



## 6. EMPLOYMENT RECORD

(a) *Prior to coming to UBC*

<b>University, Company or Organization</b>	<b>Rank or Title</b>	<b>Dates</b>
Life & Brain Institute, University of Bonn	Marie Curie Postdoctoral Fellow <sup>5</sup>	2004-2006
School of Interactive Art & Technology, Simon Fraser University	Sessional Lecturer	2006-2007
School of Interactive Art & Technology, Simon Fraser University	Teaching Assistant	2007
School of Interactive Art & Technology, Simon Fraser University	Postdoctoral Fellow <sup>6</sup>	2010-2012
Two Brained Consulting	Founder and Sole Proprietor	2008-2017
Engram Consulting Ltd.	Sole Director	2017-present

(b) *At UBC*

<b>Rank or Title</b>	<b>Dates</b>
Teaching Assistant	1997-2001
Sessional Lecturer	1997-2004
Co-Instructor, Psychology Honours Seminar	2000-2003
Sessional Lecturer	2007-2013
Instructor (tenure-track)	2013-2018
Senior Instructor (tenured)	2018-present

(c) *Date of granting of tenure at UBC:*

June 20, 2018

## 7. LEAVES OF ABSENCE

<sup>5</sup> Supervisor: Dr. Heinz Beck; Project: *Role of the Cav2.3 Voltage-gated Calcium Channel Subunit in Presynaptic Metaplasticity, and Hippocampal-Dependent Learning and Memory.*

<sup>6</sup> Supervisor: Dr. Diane Gromala; Project: *Virtual Reality and Meditation for Chronic Pain.*

University, Company or Organization at which Leave was taken	Type of Leave	Dates
UBC	Medical (partial—50%)	Sep 1, 2017 – Nov 1, 2017
UBC	Medical (full)	Nov 1, 2017 – Feb 1, 2018
UBC	Medical (partial—50%)	Feb 1, 2018 – April 15, 2018

## 8. TEACHING

### (a) *Areas of special interest and accomplishments*

The core of my teaching philosophy is the following: Making the experience memorable which, in turn, makes the learning experience transformative.

**Making it Memorable.** I try to make every lecture, project, and even every exam question memorable for the student—by using inherently interesting content to reinforce important points. In essence, I try to make the materials “come alive” by always injecting personal stories, particularly interesting anecdotes, and humour.

**Creative and Critical Thinking.** One essential part of this core philosophy of ‘making it memorable’ is my emphasis on teaching new ways of thinking about things; emphasizing critical and creative thinking skills. Creative and critical and thinking skills will benefit the student after they complete their degree, and can thus be transformative.

**Creative Thinking Skills.** I always encourage creative thinking and creative production in my classes. For example, I have always had ‘customized’ student projects in my PSYC301 and PSYC304 courses, wherein the student chooses the topic and the medium and then I design a custom rubric for them. This has led to some very interesting projects: (1) A murder-mystery graphic novel, (2) a therapeutic dance for Parkinson’s patients, (3) a re-interpretation of Dante’s Divine Comedy as a journey through sleep and dreams, (4) a stop-motion animation of nervous system development, and countless more.

**Critical Thinking Skills.** I always put current research into a historical context: In order to think critically, I believe it is important to understand the context of any particular line of research. When I make an assignment, I place greater emphasis on the evaluation of critical thinking, over rote memorization of facts. When I design new courses, I always ensure that I incorporate significant engagement with primary research literature—this allows students to be better consumers of those literatures and develop their critical thinking skills.

**The Medium is the Message.** As Marshall McLuhan pointed out, the media we consume has a profound influence on our brain function and on how we process information. Accordingly, I always use multimedia and interactivity in my courses either as a means of improving understanding or driving home important points. I have also

created many stop-motion animations (see [tinyurl.com/gsk2yfj](http://tinyurl.com/gsk2yfj)) that deal with problematic topics for psychology and biology students.

### Community-Based Experiential Learning

Community-Based Experiential Learning should be a big part of current curricula. Such volunteer work offers students a great learning opportunity, gives them real-world experience, builds their resume, and can lead to a strong reference letter. For example, my PSYC304 course currently has an optional community-based experiential learning component.

(b) *Courses Taught at UBC*

Session	Course Number	Total Scheduled Hours	Class Size	Total Hours Taught per Course			
				Lectures	Tutorials	Labs	Other
1997W1-2	PSYC304	78	50				78
1998S1-2	PSYC304	78	25				78
1998W1-2	PSYC304	78	50				78
1999S1-2	PSYC304	78	25				78
1999W1-2	PSYC304	78	50				78
2000S1-2	PSYC304	78	25				78
2000W1-2	PSYC304	78	50				78
2001S1-2	PSYC304	78	25				78
2001W1-2	PSYC304	78	50				78
2002S1-2	PSYC304	78	25				78
2002W1-2	PSYC304	78	50				78
2003S1-2	PSYC304	78	25				78
2003W1-2	PSYC366	39	50	39	4		
2007W1-2	PSYC100	78	50	78	8		
2008S1	PSYC101	39	144	39	4		
2008W1-2	PSYC360	78	47	78	8		
2009S1	PSYC102	39	141	39	4		
2009W1-2	PSYC360	78	44	78	8		
2010S1	PSYC102	39	140	39	4		

Session	Course Number	Total Scheduled	Class	Total Hours Taught per Course			
2010W1-2	PSYC360	78	52	78	8		
2011S1-2	PSYC304	39	89	39	4		
2011W1-2	PSYC304	78	90	78	8		
2011W1-2	PSYC360	78	44	78	8		
2012S1-2	PSYC304	78	88	78	8		
2012W1-2	PSYC304	78	119	78	8		
2012W1-2	PSYC360	78	49	78	8		
2013S1-2	PSYC304	78	73	78	16		
2013W1-2	PSYC304	78	140	78	20		
2014W1	PSYC102	39	42	13	13		
2014W1	PSYC102	39	38	13	13		
2014W1-2	PSYC304	78	153	78	20		
2014W1-2	VANT148	26	23	13	13		
2014W1-2	PSYC440	26	1				50
2014W2	PSYC208	39	69	7	26		
2015S1-2	PSYC304	78	60	78	20		
2015W2	PSYC102	52	133	26	26		
2016W1	PSYC301	39	155	39	10		
2016W1	PSYC508	32	6		33		12
2016W1-2	PSYC304	78	164	78	20		
2016W1-2	LFS496	26	1				50
2016W2	PSYC301	39	173	39	10		
2017W1	PSYC101	(online: n/a)	99				
2017W1	PSYC102	(online: n/a)	83				
2017W1-2	PSYC304	78	165	78	20		
2017W2	PSYC101	(online: n/a)	102				
2017W2	PSYC102	(online: n/a)	98				

(c) *Students Supervised*

Student Name	Program Type	Year		Supervisory Role (supervisor, co-supervisor, committee member)
		Start	Finish	
Ben Bogart	PhD Student	2010	2014	committee member
Farah Kassam	Undergraduate Student Directed Seminar Coordinator	2013	2013	faculty co-sponsor (with Dr. Michael Souza) for ' <i>Addiction: A Comprehensive View of Substance and Behavioural Dependency (ISCI490-101).</i> '
Richard Rigby	Undergraduate Student Directed Seminar Coordinator	2013	2013	faculty co-sponsor (with Dr. Michael Souza) for ' <i>Addiction: A Comprehensive View of Substance and Behavioural Dependency (ISCI490-101).</i> '
Aubrey Fearey	Undergraduate Academic Assistant	2013	2014	supervisor (Course development for Vantage College: PSYC102 and PSYC208)
Chandra Jade	Undergraduate Academic Assistant	2013	2014	supervisor (Flexible learning for PSYC304 grant)
Natasha Kolida	Undergraduate Student Directed Seminar Coordinator	2013	2014	faculty sponsor for ' <i>Redefining Mood Disorders (ASTU400L).</i> '
Mark Lam	Postdoctoral Teaching Fellow	2014	2015	supervisor
Soma Barsen	Directed Studies	2014	2015	supervisor
Michael Barrus	Graduate Academic Assistant	2015	2016	supervisor (MOOC course development grant)
Jensen Burghardt	Undergraduate Student Directed Seminar Coordinator	2015	2016	faculty sponsor for ' <i>Altered Consciousness (ASTU400N).</i> '
James Ferguson	Undergraduate Research Assistant	2016	2016	supervisor (Scholarship of Educational Leadership capstone project)
Mark Nazemi	PhD Student	2010	2017	committee member

<b>Student Name</b>	<b>Program Type</b>	<b>Year</b>		<b>Supervisory Role</b>
Tashya De Silva	Undergraduate Academic Assistant	2015	2017	supervisor (MOOC course development grant)
Cameron Parro	Undergraduate Academic Assistant	2015	2017	supervisor (MOOC course development grant)
Olivia Sorley	Undergraduate Academic Assistant	2016	2017	supervisor (MOOC course development grant)
Marcus Jung	Directed Studies	2016	2017	supervisor
Shea Orasheski	Undergraduate Academic Assistant	2016	2017	supervisor (MOOC course development grant)
Mikayla Pachkowski	Undergraduate Student Directed Seminar Coordinator	2016	2017	faculty sponsor for 'Does Mindfulness Matter: Medical Applications (ASTU400E).'
Brooke McDonald	Undergraduate Student Directed Seminar Coordinator	2016	2017	faculty sponsor for 'Does Mindfulness Matter: Medical Applications (ASTU400E).'
Juliet Meccia	Undergraduate Student Directed Seminar Coordinator	2016	2017	faculty sponsor for 'Neurodevelopmental Disorders (ASTU400D).'
Nicole Di Spirito	Undergraduate Student Directed Seminar Coordinator	2016	2017	faculty sponsor for 'Neurodevelopmental Disorders (ASTU400D).'
Kimberly Nipp	Undergraduate Academic Assistant	2015	2017	supervisor (MOOC course development grant, TLEF Biochalk Animations project)
Sophie Lanthier	Graduate Academic Assistant	2016	2017	supervisor (MOOC course development grant)
Quentin Raffaelli	Undergraduate Academic Assistant	2017	2017	supervisor (MOOC course management)
Linnea Ritland	Undergraduate Academic Assistant	2015	present	supervisor (MOOC course development grant, TLEF Biochalk Animations project, Large TLEF Project: Tapestry)

<b>Student Name</b>	<b>Program Type</b>	<b>Year</b>		<b>Supervisory Role</b>
Stella Bähring	Research Assistant	2017	present	supervisor (AMS Impact grant to study the effects of course syllabi structure on student mental health and wellbeing)
Thalia Lang	Undergraduate Student Directed Seminar Coordinator	2017	present	faculty sponsor for <i>'Exploring the Foundations and Implications of Cognitive Biases'</i>
Sunny Chen	Undergraduate Student Directed Seminar Coordinator	2017	present	faculty sponsor for <i>'Biological Embedding: How Epigenetics, Neurodevelopment and Sociocultural Context Intersect to Shape Lifetime Health and Development'</i>
Minnie Teng	Certificate Program in Advanced Teaching and Learning	2017	present	faculty mentor
Tashya De Silva	Undergraduate Academic Assistant	2017	present	supervisor (MOOCs operation)
Katherine Moore	Undergraduate Academic Assistant	2017	present	supervisor (Psychology undergraduate student interviews)
Julia Wu	Undergraduate Academic Assistant	2017	present	supervisor (Psychology undergraduate student interviews)
Andrew Davidson	Directed Studies Student	2018	present	co-supervisor (with Alasdair Barr)
Jennifer Na	Ph.D. Student, Psychology	2018	present	committee member
Trish Varao-Sousa	Graduate Research Assistant	2018	present	supervisor (Large TLEF project: Tapestry)
George Njoo	Undergraduate Research Assistant	2018	present	supervisor (Large TLEF project: Tapestry)
Bitu Jokar	Undergraduate Research Assistant	2018	present	supervisor (Large TLEF project: Tapestry)

