

## Psychology 323: Winter 2021 Infant and Child Development

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**Office hour:** Wed. 9:30am-10:30am via Zoom & by appointment

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**Course Website:** Access through eClass: <https://eclass.srv.ualberta.ca/portal/>

**Class Meetings:** TR 15:30 – 16:50

**Location:** Virtual eClass

**Required Readings:** The assigned readings are listed in the “Reading List” and are available as permanent links through the University of Alberta Libraries.

**Prerequisite:** PSYCO 223

It is your responsibility as a student to ensure that you have the appropriate prerequisite for the course.

**Course Description:** Biological, cognitive, and social aspects of psychological development during the period from infancy to childhood [Faculty of Arts]. PSYCO 323 is designed to provide students with an understanding of the complexity of social, emotional, and cognitive development throughout infancy and childhood. Selected areas of social, emotional, and cognitive development will be examined, with a focus on typical development, variations in developmental pathways, and contexts of development.

### Learning Objectives:

- Students will understand the role of theory and research as it pertains to infant and child development.
- Students will understand the importance of articulating knowledge gained from developmental science research in written and oral formats.
- Students will learn typical development across infancy and childhood and variations in developmental pathways.
- Students will learn how various contexts influence development in infancy and childhood.

### Intended Learning Outcomes:

1. **Describe** pathways of development in infancy and childhood, including key milestones and variations in these pathways.
2. **Define** core concepts related to development in infancy and childhood.
3. **Describe** and **analyze** theories and principles guiding knowledge and research of infant and child development.
4. **Describe** and **analyze** how developmental science research informs knowledge of typical development, variation in development, and contextual influences on development.
5. **Communicate** evidence-based knowledge about infant and child development.
6. **Demonstrate** knowledge acquisition and integration through a research paper and presentation as well as examinations.

**Course Approach:** The objectives of PSYCO 323 will be learned from a combination of online asynchronous PowerPoint lectures, assigned readings, and activities. One reading is assigned for each week of the course to align with the week's topic (see 'Tentative Course Outline' for weekly topics). At the beginning of each week, a PowerPoint containing narrated lecture slides on the week's topic will be posted on eClass. A weekly "activity" will be posted either at the end of the PowerPoint lecture slides or as additional documents. Activities are meant to act as supplemental and engaging material connected to the week's topic. Examples of such activities include watching a documentary video, reviewing selected news or magazine articles, or completing an online poverty simulator. The objectives of PSYCO 323 will be achieved from evaluation through quizzes and a multi-component group research project.

Several portions of the course have been scheduled to support students in the development and completion of the group research project. Group meetings are scheduled during six of the 13 weeks of the course, including weeks 2 (Jan. 19<sup>th</sup> and 21<sup>st</sup>), 4 (Feb. 2<sup>nd</sup> and 4<sup>th</sup>), 6 (Feb. 23<sup>rd</sup> and 25<sup>th</sup>), 8 (Mar. 9<sup>th</sup> and 11<sup>th</sup>), 10 (Mar. 23<sup>rd</sup> and 25<sup>th</sup>), and 12 (Apr. 6<sup>th</sup> and 8<sup>th</sup>). Groups will meet on either the Tuesday or Thursday of the identified weeks, which will be determined by the instructor. **Scheduled group meetings are mandatory.** The group meetings allow students to meet and discuss their projects while also receiving support from the instructor. Student groups are encouraged to meet outside of the scheduled "in-class" meetings to efficiently and effectively develop and complete their projects.

**Technology Requirements/Recommendations for Remote Learning:** For an optimal online learning experience, please review the University guidelines for [Technology for Remote Learning](#). If a student has any questions or concerns about these requirements/recommendations, it is highly recommended that they contact the instructor at the beginning of the term.

