a minimum of 76% in PSYO 372.

Entry into PSYO 372 will be based on academic performance in Psychology courses: initially, everyone interested in PSYO 372 go on a waitlist.  The department then rank orders applicants based on their Psychology weighted average.  Entry will depend on the number of seats we ultimately decide to open, but currently we expect there to be 30-35 openings.  Entry into PSYO 373 is limited by space and so will be based on your grade in PSYO 372.

If you are completing a Major you are **not** required to take any more stats/methods courses, but are advised that these courses would be helpful if you are planning to attend graduate studies in psychology or related social sciences.  Taking the PSYO 372/373 will keep your options open for doing an Honours degree at a later date.

**MISSED ASSIGNMENTS/EXAMS**
It should be noted that if the date specified for handing in assignments is missed, the mark for that assignment will be reduced by 10% for each calendar day (or part thereof) it is late unless prior approval has been given.

In-class examinations **must** be written during the designated times; no alternative exam will be available.  As indicated above, failure to take the midterm will mean that the points for that exam will be transferred to the Final Exam making it worth 55% of your Course Grade.

**FINAL EXAMINATIONS**
The examination period for Term 2 of Winter 2018-19 is April 8-26.  Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hr period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member.  Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Students who miss, or plan to miss the final exam, must consult the office of the Associate Dean, Curriculum and Student Affairs and follow the University's policies on out-of-time exams.  See http://ikbsas.ok.ubc.ca/students/undergrad/finals.html and of the form itself go to http://ikbsas.ok.ubc.ca/__shared/assets/Out-of-Time_Final_Examination31637.pdf

Further information on Academic Concession can be found under Policies and Regulation in the *Okanagan Academic Calendar* http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0

**ACADEMIC INTEGRITY**
The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity.  At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required.  This also means you should not cheat, copy, or mislead others about what is your

work.  Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed.  For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline.  Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at
http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0.

## GRADING PRACTICES
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.
http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014

## STUDENT RESOURCES

## DISABILITY RESOURCES
The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you have a disability, injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

**UNC 214**     250.807.9263

email: earllene.roberts@ubc.ca
Web: www.students.ok.ubc.ca/drc

## EQUITY, HUMAN RIGHTS, DISCRIMINATION, AND HARASSMENT
Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO.

**UNC 216**     250.807.9291

email: equity.ubco@ubc.ca
Web: https://equity.ok.ubc.ca/

**OFFICE OF THE OMBUDSPERSON FOR STUDENTS**
The mandate of the Ombuds Office is to ensure that students are treated fairly in every aspect of their university life. The office is a safe and confidential place where students can get assistance and guidance on existing resources and processes, and help in resolving conflicts related to fairness issues.  If you require assistance, please contact the Office of the Ombudsperson: ombuds.office@ubc.ca | 604-822-6149 www.ombudsoffice.ubc.ca


**HEALTH & WELLNESS**
At UBC Okanagan health services to students are provided by Health and Wellness.  Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community.  If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

**UNC 337**     250.807.9270

email: healthwellness.okanagan@ubc.ca
Web: www.students.ok.ubc.ca/health-wellness


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**SAFEWALK**

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*Don't want to walk alone at night?  Not too sure how to get somewhere on campus?  Call Safewalk at **250-807-8076. For more information, see: http://security.ok.ubc.ca/welcome.html***


**USEFUL CONTACTS**
**THESE ARE ALL UBC NUMBERS SO THEY START WITH 250-80**

| | | |
|---|---|---|
| **Very Important Numbers** | | |
| First Aid / Emergency | 78111 | |
| Security (non-emergency) | 79236 | |
| IT Services Helpdesk | 79000 | |
| **Contacts for Students** | | |
| Marla MacDonald, Psychology Secretary | 79258 | ART 321 |
| Trudy Kavanagh, Associate Dean [Students] | 78754 | ASC 449 |
| | | |
| **Places to Refer Students** | | |
| Academic Advising | 79100 | UNC 207 |
| Disability Resource Centre | 79263 | UNC 227 |
| Psychology Course Union | | ART281 |
| Math and Science Centre | | UNC 201 |
| Writing and Research Centre | 79185 | LIB 237 |
| Health and Wellness | 79270 | UNC 337 |
| Equity Office | 79291 | FIP 302 |
| Safewalk | 78076 | |

**Useful People to Talk To**

| | | |
|---|---|---|
| Cindy Bourne, Co-ordinator-Learning Centre | 78065 | UNC 325H |
| Janine Hirtz, e-Learning Support (Canvas) | 79133 | SCI 200 |
| Liz Hilliard, Manager, Campus Life | 79012 | UNC 329B |
| Terina Mailer, Senior Academic Advisor | 78726 | UNC 207D |