<b>Student Name</b>	<b>Program Type</b>	<b>Year</b>		<b>Supervisory Role</b>
Mariana Arbeth	Undergraduate Research Assistant	2018	present	supervisor (Large TLEF project: Tapestry)
Katrina Ross-Ghali	Undergraduate Research Assistant	2018	present	supervisor (Large TLEF project: Tapestry)
Cleo YueYue Zhang	Undergraduate Volunteer Research Assistant	2018	present	supervisor (Large TLEF project: Tapestry)
Ravia Arora	Undergraduate Volunteer Research Assistant	2018	present	supervisor (Large TLEF project: Tapestry)
Coco Ferrari	Undergraduate Research Assistant	2018	present	supervisor (Large TLEF project: Tapestry)
Natasha Pestonji	Graduate Student: CTLT Teaching/Learning Certificate	2018	present	Mentor
IdeasXChange (Student group)	Undergraduate Students	2018	present	Mentor
Jenny Chen	Undergraduate Student Directed Seminar Coordinator	2019	2019	faculty sponsor for 'Role of Visual Arts in Mental Health'

(d) *A summary of student evaluations of teaching effectiveness scores since appointment to Instructor*

Course	Year	UMI 6			ARTS 12		
		Mean	SD	Median	Mean	SD	Median
PSYC304	2013S1-2	4.9	0.3	5.0	4.9	0.3	5.0
PSYC304	2013W1-2	4.9	0.3	5.0	4.7	0.6	5.0
PSYC102 (Vantage College)	2014W1	4.4	0.9	5.0	4.2	0.8	4.0
PSYC102 (Vantage College)	2014W1	4.3	0.5	4.0	4.2	0.7	4.0
PSYC304	2014W1-2	4.9	0.4	5.0	4.8	0.4	5.0
PSYC208 (Vantage College)	2014W1-2	4.5	0.6	5.0	4.5	0.5	4.0
PSYC304	2015S1-2	4.8	0.5	5.0	4.7	0.5	5.0
PSYC102 (Vantage College)	2015W2	4.1	0.8	4.0	4.3	0.7	4.0
PSYC301	2016W1	4.8	0.5	5.0	4.8	0.5	5.0
PSYC304	2016W1-2	4.7	0.5	5.0	4.7	0.6	5.0
PSYC301	2016W2	4.7	0.5	5.0	4.7	0.6	5.0
PSYC101* Online Course	2017W1	4.2	0.8	4.0	n/a	n/a	n/a
PSYC102* Online Course	2017W1	4.0	0.8	4.0	n/a	n/a	n/a
PSYC304**	2017W1-2	4.7	0.6	5.0	4.7	0.6	5.0
PSYC101* Online Course	2017W2	4.2	1.0	4.0	n/a	n/a	n/a
PSYC102* Online Course	2017W2	4.1	1.0	4.0	n/a	n/a	n/a

**Student Evaluations of Teaching Question Wording:**

UMI 6: "Overall, the instructor was an effective teacher."

ARTS 12: "Considering everything how would you rate this course?"

**Notes:**

\*These four online distance education courses were taught while I was on partial medical leave (Sep 1 – Nov 1, 2017) and then full medical leave (Nov 1, 2017 – Feb 1, 2018) and then partial medical leave (Feb 1, 2018 – April 15, 2018).

\*\*This course was taught while I was on partial medical leave (Sep 1 – Nov 1, 2017) and then full medical leave (Nov 1, 2017 – Feb 1, 2018) and then partial medical leave (Feb 1, 2018 – April 15, 2018).

(e) *Continuing Education Activities*

- **Barnes, S. J., & Castellanos, C. (2011).** *Biopoiesis*. Vancouver Hackspace Workshop. Vancouver, Canada.
- **Barnes, S. J. (2013).** *Web 2.0 for Scientists*. Department of Psychiatry Grand Rounds. University of British Columbia. Vancouver, Canada.
- **Barnes, S. J. (2013).** *Web 2.0 for Scientists*. CREST.BD Webinar.
- **Barnes, S. J. (2014).** *Introduction to Neuroscience*. School of Social Work Course: SOWK 440P. University of British Columbia. Vancouver, Canada.
- **Barnes, S. J. (2014).** *Mental wellness resources at the University of British Columbia*. Vantage College, University of British Columbia. Vancouver, Canada.
- **Barnes, S. J. (Jan 2015).** *Chalkboard Animations for Psyc 304 (Brain & Behaviour)*. Teaching and Learning with Media: The What, Why and How. University of British Columbia, Vancouver, Canada.
- **Barnes, S. J., Lane, K., Lee, M., Wada, M., & Malik, A. (Feb 2015)** Co-organizer and facilitator of “*Mental health needs assessment: Take action project*” workshop presented at the UBC Mental Health Symposium, Vancouver, Canada.
- **Barnes, S. J. (Mar 2015).** *Careers in Mental Health*. UBC Neurology Club and Mental Health Awareness Club Careers Information Night, University of British Columbia, Vancouver, Canada.
- **Barnes, S. J., Castellanos, C., & Fox, T. (Aug 2015).** Co-organizer of “*Constructing Microbial Fuel Cells, Mobile Bioenergy Lab*” workshop at the International Society for Electronic Arts (ISEA) Annual Conference 2015, Vancouver, Canada.
- **Barnes, S. J., Hambler, P., Lane, K., Lee, M., & Smith, K. (Dec 10, 2015).** Co-organizer and facilitator of “*Fostering Student Wellbeing in the Learning Environment: You Have a Vital Role to Play*” workshop at the UBC CTLT Winter Institute, Vancouver, Canada.
- **Barnes, S. J. (Jan 27, 2016).** “*Bipolar Disorders and Stigma*” Bell Let’s Talk Day Webinar.
- **Barnes, S. J., Dhaliwal, R., Hambler, P., Lane, K., Lee, M., Smith, K., & Stanton, A. (Mar 12, 2016).** Co-organizer and facilitator of “*Degrees of Well-being: Designing Learning Environments and Engaging Faculty Members*” workshop at the Healthy Minds, Healthy Campuses Annual Summit 2016, Vancouver, Canada.
- **Barnes, S. J., Hambler, P., Lane, K., Lee, M., Smith, K., & Teng, M. (Sep 24, 2016).** Co-organizer of “*(How) Can Teaching Inspire Student Wellbeing*” workshop as part of the First Year Science Symposium, UBC, Vancouver, Canada.
- **Barnes, S. J., Hambler, P., Lane, K., Lee, M., Smith, K., & Teng, M. (Nov 2, 2016).** Co-organizer and facilitator of “*Let’s Talk Teaching Practices and Student Wellbeing*” workshop as part of the Thrive Symposium, UBC, Vancouver, Canada.
- **Barnes, S. J., & CREST.BD. (Nov 3, 2016).** Co-organizer and presenter of “*Bipolar Banter*” workshop as part of the Thrive Symposium, UBC, Vancouver, Canada.

- Cheung, B., Benjamin, R., & **Barnes, S. J.** (Nov 3, 2016). Co-facilitator of “How Do I Get Good Letters of Recommendation/Reference” workshop, Department of Psychology, UBC, Vancouver, Canada.
- **Barnes, S. J.**, Hambler, P., Lane, K., Lee, M., & Smith, K. (Dec 8, 2016). Co-organizer and facilitator of “*How Teaching Practices Influence Student Mental Health and Wellbeing?*” workshop at the UBC CTLT Winter Institute, Vancouver, Canada.
- **Barnes, S. J.**, Assanand, S. (Dec 13, 2016). Co-organizer of “*Learning Technologies and Learning Management Systems*” workshop at the Department of Psychology, UBC, Vancouver, Canada.
- **Barnes, S. J.**, & Danielson, K. (Jan 12, 2017). Co-organizer and facilitator of “CV Writing Workshop” at Department of Psychology, UBC, Vancouver, Canada.
- Cheung, B., Benjamin, R., & **Barnes, S. J.** (Jan 19, 2017). Co-facilitator of “How Do I Get Good Letters of Recommendation/Reference” workshop, Department of Psychology, UBC, Vancouver, Canada.
- **Barnes, S. J.** (Feb 23, 2017). Organizer of “*Clients with Brain Dysfunction*” workshop at More Than a Roof Society, Vancouver, Canada.
- **Barnes, S. J.**, & Zhao, E. Y. (Mar 9, 2017). Co-presenter of “*Mental Health and Wellbeing in Graduate Student Life*” workshop at B.I.G. Research Day, UBC, Vancouver, Canada.
- **Barnes, S. J.**, Hambler, P., Lee, M., & Smith, K. (May 4, 2017). Co-organizer and facilitator of “*Teaching practices influence student mental health and wellbeing*” workshop at the 13<sup>th</sup> Annual Okanagan Learning Conference, Kelowna, Canada.
- **Barnes, S. J.** (June 9, 2017). Learning Technology Innovation Pilots Webinar: *Visual Analytics for AP Psychology MOOCs*. Centre for Technology and Learning (CTLT), University of British Columbia, Vancouver, Canada.
- **Barnes, S. J.** (Jul 21, 2017). Organizer of “*Clients with Frontal Lobe Dysfunction*” workshop at the PLEA Community Services Agency, Vancouver, Canada.

(f) *Visiting Lecturer (indicate university/organization and dates)*

(g) *Other: Recruiting Lectures for UBC Vantage College*

- **Barnes, S. J.** (2013). *Why do we dream?* Four separate recruiting lectures for UBC Vantage College given at different high schools in Ho Chi Minh City, Vietnam.
- **Barnes, S. J.** (2013). *Why do we dream?* Recruiting lecture for UBC Vantage College given at Bodwell high school in North Vancouver, Canada.

(h) *Other*

## 9. EDUCATIONAL LEADERSHIP

### (a) *Areas of special interest and accomplishments*

I have worked to be an innovative educator and to develop educational leadership in a range of capacities. Some of my larger contributions are detailed below:

#### (i) *Vantage College Arts: Curriculum Design and Student Experience*

During the first 3 years as an Instructor at UBC, my primary role was as an Instructor in Vantage College (VC), a college for first year international students at UBC. I was especially involved with curriculum development and student experience design. In terms of curriculum development, I redesigned three Psychology courses (PSYC101, PSYC102 and PSYC208), and I helped design three new VC courses (VANT140, VANT148, and VANT149) as well as the overall VC Arts curriculum. I was also involved in the development of the student experience for VC students.