<b>Evaluation:</b>	<b>% of Final Grade:</b>
1. Group Research Project	55%
2. Quizzes	45%

**Approximate Grading and Cut-Offs:**

A+ = 95-100%	B+ = 80-84.99%	C+ = 66-69.99%	D+ = 56-59.99%
A = 90-94.99%	B = 75-80.99%	C = 63-65.99%	D = 50-55.99%
A- = 85-89.99%	B- = 70-74.99%	C- = 60-62.99%	F = 0-49.99%
A- to A+ = <i>Excellent</i>	B- to B+ = <i>Good</i>	C- to C+ = <i>Satisfactory</i>	D+ = <i>Poor</i>
D = <i>Minimal Pass</i>	F = <i>Fail</i>		

Students' final % in coursework will be translated into letter grades according to the table above. This table contains an approximate guideline for the course; however, the instructor reserves the right to adjust this table and assign appropriate grades based on relative performance. Percentage scores, not a standard distribution, will determine grades. Evaluation will be completed and expressed in raw marks throughout the course. Grades (A, B, C, D) will be assigned only to the final distribution of marks for the course. The instructor may apply adjustments based on her expert judgment so that students' demonstrated ability corresponds to the letter grades. Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading](#) of the University Calendar.

**Fifty-percent (50%) is required to pass.** Rounding is to the second decimal place. Students are responsible for meeting all course requirements and for all course material that is covered in the lectures, activities, and readings. It is the responsibility of the student to review any lecture and activity material and course components posted on eClass. Failure to complete any one of the course requirements will result in a grade of zero for that assignment or quiz; there will be no make-up or

alternative assignments or quizzes. Grades are unofficial until approved by the Department and/or Faculty offering the course.

## Evaluation Components Overview:

**Group Research Project (55%):** Groups of students will complete a research project focusing on incorporating and integrating empirical evidence to answer a research question related to an aspect of children's development. Groups will include 3 to 4 students. The objective of the research project is to support students' research skills as they analyze theoretical and empirical evidence related to children's development. Additionally, the research project will enable students to demonstrate knowledge acquisition and integration of course content. **More information will be discussed in class and can be found in the "Group Research Project Overview" in the 'Research Project' section of eClass.**

The instructor will assign students to groups. The instructor will facilitate initial and scheduled virtual meetings between student groups via Zoom through eClass. **Student groups will meet at 3:30pm to 4:50pm MST on either the Tuesday or Thursday of the scheduled weeks for group meetings.** Students will complete a survey regarding which day, Tuesdays or Thursdays, they are available for group meetings. **It is mandatory for students to attend their scheduled group meetings.** For weeks that do not have mandatory group meetings, the instructor may hold voluntary drop-in sessions from 3:30pm to 4:50pm MST. Students will be notified about scheduled drop-in sessions by announcement. The drop-in sessions are meant to provide additional support to any groups outside of the scheduled, mandatory group meetings. Scheduled, mandatory meeting dates and topics are presented below:

Week	Date	Topic
2	Jan. 19 <sup>th</sup> or Jan. 21 <sup>st</sup>	Group introductions & project topic
4	Feb. 2 <sup>nd</sup> or Feb. 4 <sup>th</sup>	Research article summary & quiz support
6	Feb. 23 <sup>rd</sup> or Feb. 25 <sup>th</sup>	Draft research paper support
8	Mar. 9 <sup>th</sup> or Mar. 11 <sup>th</sup>	Final research paper support
10	Mar. 23 <sup>rd</sup> or Mar. 25 <sup>th</sup>	Final research paper support
12	Apr. 6 <sup>th</sup> or Apr. 8 <sup>th</sup>	Research presentation support

The group research project involves multiple components which help students to develop the final research project. All components, whether graded or not, have deadlines for submission, to support students in managing their research projects. Assignment submission deadlines and grade weights are presented below:

Assignment	Submission	Deadline
Research Project Topic	Emailed to Instructor and TA	Jan. 22 <sup>nd</sup> @ 4pm
Research Articles	eClass	Jan. 29 <sup>th</sup> @ 4pm
Research Article Summary (10%)	eClass	Feb. 12 <sup>th</sup> @ 4pm
Draft Research Paper (5%)	eClass	Mar. 5 <sup>th</sup> @ 4pm
Peer Review (5%)	eClass	Mar. 12 <sup>th</sup> @ 4pm
Final Research Paper (15%)	eClass	Mar. 26 <sup>th</sup> @ 4pm
Research Presentation (15%)	eClass	Apr. 9 <sup>th</sup> @ 4pm
Participation & Attendance (5%)	eClass	Apr. 16 <sup>th</sup> @ 4pm

### Breakdown of research project components:

1. **Research project topic**: In each group, students will decide on the research topic and question that will be the focus of their research project. Research questions must relate to one aspect of children's development. Students will be provided with example research questions to assist with the direction of their research project. **Students will submit their research topic and question via email to the instructor and TA by 4pm MST on Friday, Jan. 22<sup>nd</sup>, with all group members cc'ed on the email.**
2. **Research articles**: Each student will identify one original, peer-reviewed research article published within the last 15 years. Research articles should be found in the PsycInfo database, accessible through the University of Alberta Libraries. Each research article must relate to the group's designated research question. **Students must discuss their identified research article with their group members prior to submission**; this will ensure that group members have not chosen the same research article and to ensure all articles are related to the designated research question. **Students will submit a PDF copy of their identified research article to eClass by 4pm MST on Friday, Jan. 29<sup>th</sup>.**
3. **Research Article Summary (10%)**: Each student will analyze their selected research article by developing a Research Article Summary. Therefore, **the Research Article Summary is an independently-marked component of the Group Research Project**. The objective of the Research Article Summary is for students to gain mastery of their selected research article, in order to best integrate their knowledge for the research project. **Students will submit a PDF copy of their Research Article Summary to eClass by 4pm MST on Friday, Feb. 12<sup>th</sup>.**
4. **Draft Research Paper (5%)**: In each group, students will develop a draft of their research paper. The objective of the Draft Research Paper is for students to integrate their knowledge and findings across each group members' selected research articles to address the designated research question. A draft of the research paper provides student groups with the opportunity to receive feedback from the instructor as well as feedback from peers. **One PDF copy of the Draft Research Paper will be submitted to eClass by 4pm MST on Friday, Mar. 5<sup>th</sup>.**
5. **Peer Review (5%)**: Each student will review one Draft Research Paper from an assigned group (not their own group) to analyze and provide detailed feedback. The objective of the Peer Review is to encourage students' reflection on their group's research project and to receive feedback across multiple peers. The Peer Review will be completed with the "Peer Review Worksheet" found in the 'Worksheets' folder of the 'Research Project' section of eClass. **A PDF copy of the Peer Review will be submitted to eClass by 4pm MST on Friday, Mar. 12<sup>th</sup>.**
6. **Final Research Paper (15%)**: In each group, students will incorporate feedback from the instructor and peers to improve upon their Draft Research Paper. The objectives of the Final Research Paper are for students to reflect on the feedback received from peers as well as to integrate their knowledge and findings across each group members' selected research articles to address the designated research question. **One PDF copy of the Final Research Paper will be submitted to eClass by 4pm MST on Friday, Mar. 26<sup>th</sup>.**
7. **Research Presentation (15%)**: In each group, students will record a presentation related to their Group Research Project. Similar to the Research Paper, the Research Presentation will incorporate and integrate evidence-based knowledge gained from the Group Research Project. The objective of the Research Presentation is to support students' research skills by communicating evidence-based knowledge in an oral format to an academic audience. Research Presentations will be prerecorded via Zoom and include a PowerPoint presentation. **One PDF copy of the PowerPoint slides and one recording of the Zoom presentation will be submitted to eClass by 4pm MST on Friday, Apr. 9<sup>th</sup>.**