#### (ii) *edX MOOCs for AP Psychology*

I have developed and successfully launched a set of 7 Massively Open Online Courses (MOOCs) for Advanced Placement (AP) Psychology that were funded by edX (edx.org; total grant size: \$139,690). This involved the preparation of a total of 23 weeks of course content. The courses include short video-based lectures, problems and exercises, interviews with psychological researchers, and demonstrations of psychological phenomena. In addition, the MOOCs incorporate the use of the chalkboard-based stop-motion animation technique I developed (see below), as well as custom-made hand-drawn animations.

#### (iii) *Teaching and Learning Enhancement (TLEF) Fund Grants*

Over the past four years, I have been awarded nine TLEF grants (combined value of over \$736,000).

- The first TLEF, on which I was principal investigator, was for the development of a flexible learning component for PSYC304, including the development of several web modules. Those web modules employed a novel chalkboard-based stop-motion animation technique that I developed ([YouTube channel](#)). Those animations garnered significant interest, and were profiled in several locations (e.g., [UBC Psychology website](#), [ubc.ca website](#)).
- The second TLEF, on which I was a co-investigator, was used to fund a component of a PSYC208 course I had developed for VC, entitled 'Mental Health and Wellness.' With the help of this grant, students taking PSYC208 engaged in a research project that examined the mental health and wellness of international students at UBC.
- The third and fourth TLEFs, on which I was a co-investigator, were used to examine which teaching practices at UBC are associated with better student

mental health and wellness.

- The fifth and sixth TLEFs, on which I am a co-investigator, involve the creation of 10 chalkboard-based stop-motion animations for use in introductory biology and psychology.
- The seventh TLEF, on which I am a co-investigator, will be used to experimentally and quasiexperimentally investigate which teaching practices at UBC are associated with better student mental health and wellness.
- The eighth TLEF, for which I am the principal investigator, involves the creation of a novel learning technology, *Tapestry*, that will enable faculty-student co-creation of knowledge through branching interactive narratives. This technology will be tested on four novel modules that will be created as part of this Large TLEF: (1) intercultural understanding, (2) invisible disabilities, (3) indigenous communities, and (4) gender and sexuality.
- The ninth TLEF, on which I am co-investigator, will be used to develop rational rubrics for the evaluation of non-traditional media by students in courses in the Faculty of Arts.

*(iv) Textbook Authorship: Biopsychology, 9th and 10th Editions*

During the past seven years, I have worked with Dr. John Pinel on his leading international text, *Biopsychology* (Pearson). I worked with him on the *9th edition* (e.g., I designed the cover and some of the figures, and authored one chapter) and also the *10th edition*—for which I took the lead role and am co-author. For the *10th edition*, which has both print and online versions, I updated and rewrote every chapter, redesigned most of the figures as interactive widgets, designed the cover, and created at least one chalkboard-based stop-motion animation per chapter.

*(v) Student Mental Health and Wellbeing*

There is growing appreciation that stress and mental illness are major problems in undergraduate populations and that students are underserved in this regard. I believe students need active support in their mental health concerns. Accordingly, with several other individuals on campus, eight years ago we established a peer facilitated support group for students facing mental health issues (see [the-kaleidoscope.com](http://the-kaleidoscope.com)). This solved an unmet need in the campus mental health system—a safe place where students could speak with other students about the issues they are facing with their mental health. Indeed, mental health is a recurring theme in my scientific research and art, and it is an especially important part of my overall educational leadership (e.g., see the TLEF grants described above).

*(b) Curriculum development/renewal*

*(i) New course offerings*

**PSYC208—Research on Mental Health and Wellness**

A special topics course that was delivered in Winter 2015—developed for Vantage College students. Structured as a lecture-journal club hybrid course, it provided for a critical examination of the literature on mental health and wellness.

**VANT140—Content and Language Enrichment Tutorials (Psychology)**

VANT140 is an academic English course offered through Vantage College. I collaborated with Mr. Brett Todd and Dr. Mark Lam on the creation and elaboration of the content of this course for Vantage students.

**VANT148—Vantage College Arts Research Projects**

An interdisciplinary course I developed in collaboration with other Vantage College faculty. It was delivered for the first time in 2014-2015. This course provided Vantage College Arts students with opportunities to extend and enrich what they learned in their other Vantage College courses, and to engage in multidisciplinary ways of knowing.

**VANT149—Vantage College Arts Capstone Project**

This course, which was offered for the first time in the summer of 2015, was an interdisciplinary course I helped develop alongside other Vantage College Arts faculty.

**PSYC270—Introduction to Behavioural Neuroscience**

This course was built as the new core course for the BSc in Behavioural Neuroscience. I developed this new course in consultation with: (1) faculty in the Behavioural Neuroscience area in our department and (2) students in the BSc in Behavioural Neuroscience.

**PSYC277—Behavioural and Neuroscientific Research Methods**

This course was built as a new second year course for the BSc in Behavioural Neuroscience. I developed this new course in consultation with: (1) faculty in the Behavioural Neuroscience area in our department and (2) students in the BSc in Behavioural Neuroscience.

**PSYC278—Analysis of Behavioural and Neuroscientific Data**

This course was built as a new second year course for the BSc in Behavioural Neuroscience. I developed this new course in consultation with: (1) faculty in the Behavioural Neuroscience area in our department and (2) students in the BSc in Behavioural Neuroscience.

*(ii) Redesigns of pre-existing courses*

### **PSYC102—Introduction to Developmental, Social, Personality, and Clinical Psychology**

I first redesigned this course for delivery in 2014W1. Substantial revisions included the overall course structure, the use of scaffolded written assignments, and the use of more frequent summative and formative assessments. The course underwent further refinement for 2015W1 with the help of Dr. Mark Lam.

### **PSYC101—Introduction to Biological and Cognitive Psychology**

Dr. Mark Lam and I redesigned this course for Vantage College Arts students. It was first offered in 2015W1, and was instructed by Dr. Mark Lam.

### **PSYC301—Brain Dysfunction and Recovery**

I made three notable adjustments to this course:

- I altered the topic coverage to include coverage of the epilepsies and other new topics
- I added an optional course project into the course.
- I incorporated many additional guest speakers.

### **PSYC101—Introduction to Biological and Cognitive Psychology: Distance Education**

I have redesigned PSYC101 as a distance education course on the open source edx platform ([open.edx.org](http://open.edx.org)). The course will be offered for the first time in 2017W1.

### **PSYC102—Introduction to Developmental, Social, Personality, and Clinical Psychology: Distance Education**

I have redesigned PSYC102 as a distance education course on the open source edx platform ([open.edx.org](http://open.edx.org)). The course will be offered for the first time in 2017W1.

### **PSYC370—Behavioural Neuroscience I**

This new 3-credit course was a redesign of a previous 6-credit core course in the BSc in Behavioural Neuroscience. I developed this new course in consultation with: (1) faculty in the Behavioural Neuroscience area in our department and (2) students in the BSc in Behavioural Neuroscience. I created new learning objectives and a new course syllabus based on the first half of the previous 6-credit course.

### **PSYC371— Behavioural Neuroscience II**

This new 3-credit course was a redesign of a previous 6-credit core course in the BSc in Behavioural Neuroscience. I developed this new course in consultation with: (1) faculty in the Behavioural Neuroscience area in our department and (2) students in the BSc in Behavioural Neuroscience. I created new learning objectives and a new course syllabus based on the second half of the previous 6-credit course.

*(iii) Program-level curriculum development and renewal*

Since the fall of 2015, I have also been involved in the renaming and renewal of the Department of Psychology's BSc. program in Behavioural Neuroscience. As part of that initiative, which was completed as of 2017W2, I was instrumental in completely revamping the program: creating a new set of specialization objectives and learning goals for the BSc. program and creating/redesigning a total of 6 new core courses for the program (see above). The new curriculum for the BSc. in Behavioural Neuroscience will be in effect as of September 2018.

(c) *Pedagogical innovation*

**PSYC102–Introduction to Developmental, Social, Personality, and Clinical Psychology.** For PSYC102, Dr. Mark Lam and I made several innovative changes. For example, we used a scaffolded approach to the assignments for the course to better support the needs of the Vantage College International student population. Moreover, we employed a greater number of summative and formative assessments throughout the course. We also created more links with the VANT140 course (see above) that was developed to support this course. Finally, we incorporated a journal club into the course: Students meet for 2 hours a week in a small group setting where students present primary research articles and lead a group discussion.

**PSYC208–Research on Mental Health and Wellness.** For PSYC208, I designed an entire course around the topic of 'Research on Mental Health and Wellness.' Some of the innovations in the course included the incorporation of a journal club (see description for PSYC102 above), customized projects. Another key aspect of the course was that students, as part of their course work, had the opportunity to be researchers in a Teaching and Learning Enhancement (TLEF) funded research project on the mental health needs of international students at UBC.

**PSYC101–Introduction to Biological and Cognitive Psychology.** For PSYC101, Dr. Mark Lam and I made some significant innovative changes. For example, we used a scaffolded approach to the assignments for the course to better support the needs of the Vantage College International student population. We also employed a greater number of summative and formative assessments throughout the course.

**PSYC301, PSYC304 and PSYC360.** For these three courses, I have incorporated several key innovations. First, I frequently allow students to choose, via an online poll, what topics will be covered in class in a particular week. Second, I incorporated the use of customized student-centered course projects with rubrics that were developed based on negotiations between individual students and myself.

(d) *Applications of and contributions to the scholarship of teaching and learning*

I was nominated for the 2015-2016 cohort of the Scholarship of Educational Leadership Program being taught by Dr. Harry Hubball from UBC's Department of Education. As follow-up to that program, I am conducting a capstone project that is focused on design considerations for Massively Open Online Courses (MOOCs). One of the goals of that capstone project is the dissemination of my experiences and practices during the development and delivery of 7 MOOCs for Advanced Placement (AP) Psychology. I completed this program in April 2016.

In the context of the 7 MOOCs for AP Psychology that I developed, one of those MOOCs is being used as an experimental platform to investigate the effects of attaining a growth mindset on subsequent achievement and completion rates in that MOOC.

I am also actively involved in research that is examining which teaching practices at UBC are associated with better student mental health and wellness and better learning outcomes. Some of this work has already been presented at several conferences, and we will be fully disseminating the results of the project in 2017W (see [blog](#)). We are now moving into a new phase of research that uses experimental and quasiexperimental methodologies to investigate which teaching practices at UBC are associated with better student mental health and wellness and better learning outcomes.

*(e) Teaching and Learning Grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC))*

Granting Agency	Subject	CO MP	TOTAL \$	Year	P-I	Co-I(s)
UBC	Flexible Learning Initiative: <i>Course transformation of Psyc 304: Brain &amp; Behaviour</i>	C	\$81,006	2013-2016	<b>Barnes, S. J.</b>	
UBC	Teaching and learning enhancement fund: <i>Building synergy in promoting health awareness across campus using a student-led participatory action approach</i>	C	\$65,374	2014-2015	Lee, M.	Barnes, S. J., Cramp, J., Fleming, J., Groening, M., Hambler, P., Jarus, T., Jung, D., Komishke, B., MacLeod, L., Newton, C., Pang, C., Sanders, D., Shankar, S., Sinanan, S., Sun, C., Suto, M., & Tighe, L.