8. **Participation & Attendance (5%):** The objective of the Participation and Attendance component of the Group Research Project is to promote students' dedication to the Group Research Project through: 1) participation in development and completion of the Group Research Project components; 2) attendance at all the scheduled, mandatory group meetings; and 3) on-time delivery of all Group Research Project components. Participation and Attendance marks will be determined by the instructor, with consideration from students' evaluations regarding their group members' contributions and commitment to the Group Research Project. **A PDF copy of the "Group Evaluation Worksheet" will be submitted to eClass by 4pm MST on Friday, Apr. 16<sup>th</sup>.**

**Quizzes (45%):** There will be three quizzes, one for each course module. Each quiz is worth 15% of students' final grade. The goal of the quizzes is to provide students with opportunities to demonstrate their learning in the course for each module. Each quiz will include only course material covered in that module of the course prior to the quiz (i.e., the quizzes are NOT cumulative), though some material will be consistently covered across the course. Quizzes may consist of short answer and/or essay questions (2-3 paragraphs in length). On the date of each quiz, the quiz will be accessible via eClass from 12pm MST to 5pm MST. **Once a student enters the quiz, they will have two hours to complete the quiz.** This means the latest students should enter the quiz is 3pm MST in order to submit their quiz by 5pm MST. Answers submitted after the deadline will not be accepted. **Students are responsible for all course material covered in the lecture material, readings, and activities. All course material is considered appropriate for testing. Students are responsible for completing the quizzes as scheduled.** A representative quiz question will be posted to eClass prior to the Module 1 Quiz. See "Attendance, Absences, and Missed Grade Components" below for information regarding missed quizzes.

Quiz	Quiz Date	Material Covered
Module 1 Quiz	Feb. 9 <sup>th</sup> @ 12:00pm – 5:00pm	Weeks 1-4
Module 2 Quiz	Mar. 16 <sup>th</sup> @ 12:00pm – 5:00pm	Weeks 5-8
Module 3 Quiz	Apr. 15 <sup>th</sup> @ 12:00pm – 5:00pm	Weeks 9-12

**Important Dates:** See the current Calendar for the [Academic Schedule, Dates, and Deadlines](#), which include the Registration Add/Drop deadline and Withdrawal date.

**Disclaimer:** Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass.

**Territorial Statement:** "The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community."

## Tentative Course Outline:

The tentative course schedule is presented below. The course schedule is organized in three modules, with each module occurring over the course of approximately four weeks. Lecture material and activities will be posted weekly on eClass for students to access asynchronously. Lecture material will be posted as narrated PowerPoint presentations, with some embedded links to provide additional information. Activities may be included in the lecture PowerPoint slides or as additional documents. The purpose of the lecture materials and activities are to complement the course readings but not cover the full readings. Students are responsible for preparing for the course by reading the course materials. The topics for the course are subject to change. If topics and/or readings change, students will be notified via eClass.