<b>Granting Agency</b>	<b>Subject</b>	<b>CO MP</b>	<b>TOTAL \$</b>	<b>Year</b>	<b>P-I</b>	<b>Co-I(s)</b>
UBC	Teaching and learning enhancement fund: <i>Identifying the influence of teaching practices on undergraduate students' mental health and wellbeing in the Faculties of Arts and Science (Year 1)</i>	C	\$26,988	2015-2016	Lee, M.	Barnes, S. J., Hambler, P., Wada, M.,
UBC Faculty of Arts	Scholarship of Educational Leadership Program: <i>RA Support</i>	C	\$2,000	2015-2016	<b>Barnes, S. J.</b>	
edX (Harvard- and MIT-based non-profit; edx.org)	Funding for the development of 6 <i>Massively Open Online Courses (MOOCs) for Advanced Placement (AP) Psychology</i>	C	\$139,690	2016	<b>Barnes, S. J.</b>	Kiczales, G.
UBC	Teaching and learning enhancement fund: <i>Identifying the influence of teaching practices on undergraduate students' mental health and wellbeing in the Faculties of Arts and Science (Year 2 funding)</i>	C	\$23,012	2016-2017	Lee, M.	Barnes, S. J., Hambler, P., Moore, N., Wada, M.

<b>Granting Agency</b>	<b>Subject</b>	<b>CO MP</b>	<b>TOTAL \$</b>	<b>Year</b>	<b>P-I</b>	<b>Co-I(s)</b>
UBC	Teaching and learning enhancement fund: <i>Stop-motion animations as learning objects for flexible learning in biology and psychology courses</i>	C	\$21,834	2016-2017	Chowrira, S.	Barnes, S. J.
UBC	Teaching and learning enhancement fund: <i>Increasing student capacity for academic success, deeper learning and well-being</i>	C	\$249,620	2017-2020	Hambler, P.	Lee, M., Barnes, S. J., Smith, K., Birol, G., Jung, D., & Moore, K.
UBC	Teaching and learning enhancement fund: <i>Stop-motion animations as learning objects for flexible learning in biology and psychology courses (Year 2 funding)</i>	C	\$16,600	2017-2019	Chowrira, S.	Barnes, S. J.
UBC	Teaching and learning enhancement fund: <i>Beyond the text: Promoting digital and visual literacy through multimodal projects.</i>	C	\$19,193	2018-2019	D'Onofrio, C.	Barnes, S. J., Bartolic, S., Burke, S., Cutler, F., May, H., Hendricks, C.

<b>Granting Agency</b>	<b>Subject</b>	<b>CO MP</b>	<b>TOTAL \$</b>	<b>Year</b>	<b>P-I</b>	<b>Co-I(s)</b>
UBC	Teaching and learning enhancement fund (Large TLEF): <i>Tapestry: Enabling Interactive, Remixable, Reusable, and Extensible Open Educational Modules</i>	C	\$249,450	2018-2021	<b>Barnes, S. J.</b>	Berg, C., D'Onofrio, C., Dyanatkar, S., Frohard-Dourlent, H., Hole, R., Johnson, K., Lolliot, S., Michalak, E., Moore, K., Stewart, J.
UBC	SoTL Seed Fund: Seating pattern study and Tapestry intervention project	C	\$5,000	2018-2019	Lolliot, S.	<b>Barnes, S. J.</b> , Varao-Sousa, T.
CIHR SSHRC	Partnership Grant: <i>Transitioning Youth with Disabilities and Employment: The TYDE Project</i>	C	\$1,331,650 CIHR and SSHRC  \$496,125 committed cash contributions from partners  \$492,549 committed in-kind contributions  Total: \$2,320,324	2018-2023	Hole, R.	<b>Barnes, S. J.</b> , Bottorf, J., Christianson, B., Corbett, J., Crawford, C., Domene, J. F., Schnellert, L., Stainton, T., Wise, A., Young, R.,

(f) *Formal educational leadership responsibilities*

From July 2016 until July 2018, I took on the role of **Assistant Head of Undergraduate Affairs** in the Department of Psychology. In that role, I was responsible for the following:

1. Developing events and initiatives to promote the successful transition of new students in to the Department of Psychology's undergraduate programs (e.g., Imagine day, student engagement activities) and providing resources (e.g., workshops) for our continuing undergraduate students.
2. Managing the annual budget for the various student clubs, events, and initiatives:
  - Imagine Day events
  - Faculty-Student socials
  - Psychology Undergraduate Research Conference (PURC)
  - Gifts for students who participate in curriculum development-related surveys and/or focus groups
  - Psyched! Student Newsletter
  - UBC Chapter of Psi Chi (Honour Society)
  - UBC Undergraduate Journal of Psychology
  - Other initiatives
3. Sitting on the Faculty of Science Curriculum Committee.
4. Acting as liaison to the Co-op program.
5. Representing the department at undergraduate events in the university.
6. Overseeing and developing the renewal of the BSc. Behavioural Neuroscience curriculum.
7. Aiding with the renewal of the BA Psychology curriculum.
8. Overseeing and developing the renewal of the BA and BSc Honours Psychology programs, with the goals of increasing capacity and removing deterrents.
9. Overseeing changes to how directed studies projects are managed and assessed in the department.
10. Serving as the primary contact for faculty members in cases of undergraduate academic misconduct, and shepherding such cases through the system as needed.
11. Approving graduation requirements for Behavioural Neuroscience majors, honours, and minors.
12. Assisting the Psychology Department Head with the preparation of materials related to any external reviews.
13. Maintaining a database of course syllabi and ensuring those syllabi are posted to the departmental website.
14. Coordinating and adjudicating nominations for the department's undergraduate awards and prizes, and providing support for undergraduates pursuing internal and external awards.

Beginning July 2018, I took on the role of **Associate Head of Undergraduate Affairs** in the Department of Psychology. In that role, I am responsible for the following:

1. In collaboration with the Student Engagement Officer, supervising the development of new events and initiatives to promote the successful transition of new students into our undergraduate program (e.g., Imagine day, student engagement

activities), and coordinating events in collaboration with the lecturers (e.g., workshops, career-related panels) for our continuing undergraduate students.

2. In consultation with the department's Lecturers and the Student Engagement Officer, proposing and managing the annual budget for the following student clubs and events:

- Imagine Day
- Faculty-Student socials (PSA)
- Psychology Undergraduate Research Conference (PURC)
- Gifts for students who participate in curriculum development-related surveys and/or focus groups
- Psyched! Student Newsletter
- UBC Chapter of Psi Chi (Honour Society)
- UBC Undergraduate Journal of Psychology
- Student Engagement Initiatives

3. Sitting on the Faculty of Science Curriculum Committee.

4. Representing the Department at undergraduate events in the university.

5. Overseeing and coordinating the implementation of the renewed BSc Psychology curriculum.

6. Adjudicating course transfers.

7. Member of the Teaching Committee.

8. Overseeing the service roles of the Lecturers and recommending changes to those service roles as necessary (see #9, below).

9. Encouraging the integration of the Lecturers into the department by: (1) meeting with them individually in the summer, and then meeting with them as a group every second month, and (2) addressing individual concerns related to workload equity.

10. Serving as the primary contact for faculty members in cases of undergraduate academic misconduct and shepherding any cases of academic misconduct through the system as needed.

12. Approving graduation requirements for Psychology and Behavioural Neuroscience Majors, Honours, and Minors.

13. Maintaining a database of department's course syllabi and ensuring those syllabi are posted to the department's website.

14. Coordinating and adjudicating nominations for the department's undergraduate awards and prizes and providing support for undergraduates pursuing external awards.

15. Coordinating the preparation of Killam Teaching Award dossiers and Killam GTA award dossiers (1-2 dossiers per award, per year).

16. Handling conflicts/complaints from undergraduate students regarding sessional instructors, lecturers, and any other faculty who could not potentially be evaluating

the Associate Head's promotion to Professor of Teaching.

17. Overseeing undergraduate student appeals concerning course standings lodged with the Head, the Dean's Office, the Ombudsperson, the Registrar, or the Senate.

(g) *Innovation in the use of learning technology*

I have used learning technologies—some pre-packaged, some developed by myself—in all of my courses.

First, I design all my own course websites and ensure that they are logically structured and pedagogically sound. For example, see: [metaplasticity.com](http://metaplasticity.com), [psyc301.metaplasticity.com](http://psyc301.metaplasticity.com), and [psyc304.metaplasticity.com](http://psyc304.metaplasticity.com). The latter two websites incorporate the ability for students to vote on topics they would like to see covered in lecture--thus, allowing for a 'choose-your-own lecture adventure' in some of my classes.

Second, I have also made chalkboard-based stop-motion animations for my PSYC304 course (see [YouTube Channel](#)) and also for my textbook, *Biopsychology 10<sup>th</sup> Edition*.

Third, I make use of tools like iClickers and PollEverywhere in all of my current courses, as I believe they offer the opportunity to assess student understanding of course materials and also serve as a method of formative assessment that provides the students with instant feedback.

Fourth, I have developed 7 Massively Open Online Courses (MOOCs) for Advanced Placement (AP) Psychology for the edX platform<sup>7</sup>. Several innovative hand-drawn animations have been made for these courses (e.g., [DSM](#), [Classical Conditioning](#), and [Theories of Emotion](#)).

Fifth, I have redeveloped PSYC101 and PSYC102 as distance education courses on the edX platform.

Finally, I am in the process of creating a novel learning technology, *Tapestry*, that will enable faculty-student co-creation of knowledge through branching interactive narratives. This technology will be embeddable within almost any online platform (e.g., Wordpress, Canvas, any HTML-based website).

(h) *Other educational leadership contributions*

I have made several other educational leadership contributions. First, I regularly teach a graduate course on the Teaching of Psychology, PSYC508. In that course, three to six senior graduate students give a series of practice lectures over the summer terms,

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<sup>7</sup> To access all 7 courses, go to [edx.org](http://edx.org) and use the following login information:  
*username:* [edx.appsync.demouser@gmail.com](mailto:edx.appsync.demouser@gmail.com)  
*password:* appsyncuser

learn about various pedagogical techniques, develop a teaching philosophy, and then they co-teach an entire course (i.e., one of PSYC101 or PSYC102) in the fall term.

Second, I have supervised several innovative directed studies projects: (1) one that led to the development of an open source animation on the topics of Donald Hebb and Long-Term Potentiation ([hebb.metaplasticity.com](http://hebb.metaplasticity.com)); (2) a UBC SEEDS project (see <https://sustain.ubc.ca/courses-teaching/seeds>) that assessed the incidence of smoking within the UBC Health Sciences precinct and proposed solutions to reduce smoking there; and (3) an AMS Impact grant-funded project that is examining the relationship between course syllabi components and student mental health and wellness.

## 10. SCHOLARLY AND PROFESSIONAL ACTIVITIES

### (a) *Areas of special interest and accomplishments*

I have several areas of special interest and accomplishment. First, I have conducted extensive research on the topic of mental health and illness, with particular emphasis on the topics of student mental health and bipolar disorders.

Second, I have a broad background in the behavioural neurosciences, with specializations in the topics of learning and memory, drugs and addiction, sleep and altered states of consciousness, and psychiatric and neurological disorders.

Third, I have considerable training and expertise in the visual arts—ranging from traditional painting and drawing to electronic arts and interactive installations. Moreover, I always incorporate my artistic skills in my teaching. For example, the chalkboard-based stop-motion animations I have produced (see [tinyurl.com/gsk2yfi](http://tinyurl.com/gsk2yfi)).

Finally, I have training in computer programming, including programming for the web. This has allowed me to construct tools for use in my teaching, such as customized websites and interactive visualizations (e.g., see: [metaplasticity.com/learningModules/neuroanatomy](http://metaplasticity.com/learningModules/neuroanatomy); [metaplasticity.com/apec/](http://metaplasticity.com/apec/)).

### (b) *Invited Presentations (Identify whether International/National/Local)*

**Barnes, S. J., & Pinel, J. P. J.** (2001) Conditional effects of kindling. *International Behavioral Neuroscience Society Annual Meeting, Satellite conference: Defensive Behavior and the Biology of Emotion*. Cancun, Mexico. Robert Blanchard, organizer. (*International*)

**Barnes, S. J., & Pinel, J. P. J.** (2002). Conditioned effects modulate the relative permanence of kindling. *Canadian Society for Brain, Behavior, and Cognitive Science Annual Meeting, Neuroplasticity Symposium*. Vancouver, Canada. Liisa Galea & Brian Christie, organizers. (*National*)

- Barnes, S. J., & Pinel, J. P. J.** (2002). Conditioned effects of kindling. *Canadian Society for Brain, Behaviour, and Cognitive Science Annual Meeting, Defensive Behaviour Symposium*. Vancouver, Canada. Lisa Kalynchuk, organizer. (National)
- Barnes, S. J., & Pinel, J. P. J.** (2004). Does inadvertent conditioning contribute to the major features of kindling? *Kindling 6 Conference*. Victoria, Canada. Michael Corcoran & Solomon Moshe, organizers. (International)
- Gromala, D., **Barnes, S. J.**, Song, M., & Tomizu, A. (2010). A Virtual Reality Environment and Adjuvant for Managing Chronic Pain. *PAINWeek 2010*, Las Vegas, USA. (International)
- Barnes, S. J., & Gromala, D.** (2010). Thinking outside the skull: Brain, body, and others. *'BodyWorlds and the Brain' Exhibition at Science World*, Vancouver, BC. (Local)
- Gromala, D., & **Barnes, S. J.** (2010). Virtual Reality in Pain Management. *Brain 2010*, Vancouver, Canada. (National)
- Castellanos, C., & **Barnes, S. J.** (2012). "The Message is in the Medium" panel discussion. *SIGGRAPH 2012*, Los Angeles, USA. (International)
- Castellanos, C., & **Barnes, S. J.** (2013). Biopoiesis: Artists Talk. *Electronics Alive 2012*, Tampa, USA. (International)
- Barnes, S. J.** (2013). CREST.BD: Knowledge exchange strategies. *CREST.BD Network Meeting*, Miami, USA. (International)
- Barnes, S. J.** (2014). Empowered Worldwide Online Community: A Research Proposal. *CREST.BD Network Meeting*, Canmore, Canada. (International)
- Barnes, S. J.** (2014). Crowdfunding for Bipolar Disorders Research. *CREST.BD Network Meeting*, Canmore, Canada. (International)
- Barnes, S. J.** (January 2015). Managing Mood in Bipolar Disorder, *CREST.BD Webinar*. (International)
- Barnes, S. J.** (March 2015). Living with Bipolar Disorder. *Mental Health Education Integration Initiative*, University of British Columbia, Vancouver, Canada. (Local)
- Barnes, S. J.** (April 2015). Mental Health Tips: Sleep (Video for Website). *Men's Depression & Suicide Network*, University of British Columbia, Vancouver, Canada. (International)

- Barnes, S. J.** (April 2015). *Mental Health Stories: Depression* (Video for Website). *Men's Depression & Suicide Network*, University of British Columbia, Vancouver, Canada. <http://headsupguys.ca/stevens-story/> (*International*)
- Barnes, S. J.** (April 2015). *Living with Bipolar Disorder* (Video for Website). *UBC Speaks Up*, University of British Columbia, Vancouver, Canada. <http://mindspeaksup.com/> (*International*)
- Barnes, S. J.** (November 2015). *THRIVE week movie night: Inside-Out*. *Mental Health Awareness Club*. Post-movie lecture and discussion. (*Local*)
- Barnes, S. J.** (Jan 26, 2016). *Living with Bipolar Disorder*. *Mental Health Awareness Club*, University of British Columbia, Vancouver, Canada. (*Local*)
- Barnes, S. J.** (Feb 1, 2016). *Living with Bipolar Disorder*. *Mental Health Education Integration Initiative*, University of British Columbia, Vancouver, Canada. (*Local*)
- Ashtari, A., **Barnes, S. J.**, & Michalak, E. E. (March 22, 2016). *Bipolar Speaker Series*. *Mental Health Awareness Club*, University of British Columbia, Vancouver, Canada. (*Local*)
- Barnes, S. J.**, and others (Mar 24, 2016). *Panel: Psychological Well-being as a Path to Personal & Professional Development*. *UBC Psychology Student Engagement Program*, University of British Columbia, Vancouver, Canada. (*Local*)
- Barnes, S. J.** (Sept 16, 2016). *Me Too Conversations Vol. 5*. *Vancouver General Hospital and UBC Hospital Foundation*, Simon Fraser University, Vancouver, Canada. (*Local*) Audience Evaluation Average: 4.9/5.
- Barnes, S. J.**, & Weber, D. (Feb 1, 2017). *Bipolar Speaker Series*. *Mental Illness Network for Destigmatization*, Vancouver, Canada.
- Barnes, S. J.** (Feb 22, 2017). *Biopoiesis*. *Curiosity Collider*, Vancouver, Canada. (*Local*)
- Barnes, S. J.** (Mar 20, 2017). *With and Without memory: Consciousness, Cell Assemblies and Synapses*. *Human Biology Program at the University of Toronto-St. George Campus*, Toronto, Canada. (*National*)
- Barnes, S. J.** (May 17, 2017). *Frames of Mind Film Series Discussion: Mad World*, Pacific Cinemateque, Vancouver, Canada. (*Local*)
- Barnes, S. J.** (Sep 19, 2017). *Café Scientifique: Art In The Details*. *Science World*, Vancouver, Canada. (*Local*)

**Barnes, S. J.** (Jan 13, 2018). Wellbeing In Leadership (Panelist). UBC Student Leadership Conference (Panelist), Vancouver, Canada. (Local)

**Barnes, S. J.** (March 10, 2018). Lithium Through My Lens. International Society for Bipolar Disorders, Mexico City, Mexico. (International)

**Barnes, S. J.** (March 17, 2018). Keynote Speaker: Symposium on Mental Health. Vancouver, Canada. (Local).

**Barnes, S. J.** (April 13, 2018). Panel: Copyright and Attribution. Science Writers of Canada Conference, Vancouver, Canada. (National)

\*\*\*Note: Cancelled due to illness.

**Barnes, S. J.** (August 21, 2018). Supporting Student Wellbeing Using Online Resources. UBC Centre for Teaching and Learning Technologies, Vancouver, Canada. (Local)

\*\*Declined.

**Barnes, S. J.** (August 21, 2018). Tapestry: A Tool for Building Interactive, Remixable, Reusable, and Extensible Educational Modules. UBC Emerging Media Lab, Vancouver, Canada. (Local)

(c) *Other Presentations*

**Barnes, S. J.**, Floresco, S. B., Kornecook, T. J., & Pinel, J. P. J. (1997). Transient lidocaine-induced lesions of the rhinal cortex, but not the hippocampus, impair object-recognition memory in rats. *Society for Neuroscience 27th Annual Meeting*. New Orleans, USA.

**Barnes, S. J.**, Francis, L. H., Rapoport, D., & Pinel, J. P. J. (1999). Kindled seizures can be influenced by effects conditioned to the stimulation environment. *Society for Neuroscience, 29th Annual Meeting*. Miami, USA.

**Barnes, S. J.**, Francis, L. H., Afshar, H., & Pinel, J. P. J. (1999). Preliminary evidence that kindled seizures can be influenced by effects conditioned to the stimulation environment. *Canadian Society for Brain, Behavior, and Cognitive Science Annual Meeting*. Edmonton, Canada.

**Barnes, S. J.**, Pinel, J. P. J., Francis, L. H., & Wig, G. S. (2000). Conditioning of ictal and interictal behaviors in rats by amygdala kindling: Context as the conditional stimulus. *Society for Neuroscience 30th Annual Meeting*. New Orleans, USA.

**Barnes, S. J.**, Pinel, J. P. J., Francis, L. H., & Wig, G. S. (2000). Conditioning of interictal behaviors by amygdala kindling. *Joint Meeting of the Canadian Society for Brain, Behavior, and Cognitive Science, and the British Experimental Psychology Association*. Cambridge, England.

- Wig, G. S., **Barnes, S. J.**, & Pinel, J. P. J. (2001). Conditioning of a flavor aversion by amygdala kindling. *International Behavioral Neuroscience Society Annual Meeting*. Cancun, Mexico.
- Magyar, O., **Barnes, S. J.**, Pinel, J. P. J., & Takahashi, A. (2002). Conditioning of interictal defensive behaviour in rats: Temporal cues as conditional stimuli. *Canadian Society for Brain, Behavior, and Cognitive Science Annual Meeting*. Vancouver, Canada.
- Barnes, S. J.**, & Pinel, J. P. J. (2003). Conditioned effects modulate the relative permanence of kindling. *Sixth World Congress of the International Brain Research Organization*. Prague, Czech Republic.
- Barnes, S. J.**, Pinel, J. P. J., Wig, G. S., Stuetzgen, M. C. & Hölzel, C. H. (2003) Stimulation site determines the conditioned effects of kindling in rats. *Canadian Society for Brain, Behavior, and Cognitive Science Annual Meeting*. Hamilton, Canada.
- Barnes, S. J.**, & Pinel, J. P. J. (2003). Conditioned effects modulate the relative permanence of kindling. *Society for Neuroscience 32nd Annual Meeting*. Orlando, USA.
- Barnes, S. J.**, Song, M., Lee, K. J., Gromala, D., & Shaw, C. D. (2007). NeuroFloat: Real-time state-sensitive brain spaces. *ACM SigGraph: The 34<sup>th</sup> International Exhibition on Computer Graphics and Interactive Techniques*. San Diego, USA.
- Song, M., & **Barnes, S. J.** (2008). Interactive EEG navigates user through real-time 3-D visualization of the human brain. *Toward a Science of Consciousness*. San Francisco, USA.
- Gromala, D., Squire, P., Shaw, C., Song, M., & **Barnes, S. J.** (2009). Transforming pain: Through advanced bio-technologies & mind/body techniques. *BC Tech Expo 2009*. Vancouver, Canada.
- Gromala, D., Song, M., & **Barnes, S. J.** (2010). Better than opiates. *ISEA 2010*, Ruhr, Germany.
- Song, M., Gromala, D., Shaw, C. D., & **Barnes, S. J.** (2010). The interplays among technology & content, immersant & virtual environments. *The Engineering Reality of Virtual Reality 2010, IS&T/SPIE*. San Jose, USA.
- Gromala, D., **Barnes, S. J.**, Song, M., & Tomizu, A. (2010). A virtual reality environment and adjuvant for managing chronic pain. *PAINWeek 2010*. Las Vegas, USA.