Week	Dates	Topic	Meeting Schedule	Assessment Schedule
<b>Module 1: Self-Regulation</b>				
1	Jan. 12 <sup>th</sup> & 14 <sup>th</sup>	Theory on Self-Regulation		
2	Jan. 19 <sup>th</sup> & 21 <sup>st</sup>	Emotion Regulation	Jan. 19 <sup>th</sup> & 21 <sup>st</sup> : Group Meetings	Jan. 22 <sup>nd</sup> : Project Topic
3	Jan. 26 <sup>th</sup> & 28 <sup>th</sup>	Behaviour Regulation & Executive Function		Jan. 29 <sup>th</sup> : Research Article
4	Feb. 2 <sup>nd</sup> & 4 <sup>th</sup>	Self-Regulation & Mental Health	Feb. 2 <sup>nd</sup> & 4 <sup>th</sup> : Group Meetings	
<b>Module 2: Family Context</b>				
5	Feb. 9 <sup>th</sup> & 11 <sup>th</sup>	Theory on Family		Feb. 9 <sup>th</sup> : Module 1 Quiz Feb. 12 <sup>th</sup> : Research Article Summary
Feb. 15 <sup>th</sup> – 19 <sup>th</sup> – Winter Reading Week – No Class				
6	Feb. 23 <sup>rd</sup> & 25 <sup>th</sup>	Caregiver-Child Relationship	Feb 23 <sup>rd</sup> & 25 <sup>th</sup> : Group Meetings	
7	Mar. 2 <sup>nd</sup> & 4 <sup>th</sup>	Socialization		Mar. 5 <sup>th</sup> : Draft Research Paper
8	Mar. 9 <sup>th</sup> & 11 <sup>th</sup>	Economic Adversity & Chronic Stress	Mar. 9 <sup>th</sup> & 11 <sup>th</sup> : Group Meetings	Mar. 12 <sup>th</sup> : Peer Review
<b>Module 3: Peer Context</b>				
9	Mar. 16 <sup>th</sup> & 18 <sup>th</sup>	Theory on Peers		Mar. 16 <sup>th</sup> : Module 2 Quiz
10	Mar. 23 <sup>rd</sup> & 25 <sup>th</sup>	Friendship	Mar. 23 <sup>rd</sup> & 25 <sup>th</sup> : Group Meetings	Mar. 26 <sup>th</sup> : Final Research Paper
11	Mar. 30 <sup>th</sup> & Apr. 1 <sup>st</sup>	Sociability & Popularity		
12	Apr. 6 <sup>th</sup> & 8 <sup>th</sup>	Bullying	Apr. 6 <sup>th</sup> & 8 <sup>th</sup> : Group Meetings	Apr. 9 <sup>th</sup> : Research Presentations
13	Apr. 13 <sup>th</sup> & 15 <sup>th</sup>			Apr. 15 <sup>th</sup> : Module 3 Quiz Apr. 16: Group Evaluation

## Student Responsibilities:

**Email:** For personal inquiries, please email the instructor and TA. Please enter “PSYCO 323” in the subject line in your email to the instructor and TA. The instructor and/or TA will respond to your email as soon as possible, generally within 1-2 business days (M-F). Please do not expect response on the weekends. For lengthier or multiple questions, please ask these during office hours or schedule an appointment. Questions that are asked via email may be responded to via the eClass announcement board to benefit all students rather than via email.

For general questions about the course or course content, please refer to the ‘Course Questions Forum’ in eClass before emailing the instructor and TA. The Course Questions Forum is a discussion forum where students from PSYCO 323 can pose general questions that will be answered by the instructor and/or TA. Here, you may find your inquiry has already been addressed. If your inquiry has not been addressed, please create a discussion post with your inquiry. The instructor and/or TA will respond to your discussion post within 1-2 business days (M-F). Please do not expect response on the weekends.

**Appeals:** The Department of Psychology policy is that students must initiate a request for reevaluation of term work prior to the posting of final grades. Term work will not be revisited after final grades are posted.

**Exams:** Your student photo I.D. is required at exams to verify your identity. Students will not be allowed to begin an examination after it has been in progress for 30 minutes, and must remain in the exam room until at least 30 minutes has elapsed. Electronic equipment cannot be brought into examination rooms and hats should not be worn. See Calendar information on [Conduct of Exams](#) for more information.

**Cell Phones:** Cell phones are to be turned off during class meetings, unless the instructor has explicitly requested their use in association with lecture/learning material. Cell phones are not to be brought to exams. It is expected that students will refrain from using their cell phones and laptop computers for personal, non-course related purposes during class time.

**Learning and Working Environment:** The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. This includes virtual environments and platforms. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

**Recording of Lectures:** “Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

**Attendance, Absences, and Missed Grade Components:** Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to an incapacitating illness requiring medical intervention, a severe domestic affliction (e.g., death of a close relative), OR circumstances covered by the University's duty to accommodate policy (e.g., religious observance), notify your instructor by email within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the [Calendar](#) regarding attendance and examinations sections of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the Participation and Attendance component of the course, as well as for any assignments that are not handed-in or completed as a result.