- Song, M., **Barnes, S. J.**, Gromala, D., Fox, T., & Barnes, D.-A. (2011). Twisting the sense of space in immersive trees. *IS&T/SPIE Electronic Imaging 2011*. San Francisco, USA.
- Song, M., Yim, J.-D., Fox, T., Gromala, D., **Barnes, S. J.**, Nazemi, M., Shaw, C., & Squire, P. (2011). Immersive virtual environments for chronic pain? *NCE GRAND 2011*. Vancouver, Canada.
- Gromala, D., Song, M., Yim, J.-D., Fox, T., **Barnes, S. J.**, Nazemi, M., Shaw, C. D., & Squire, P. (2011). Immersive VR: A non-pharmacological analgesic for chronic pain? *CHI Interactivity 2011*. Vancouver, Canada.
- Song, M., **Barnes, S. J.**, & Gromala, D. (2011). Twisting the sense of space in immersive trees. *The Engineering Reality of Virtual Reality 2011, IS&T/SPIE*. San Jose, USA.
- Barnes, S. J.**, Gromala, D., Song, M., Fox, T., Yim, J.-D., Nazemi, M., Shaw, C., & Squire, P. (2011). Immersive virtual environments for the management of chronic pain. *Medicine Meets Virtual Reality Conference (MMVR)*. Newport Beach, USA.
- Castellanos, C., & **Barnes, S. J.** (2012). Biopoiesis. *Subtle Technologies 2012*. Toronto, Canada.
- Bogart, B., Pasquier, P., & **Barnes, S. J.** (2013). An integrative theory of visual mentation and spontaneous creativity. *ACM Creativity & Cognition 2013*. Sydney, Australia.
- Nazemi, M., Mobini, M., **Barnes, S. J.**, & Gromala, D. (2013). Auditory responses to everyday sounds in patients with chronic pain. *25th Annual National Forum, Institute for Health Improvement*. Orlando, USA.
- Nazemi, M., Mobini, M., **Barnes, S. J.**, & Gromala, D. (2013). Gender Difference In Auditory Stimulus Sensitivity In Patients With Chronic Pain. *8th Congress of the European Federation of the International Association for the Study of Pain (IASP)*. Florence, Italy.
- Barnes, S. J.**, Chandra, J. (June 19, 2014). Chalkboard animations for Psyc 304. *Flexible Learning Open House, University of British Columbia*. Vancouver, Canada.
- Lee, M., Wada, M., **Barnes, S. J.**, Suto, M. & Lane, K. (2015). Mental health needs assessment: Creating inclusive community that foster mental health and academic success for students with mental health issues and concerns. Paper presented at the *15<sup>th</sup> International Conference on Diversity in Organizations, Communities and Nations*, Hong Kong, SAR, China.

- Lee, M., Wada, M., **Barnes, S. J.**, Suto, M., Lane, K., Jarus, T., & Hambler, P. (June 2015). Building Synergy in Promoting Mental Health Awareness across University Campus. Poster Presented at the *International Conference on Health Promoting Universities*, Kelowna, Canada.
- Lane, K., Lee, M., Wada, M., Malik, A., & **Barnes, S. J.** (June 2015) Identifying Actions to Improve Student Mental Wellbeing at a Large Canadian University. Paper presented at the *International conference on Health Promoting Universities*, Kelowna, Canada.
- Michael, L., Wada, M., **Barnes, S. J.**, Suto, M., & Lane, K. (July 15, 2015). Mental health needs assessment: Creating inclusive university communities that foster mental health and academic success for students with mental health issues and concerns. Paper presented at the *15<sup>th</sup> International Conference on Diversity in Organizations, Communities & Nations*. Hong Kong, China.
- Barnes, S. J.** (July 25, 2015). Chalkboard Animations for Behavioural Neuroscience. *Vancouver International Conference on the Teaching of Psychology*. Vancouver, Canada.
- Barsen, S., & **Barnes, S. J.** (October 18, 2015). Animating Hebb's three postulates. *Society for Neuroscience 45<sup>th</sup> Annual Meeting*, Chicago, USA.
- Lee, M., Hambler, P., Lane, K., Wada, M., **Barnes, S. J.**, & Moore, N. (May 2016). Identifying the influence of teaching practices on undergraduate students' mental health and wellbeing in the faculties of arts and science. Poster presented at 2016 *TLEF Showcase, University of British Columbia*. Vancouver, Canada.
- Lee, M., Wada, M., Suto, M., **Barnes, S. J.**, Lane, K., Jarus, T., & Hambler, P. (June 17, 2016). Building synergy in promoting mental health awareness across university campus. *COTEC - ENOTHE 2016*, Galway, Ireland.
- Michalak, E. E., Suto, M., **Barnes, S. J.**, Hou, S., Lapsley, S., Scott, M., Murray, G., Austin, J., Bulram Elliott, N., & CREST.BD. (July, 2016) Effective self-management strategies for bipolar disorder: A community-engaged Delphi consultation study. Poster presented at the *18<sup>th</sup> Annual Conference of the International Society for Bipolar Disorders*, Amsterdam, The Netherlands.
- Hambler, P., Dhaliwal, R., Stanton, A., Lee, M., & **Barnes, S. J.** (Dec 11, 2016). Wellbeing in learning environments: From K to PhD. *Public Health Association of BC Conference*, Vancouver, Canada.
- Lee, M., Hambler, P., & **Barnes, S. J.** (May 4, 2017). Teaching practices influence student mental health and wellbeing. *2017 UBC TLEF Showcase*, Vancouver, Canada.

Chowrira, S., & **Barnes, S. J.** (May 4, 2017). Stop-motion Animations as Learning Objects for Flexible Learning in Biology and Psychology Courses. *2017 UBC TLEF Showcase*, Vancouver, Canada.

Lee, M., Teng, M., Smith, K., & **Barnes, S. J.** (May 22, 2017). Creating impact on learners: Identifying the influence of teaching practices on undergraduate students' mental health and wellbeing. *World Federation of Occupational Therapists Congress*, Cape Town, South Africa.

Chowrira, S., & **Barnes, S. J.** (June 21, 2017). Learning objects for flexible learning in biology and psychology courses. *Society for Teaching and Learning in Higher Education 2017 Conference*, Halifax, Canada.

Hambler, P., **Barnes, S. J.**, Jung, D., & Lee, M. (June 21, 2017). Teaching practices that promote student wellbeing: A gateway to success in higher education. *Society for Teaching and Learning in Higher Education 2017 Conference*, Halifax, Canada.

(d) *Other: Open Educational Videos*

**Barnes, S. J.**, & Jade, C. (2014). *Epigenetic Mechanisms*. Stop-motion animation video. [youtube.com/watch?v=xsKGI6EWY0](https://www.youtube.com/watch?v=xsKGI6EWY0)

**Barnes, S. J.**, & Jade, C. (2014). *Zooming in on a Chromosome*. Stop-motion animation video for Biology 100 courses at UBC. [youtube.com/watch?v=kBDpRJXGVSU](https://www.youtube.com/watch?v=kBDpRJXGVSU)

**Barnes, S. J.**, & Jade, C. (2014). *The Resting Membrane Potential*. Stop-motion animation video. [youtube.com/watch?v=F93dra3jjCw](https://www.youtube.com/watch?v=F93dra3jjCw)

**Barnes, S. J.**, & Jade, C. (2014). *Transgenerational Epigenetics*. Stop-motion animation video. [youtube.com/watch?v=neID2ElrnwE](https://www.youtube.com/watch?v=neID2ElrnwE)

**Barnes, S. J.**, & Jade, C. (2014). *Postsynaptic Potentials*. Stop-motion animation video. [youtube.com/watch?v=aDKz3GUVAzg](https://www.youtube.com/watch?v=aDKz3GUVAzg)

**Barnes, S. J.**, & Jade, C. (2014). *Summation of Postsynaptic Potentials*. Stop-motion animation video. [youtube.com/watch?v=L66-6wleTqA](https://www.youtube.com/watch?v=L66-6wleTqA)

Kolida, N., **Barnes, S. J.**, & CREST.BD. (Mar 21, 2016). *Bipolar Disorder in Education*. Live-action video. [crestbd.ca/2016/03/21/bipolar-wellness-centre-education-videos](http://crestbd.ca/2016/03/21/bipolar-wellness-centre-education-videos)

Barsen, S., & **Barnes, S. J.** (Sept 8, 2016). *Hebb's three postulates: From brain to soma*. Hand-drawn animation video. [hebb.metaplasticity.com](http://hebb.metaplasticity.com)

**Barnes, S. J.**, & Ritland, L. (Jun 2017). *Research methods: Correlation*. Stop-motion animation video. <https://youtu.be/rUmSK7y6G68>

Ritland, L., Nipp, K., & **Barnes, S. J.** (Aug 2017). *Classical Conditioning*. Hand-drawn animation. <https://youtu.be/5EGrX4KLtTM>

Ritland, L., Nipp, K., & **Barnes, S. J.** (Aug 2017). *Theories of Emotion*. Hand-drawn animation. <https://youtu.be/iJ9NUyBHGBw>

Ritland, L., Nipp, K., & **Barnes, S. J.** (Aug 2017). *The DSM: Discussion*. Hand-drawn animation. <https://youtu.be/VFT3v43DuCE>

(e) *Conference Participation (Organizer, Keynote Speaker, etc.)*

**Barnes, S. J.**, Castellanos, C., Fox, T., & Maranan, D. (2011). Co-organizer of “Open Lab Art Show and Workshops.” Gallery Gachet, Vancouver, Canada.

**Barnes, S. J.** (August 16, 2015). Invited chair for the paper session ‘*Brains in Electronic Arts*’ at the International Society for Electronic Arts Annual Conference 2015, Vancouver, Canada.

**Barnes, S. J.** (March 17, 2018). Keynote Speaker: *Many Faces of Mental Health and Illness*. UBC Mental Health Symposium, Vancouver, Canada. (Local)

(f) *Research or equivalent grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC))*

Granting Agency	Subject	COMP	TOTAL \$	Year	PI	Co-I(s)
Marie Curie Incoming International Research Fellowship/European Union	Role of the Cav2.3 Voltage-gated Calcium Channel Subunit in Presynaptic Metaplasticity, and Hippocampal-dependent Learning and Memory.	C	€160,000	2005-2007	Barnes, S. J.	