**In This Course:** Students are responsible for meeting all course requirements and for all course material that is covered in the lectures, readings, and activities. Failure to complete any one of the course requirements will result in a grade of zero for that assignment. **There are NO make-up assignments and NO make-up quizzes.** There are NO bonus activities to boost students' grades. Should circumstances covered by the University's duty to accommodate policy arise that impact a student's ability to complete coursework by the deadline, contact the instructor as soon as possible to discuss an extension. Approval of extension for coursework is at the discretion of the instructor. Unexcused late submission of coursework is strongly discouraged and will result in a grade of zero.

The ONLY acceptable excuses for missing a quiz are incapacitating mental and/or physical illness requiring medical intervention, a severe domestic affliction, OR circumstances covered by the University's duty to accommodate policy. **NO MAKE-UP QUIZZES WILL BE GIVEN.** For students who must miss a quiz because of an incapacitating illness, domestic affliction, or circumstances covered by the University's duty to accommodate policy, their grade from the other quizzes completed will comprise 45% of their final grade. Students must apply to the instructor within 48 hours of the missed quiz for approval. Approval for an excused absence from a quiz is at the discretion of the instructor. Deferral of course work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

**Guidelines for Respectful Online Engagement:** "Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in our courses, and absolutely are not permitted. All participants are governed by the [Code of Student Behaviour](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of our community have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considered manner. If you are witness to or the target of abusive or offensive behaviour in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate Students, or Chair."

**Academic Integrity and Offenses:** "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."



**Academic Misconduct:** “It is important to become familiar with the Code. It contains valuable information on types of offences ([Section 30.3](#)), available sanctions and their impact ([30.4](#)), and procedures for Instructors ([30.5.4](#)), Deans ([30.5.7](#)) and Discipline Officers ([30.5.8](#)), as well as a full description of procedures for the University Appeals Board (UAB) in the few cases that are appealed ([Section 30.6](#)).”

- **Plagiarism:** “Submitting the words, ideas, images or data of another person's as one's own, whether intentionally or unintentionally.”
- **Cheating:** “There are five categories of cheating: possessing unauthorized material (such as crib notes, notes written on hands or other body parts, electronic devices not specifically permitted, or copying from another student); misrepresenting one person as another for an exam or assignment; substantial editorial or compositional assistance; resubmitting material already graded for credit (sometimes referred to as ‘self-plagiarism’); and false or fabricated claims, data or references.”
- **Misuse of Confidential Materials:** “Procuring, distributing, or receiving any confidential academic materials (e.g., pending tests or assignments).”
- **Participation in an Offence:** “Knowingly helping or encouraging other students to commit an offence under the Code.”

**Non-Academic Misconduct:** “In order for an academic community to be successful, students, faculty and staff need to feel safe and respected in their learning, working or student residence environments. [The Code](#) provides the process for addressing complaints against students. If you have a complaint against a member of the faculty or staff, contact the [Office of Safe Disclosure and Human Rights](#). In addition, all members of the University Community are subject to the [Discrimination, Harassment and Duty to Accommodate Policy](#). Allegations against students under this policy are addressed through the Code.”

- **Sexual Misconduct:** “The University's [Sexual Violence Policy](#) applies to the entire University Community. Complaints of sexual violence against students are addressed through the Code of Student Behaviour process.”
- **Alcohol and Misconduct:** “Always be aware that the choice to drink does not absolve a person of the choices they make while drinking. The expectations for conduct do not change.”
- **Property and Resources:** “The Code also includes rules about damaging property and the unauthorized use of facilities, equipment, materials, services or resources. This includes University-provided electronic resources, such as email, web space, software and computing facilities. In addition, allegations against students under the [Information Technology Use and Management Policy](#) may be addressed through the Code of Student Behaviour process.”

## Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>

**COVID-19 Updates:** Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

**Academic Success Centre:** “The [Academic Success Centre](#) provides professional academic support to help students maximize their academic success and achieve their academic goals. We offer appointments, advising, group workshops, online courses, and specialized programming year-round to students in all university programs, and at all levels of achievement and study.”

**Accessibility Resources:** “[Accessibility Resources](#) promotes an accessible, inclusive, and universally designed environment at the University of Alberta. Individuals with documented disabilities are connected to the resources and support needed to achieve their full potential. We serve prospective/current students, staff, and faculty with disabilities affecting mobility, vision, hearing, learning, and physical or mental health.”

**ACCESS Open Minds:** [ACCESS Open Minds](#) is “committed to providing ongoing assistance to our students throughout the process of attaining appropriate mental health supports, and strive to bridge service gaps and connect students to timely and effective resources. We also listen to students who may be experiencing feelings of stress, who feel overwhelmed, confused, or who are looking to improve their overall well-being so that we can further enhance our ability to help shape how students navigate, access, and engage with mental health supports.”

**Career Centre:** “The [Career Centre](#) is the source for career and employment information and expertise at the University of Alberta. We strive to empower the talented people of the U of A in developing the skills, knowledge, experiences, and connections they need to confidently manage their careers.”

**Centre for Writers:** “The [Centre for Writers](#) is a free, one-on-one tutoring service available to all students, faculty, and staff members at the University of Alberta. We tutor for every level of proficiency, for all disciplines, and have resources to assist ESL/EAL writing concerns. The Centre for Writers aims to assist every writer at any stage of the writing process.”

**Community Social Work Team:** “The [Community Social Work Team](#) provides support to all U of A students, staff, and faculty in connecting to each other and the campus community by facilitating a variety of training sessions, prevention programs, and peer connection activities. Our team is approachable, knowledgeable, and a great resource in providing consultation to support others and enhance the campus community.”

**Counselling and Clinical Services:** “[Counselling & Clinical Services](#) aims to provide accessible and compassionate psychological and psychiatric services to U of A students. Using a short-term therapy model, we help students improve their personal, social, and academic well-being. We offer consultative services to the University of Alberta community, like opportunities for faculty and staff to consult with us regarding students of concern, as well as provide supervision and training to graduate students in psychology.”

**First People's House:** “Standing true to our beliefs as First Peoples and guided by our cultural teachings, the [First Peoples' House](#) provides an environment of empowerment for First Nations, Métis,

and Inuit (FNMI) learners to achieve personal and academic growth. Our vision is to demonstrate our commitment to the First Nations, Métis, and Inuit student community on campus and provide services that reflect this responsibility. We will continue to honour the Indigenous worldview of education as a continuous ceremony of learning by respecting and supporting the voices and spirit of our student community at the University of Alberta.”

**Healthy Campus Unit:** “The [Healthy Campus Unit](#) is a health promotion team working to support campus health and wellbeing by creating a healthy campus community at the University of Alberta.”

**Office of the Student Ombuds:** “The [Office of the Student Ombuds](#) is a confidential service that strives to ensure that university processes related to students operate as fairly as possible. We offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.”

**Peer Support Centre:** “The [Peer Support Centre](#) is a Students' Union service that offers a free, confidential, and non-judgmental place to talk to someone for support. No issue is too big or too small. Our trained volunteers offer peer support, crisis management, information and resources, as well as a safe and confidential place to talk. Our volunteers will listen to help you uncover some steps you can use to improve your situation, no matter what the issue. We also have a library of on and off campus resources to give you an idea of where to go when you leave the Centre.”

**Sexual Assault Centre:** “The U of A [Sexual Assault Centre](#) provides drop-in crisis intervention support to survivors of sexual violence & their supporters, as well as comprehensive educational workshops for the Campus Community.”