<b>Granting Agency</b>	<b>Subject</b>	<b>COMP</b>	<b>TOTAL \$</b>	<b>Year</b>	<b>PI</b>	<b>Co-I(s)</b>
Natural Science and Engineering Research Council of Canada Postdoctoral Fellowship	Presynaptic Metaplasticity, and Hippocampal-dependent Learning and Memory.	C	\$100,000	2005-2007	Barnes, S. J.	
AMS Innovative Projects Fund	Operating grant for The Kaleidoscope Support Society	C	\$4,000	2010-2011	The Kaleidoscope Peer Support Society	
Coast Capital Community Fund	Operating grant for The Kaleidoscope Support Society	C	\$30,000	2012-2014	The Kaleidoscope Peer Support Society	
CIHR Catalyst Grant: eHealth Innovations	Quality of life in Bipolar Disorder: e-health engagement to move evidence into action	C	\$100,000	2013-2014	Michalak, E. E. & Murray, G.	Barnes, S. J., Bilsker, D., Lau, M., Mate, N., Maxwell, V., & Sixsmith, A.

<b>Granting Agency</b>	<b>Subject</b>	<b>COMP</b>	<b>TOTAL \$</b>	<b>Year</b>	<b>PI</b>	<b>Co-I(s)</b>
CIHR Knowledge-to-Action Operating Grant	“Like a ship that’s always righting itself”. Self-management of Bipolar Disorder: From evidence to action.	C	\$200,000	2013-2015	Michalak, E.E.	Barnes, S. J., Bilsker, B., Cheek, J., Hole, R., Gorman, C., Lapsley, S., Lau, M., Maxwell, V., Murray, G., Suto, M., & Velyvis, V.
Coast Capital Community Fund	Operating grant for The Kaleidoscope Support Society	C	\$15,000	2014-2015	The Kaleidoscope Peer Support Society	
Bell Canada “Let’s Talk” Grant	Operating grant for The Kaleidoscope Support Society	C	\$15,000	2014-2015	The Kaleidoscope Peer Support Society	
Coast Capital Community Fund	Operating grant for The Kaleidoscope Support Society	C	\$15,000	2016-2017	The Kaleidoscope Peer Support Society	

## 11. SERVICE TO THE UNIVERSITY

### (a) *Areas of special interest and accomplishments*

- Student Mental Health and Wellbeing
- Curriculum Design and Reform
- International Student Experience
- MOOC Design and Research
- Teaching of Psychology

(b) Memberships on committees, including offices held and dates

(i) Departmental Level

<b>Dates</b>	<b>Offices held</b>	<b>Committee</b>	<b>Mandate</b>
2013-2016	Member	Vantage College Arts Curriculum Committee	Development of the curriculum for the UBC Vantage College Arts program.
2013-2015	Member	Vantage College Undergraduate Admissions Committee	Selection of eligible candidates for entry into the UBC Vantage College program.
2014	Member	Vantage College Academic English Director Search Committee	Selection of a candidate for the position of Academic English Director for UBC Vantage College.
2014-2015	Member	Vantage College <u>JumpStart</u> Committee	Development of the curriculum for the 1-week program prior to the commencement of fall term classes.
2015	Member	<u>Psi Chi</u> Award Adjudication Committee	Selection of recipients of awards from the Psi Chi honour society.
2014-2016	Member	Vantage College Student Care and Wellness Committee	Development of programs and policies to ensure the mental health and wellness of UBC Vantage College students.
2014-2016	Member	Vantage College Student Orientation Committee	Development of orientation programs for Vantage College students.
2015-2016	Member	Department of Psychology Faculty Awards Committee	Selection of faculty members for university-level, national, and international award nominations.
2015-2016	Member	Department of Psychology BSc Behavioural Neuroscience Program Renewal Committee	Development of the new curriculum for the BSc in Behavioural Neuroscience program.
Jan–Apr 2016	Member	Vantage College Arts Student Spring Picnic Organizer	Organization and planning for the annual Vantage College Arts students spring picnic.
Mar–Apr 2016	Member	Vantage College Sociology 12-Month Lecturer Search Committee	Selection of a candidate for the position of 12-month lecturer in Vantage College and in the Department of Sociology.

<b>Dates</b>	<b>Offices held</b>	<b>Committee</b>	<b>Mandate</b>
Feb–Mar 2017	Member	Vantage College/Department of Psychology Instructor Search Committee	Selection of a candidate for the position of Instructor in Vantage College and in the Department of Psychology.
2014-present	Liaison	Department of Psychology <u>Wellbeing Liaison</u>	Ensuring that Faculty members in the Department of Psychology are aware of methods for dealing with students in distress; and ensuring that graduate students and undergraduate students in the Department of Psychology are aware of resources available to them when they are in distress.
2016-present	Member	Department of Psychology Curriculum Committee	Development of the new curriculum for the BA in Psychology.
2016-present	Chair	Department of Psychology BSc Behavioural Neuroscience Program Renewal Committee	Development of the new curriculum for the BSc in Behavioural Neuroscience program.

(ii) University Level

<b>Dates</b>	<b>Offices held</b>	<b>Committee</b>	<b>Mandate</b>
Jan–Mar 2017	Member	Faculty of Arts Killam Teaching Prize Adjudication Committee	Selection of candidates from the Faculty of Arts for the Killam Teaching Prize.
Aug 2017	Member	Health Promotion Strategist Search Committee	Selection of a candidate for the position of Health Promotion Strategist at UBC.
2016-present	Member	Faculty of Science Curriculum Committee	Proposing curriculum changes to the BSc in Behavioural Neuroscience, and evaluating curriculum change proposals from departments within the Faculty of Science.
2018-present	Member	Student Wellbeing Advisory Group	Supporting Mental Health of Students and Advocating for Student Mental Health Supports.

(c) Other service, including dates

<b>Dates</b>	<b>Service</b>
2013	Served as a "Prof" for an Imagine Day <i>'Meet the Prof</i> Session.
2013	Delivered a <i>'ProfTalks'</i> lecture at Place Vanier Residence.
2014	Co-organizer of UBC Psychology Undergraduate Journal Club.
Aug 2014	JumpStart Faculty Fellow.
Nov 13, 2014	Russ Patrick Adjudication Committee Member (Faculty of Arts).
Summer 2015	Faculty Sponsor for J'Accuse: Psychology Undergraduate Journal Club.
Fall 2015	Co-organizer of UBC Psychology Undergraduate Journal Club.
2013-2016	Reviewer for the Integrated Sciences Program.
Mar 10, 2016	Psi Chi Awards Adjudication Committee Member.
March 2016	Development of a UBC Student Directed Seminar to be led by Emma MacFarlane: <i>'Work Hard, Play Hard: Creativity and Play in Education.'</i>
March 2016	Development of a UBC Student Directed Seminar to be led by Quentin Raffaelli: <i>'Exploring the Foundations and Implications of Cognitive Biases.'</i>
Feb-Mar 2017	Development of a UBC Student Directed Seminar to be led by Sunny Chen: <i>'Developmental Disorders: An Interdisciplinary Perspective.'</i>
Mar 3, 2017	Organizer of Visit to Department of Psychology, UBC, by <i>Aboriginal students from Mission Secondary School.</i>
Mar 28, 2017	Organizer of Lunch sponsored by the Department of Psychology, UBC at the <i>UBC Longhouse.</i>
May 17, 2017	Member of UBC Faculty Roundtable on Research and Dialogue on Mental Health and Resilience.
2016-2017	Imagine Day: Organized and Presented the New Psychology Student's Orientation
2016-2017	Imagine Day: Organized and Presented the Orientation for new BSc Psychology Students
2016-2017	Preparation of the Undergraduate Program portion of the External Review Document for the Department of Psychology
Jul 2017- Nov 2017	Communications coordinator for the UBC Educational Leadership Network (ELNet).
2012-present	Mentor for the Integrated Sciences Program.
2013-present	BSc. in Behavioural Neuroscience Advisor.
2014-present	<i>Meet Your Major</i> event (every March), Faculty of Science. BSc. in Behavioural Neuroscience representative.
Jul 2016-present	Mentor for 12-month lecturers in the Department of Psychology, UBC.

<b>Dates</b>	<b>Service</b>
Sep 2016-present	Faculty of Arts representative to the Faculty of Science.

## 12. SERVICE TO THE COMMUNITY

(a) *Memberships on scholarly societies, including offices held and dates*

<b>Dates</b>	<b>Offices held</b>	<b>Scholarly Society</b>
1998-present	Member	Society for Neuroscience
2013-present	Core Network Member	The Collaborative Research Team to Study Psychosocial Issues in Bipolar Disorder (CREST.BD)
2014-present	Member	American Psychological Association
2014-present	Member	American Psychological Association, Teaching of Psychology Division
2014-present	Member	Society for Teaching and Learning in Higher Education
2014-present	Co-Deputy Lead	The Collaborative Research Team to Study Psychosocial Issues in Bipolar Disorder (CREST.BD)

(b) *Memberships on other societies, including offices held and dates*

<b>Dates</b>	<b>Offices held</b>	<b>Society</b>
2012-2014	Collective Member	Gallery Gachet ( <a href="http://www.gachet.org">www.gachet.org</a> )
2013-2014	Advisory Board Member	UBC Mental Health Network
2014-2015	Vice President	Gallery Gachet ( <a href="http://www.gachet.org">www.gachet.org</a> )
2014-2017	Associate Collective Member	Gallery Gachet ( <a href="http://www.gachet.org">www.gachet.org</a> )
2010-present	Founder and Current Director	DPrime Research Society ( <a href="http://www.dprime.org">www.dprime.org</a> )
2010-present	Founder and Current Director	The Kaleidoscope Peer-Run Support Group Society ( <a href="http://www.the-kaleidoscope.com">www.the-kaleidoscope.com</a> )
2013-present	Advisory Board Member	UBC Mental Health Awareness Club

(c) *Memberships on scholarly committees, including offices held and dates*

<b>Dates</b>	<b>Offices held</b>	<b>Scholarly Committee</b>
2013-present	Member	The Collaborative Research Team to Study Psychosocial Issues in Bipolar Disorder (CREST.BD) Research Working Group

(d) *Memberships on other committees, including offices held and dates*

(e) *Editorships (list journal and dates)*

(f) *Reviewer (journal, agency, etc. including dates)*

<b>Dates</b>	<b>Journal</b>
2013-2014	Psychology Learning and Teaching Journal
2016-present	UBC Medical Journal
2017-present	Qualitative Research in Psychology

(g) *External examiner (indicate universities and dates)*

(h) *Consultant (indicate organization and dates)*

<b>Dates</b>	<b>Organization</b>
2009-present	Gnosis Consulting
2010	Blast Radius
2012-2013	The Collaborative Research Team to Study Psychosocial Issues in Bipolar Disorder (CREST.BD)
2014	Transformational Research in Adolescent Mental Health (TRAM) Project
Jun 11, 2015	Consultant in Focus Group run by Keeling and Associates: <i>Discovery, Vision, Analysis, and Innovation: Strategy Development for Mental Health and Wellbeing Programs and Services.</i>
Jun 2015	Consultant in development of the University Stress Sources Scale (U-StreSS) by the Department of Occupational Therapy.
Feb-Mar 2016	Consultant for the design of the new CREST.BD website: <a href="http://www.crestbd.ca">http://www.crestbd.ca</a>
2016	Department of Psychology Ad-hoc Committee for Sexual Assault Policy Development
Feb 2017	Consultant for the design of the new Haven peer support app: <a href="https://heyhaven.com/">https://heyhaven.com/</a>
Apr 2017 - present	Engram Consulting Ltd.

(i) *Other service to the community*

### 13. AWARDS AND DISTINCTIONS

(a) *Awards and nominations for Teaching awards (indicate name of award, awarding organizations, date)*

<b>Dates</b>	<b>Award Name</b>	<b>Awarding Organization</b>
2010	Knox Master Teacher Award <i>Best Sessional Instructor in the Department of Psychology as determined by Student Nominations</i>	Department of Psychology, University of British Columbia
2012	Knox Master Teacher Award <i>Best Sessional Instructor in the Department of Psychology as determined by Student Nominations</i>	Department of Psychology, University of British Columbia
2014	Top 5% of Instructors in the Faculty of Arts for the 2013 calendar year.	Faculty of Arts, University of British Columbia
2015	Scholarship of Teaching and Learning Leadership Program: Research Award and Tuition	Faculty of Arts, University of British Columbia
2016	Top 10% of Instructors in the Faculty of Arts for the 2015 calendar year.	Faculty of Arts, University of British Columbia
2016	Killam Teaching Prize 2015-16 <i>The top teaching prize available at UBC.</i>	University of British Columbia
2017	Multiple nominations for CAMH Difference Makers: 150 Leading Canadians for Mental Health	Centre for Addiction and Mental Health (CAMH)

(b) *Awards for Scholarship (indicate name of award, awarding organizations, date)*

<b>Date</b>	<b>Name of Award</b>	<b>Awarding Organization</b>
1993	University of B.C. Scholarship	University of British Columbia
1993-1997	Dean's Honour list	University of British Columbia
1994	Frank de Bruyn Memorial Essay Prize <i>Best Essay in any First Year English course at UBC</i>	University of British Columbia
1998	Hoecht Marion Rousell Summer Student Fellowship	Epilepsy Canada
1998-2000	Patrick David Campbell University Graduate Fellowship	University of British Columbia
1998-2000	Postgraduate Scholarship	Natural Science and Engineering Research Council of Canada

<b>Date</b>	<b>Name of Award</b>	<b>Awarding Organization</b>
2000	Donald O. Hebb Award <i>Best Conference Presentation by a Student at the Joint Meeting of the Canadian Society for Brain, Behavior, and Cognitive Science and the British Experimental Psychology Association</i>	Canadian Society for Brain, Behavior, and Cognitive Science
2000	Stanley Coren Prize <i>Best Masters Thesis in Psychology</i>	Department of Psychology, University of British Columbia
2000-2002	Postgraduate Fellowship	Savoy Foundation for Epilepsy Research
2000-2002	Postgraduate Scholarship	Natural Science and Engineering Research Council of Canada
2000-2002	Killam Foundation Predoctoral Fellowship	University of British Columbia
2002-2004	Postgraduate Fellowship	Savoy Foundation for Epilepsy Research
2002-2005	Doctoral Research Award	Canadian Institutes of Health Research
2002-2005	Doctoral Research Award	Michael Smith Foundation for Health Research
2005	Outstanding Achievement Certificate: PhD Thesis	Canadian Psychological Association
2005-2007	Postdoctoral Fellowship	Natural Science and Engineering Research Council of Canada
2006	Graduate Scholarship	Simon Fraser University
2007	Graduate Scholarship	Simon Fraser University

(c) *Awards for Service (indicate name of award, awarding organizations, date)*

(d) *Other Awards*

**14. OTHER RELEVANT INFORMATION (Maximum One Page)**

**THE UNIVERSITY OF BRITISH COLUMBIA**  
***Publications Record***

**SURNAME:** Barnes  
**MIDDLE NAME(S):** John

**FIRST NAME:** Steven

**Initials:** S. J. B.  
**Date:** April 6, 2018

**1. REFEREED PUBLICATIONS**

*(a) Journals*

Kalynchuk, L. E., Pinel, J. P. J., Treit, D., **Barnes, S. J.**, McEachern, J. C., & Kippin, T. E. (1998). Persistence of interictal emotionality produced by long-term amygdala kindling in rats. *Neuroscience*, *85*, 1311-1319.

**Barnes, S. J.**, Floresco, S. B., Kornecook, T. J., & Pinel, J. P. J. (2000). Reversible lesions of the rhinal cortex produce delayed nonmatching-to-sample deficits in rats. *Neuroreport*, *11*, 351-354.

\***Barnes, S. J.**, Pinel, J. P. J., Francis, L. H., & Wig, G. S. (2001). Conditioning of ictal and interictal behaviors in rats by amygdala kindling: Context as the conditional stimulus. *Behavioral Neuroscience*, *115*, 1065-72.

\***Barnes, S. J.**, & Pinel, J. P. J. (2001). Conditioned effects of kindling. *Neuroscience and Biobehavioral Reviews*, *25*, 745-751.

Wig, G. S., **Barnes, S. J.**, & Pinel, J. P. J. (2002). Conditioning of a flavor aversion in rats by amygdala kindling. *Behavioral Neuroscience*, *116*, 347-350.

**Barnes, S. J.**, Pinel, J. P. J., Wig, G. S., Stuetgen, M. C., & Hölzel, C. H. (2003). Stimulation site determines the conditioned effects of kindling in rats: Anterior neocortex vs. amygdala. *European Journal of Neuroscience*, *17*, 1671-1679.

**Barnes, S. J.**, Magyar, O., Pinel, J. P. J., & Takahashi, A. (2004). Anticipating the attack: Temporal conditioning during amygdala kindling in rats. *Behavioral Neuroscience*, *118*, 89-96.

**Barnes, S. J.**, Hua, J. M., Pinel, J. P. J., Takahashi, A., & Wig, G. S. (2005). Conditioned effects associated with kindling three different sites in the hippocampal complex of the rat. *Behavioral Neuroscience*, *119*, 1572-9.

**Barnes, S. J.**, Pinel, J. P. J., Wee, E., Archambault, J., & Ailon, T. (2006). Effects of expectation on amygdala-kindled convulsions and interictal behaviour in rats: Confirmation of a pavlovian mechanism. *European Journal of Neuroscience*, *4*, 829-40.

Howland, J. G., Hannesson, D. K., **Barnes, S. J.**, & Phillips, A. G. (2007). Kindling of basolateral amygdala but not ventral hippocampus or perirhinal cortex disrupts sensorimotor gating in rats. *Behavioral Brain Research*, 177(1), 30-36.

\***Barnes, S. J.**<sup>1</sup>, Thoralf, O.<sup>1</sup>, Merkens, M., Kelly, T., von der Brelie, C., Krüppel, R., & Beck, H. (2010). Stable mossy fiber long-term potentiation requires calcium influx at the granule cell soma, protein synthesis and microtubule-dependent axonal transport. *Journal of Neuroscience*, 30, 12996–13004. <sup>1</sup>these two authors contributed equally

Castellanos, C., & **Barnes, S. J.** (2012). Biopoiesis. *Leonardo*, 45, 382-383.

Michalak, E. E., Lane, K., Hole, R., **Barnes, S. J.**, Khatri, N., Lapsley, S. ... & Johnson, S. L. (2015). Towards a Better Future for Canadians with Bipolar Disorder: Principles and Implementation of a Community-Based Participatory Research Model. *Engaged Scholar Journal*, 1, 132-147.

*Contribution: Wrote portions of the manuscript and edited drafts.*

Johnson, S. L., Moezpoor, M., Murray, G., Hole, R., **Barnes, S. J.**, CREST.BD, & Michalak, E. E. (2016). Creativity and bipolar disorder: Igniting a dialog. *Qualitative Health Research*, 26, 32-40.

*Contribution: Wrote portions of the manuscript and edited drafts.*

Michalak, E. E., Jones, S., Lobhan, F., Algorta, G. P., **Barnes, S. J.**, Berk, L., Berk, M., Hole, R., Lapsley, S., Maxwell, V., Milev, R., McManamy, J., Murray, G., Tohen, M., Tse, S., Sánchez de Carmona, M., Johnson, S. L., the ISBD Taskforce on Community Engagement, & CREST.BD (2016). Harnessing the potential of community-based participatory research approaches in bipolar disorder. *International Journal of Bipolar Disorders*, 4, 4.

*Contribution: Wrote portions of the manuscript and edited drafts.*

Michalak, E.E., Suto, M., **Barnes, S. J.**, Hou, S., Sara Lapsley, S., Scott, M., Murray, G., Austin, J., Balram Elliott, N., Berk, L., & CREST.BD (2016). Effective self-management strategies for bipolar disorder: A community-engaged Delphi consensus consultation study. *Journal of Affective Disorders*, 206, 77-86.

*Contribution: Constructed online surveys for the study. Wrote portions of the manuscript and edited drafts.*

Lapsley, S., Suto, M., **Barnes, S. J.**, Scott, M., Hou, S., & Michalak, E. E. (2016). The Delphi consensus consultation method: Using community engagement to identify effective self-management strategies for bipolar disorder. *Sage Research Methods Cases*, DOI: 10.4135/9781473992955.

*Contribution: Constructed online surveys for the study. Wrote portions of the manuscript and edited drafts.*

Gliddon, E., **Barnes, S. J.**, Murray, G., & Michalak, E. E. (2017). Online and mobile technologies for self-management in bipolar disorder: A systematic review. *Psychiatric Rehabilitation Journal*, 40(3), 309.

*Contribution: Conducted portions of the systematic review, wrote portions of the manuscript and edited drafts.*

Michalak, E.E., McBride, S.\*, **Barnes, S.J.**, Wood, C.S.\*, Khatri, N., Balram Elliott, N.\*, Parikh, S.V. Bipolar disorder research 2.0: Web technologies for research capacities and knowledge translation. *Journal of Evaluation in Clinical Practice*. May 4 [Epub ahead of print] 10.1111/jep.12736.

*Contribution: Created graphs, wrote portions of the manuscript and edited drafts.*

Lane, K., Teng, M. Y., **Barnes, S. J.**, Moore, K., Smith, K., & Lee, M. (2018). Using Appreciative Inquiry to Understand the Role of Teaching Practices in Student Well-being at a Research-Intensive University. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(2), 10-15.

*Contribution: Engaged in research, wrote portions of manuscript, edited drafts.*

Suto, M., Lapsley, S., Scott, M., Balram Elliott, N., **Barnes, S. J.**, Hou, S., Ragazan, D. C., Austin, J., Berk., L., CREST.BD, & Michalak, E.E. (*in press, 2018*). Integrating Delphi consultation and community-based participatory research. *Engaged Scholar*.

*Contribution: Wrote portions of the manuscript and edited drafts.*

(b) *Conference Proceedings*

**Barnes, S. J.**, Song, M., Lee, K. J., Gromala, D., & Shaw, C. D. (2007). NeuroFloat: Real-time state-sensitive brain spaces. *SIGGRAPH '07: ACM SigGraph Posters*. Article 146.

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Song, M., Gromala, D., Shaw, C. D., & **Barnes, S. J.** (2010). The interplays among technology & content, immersant & virtual environments. *Proceedings of The Engineering Reality of Virtual Reality 2010, IS&T/SPIE*, 68-73.

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Song, M., **Barnes, S. J.**, & Gromala, D. (2011). Twisting the sense of space in immersive trees. *Proceedings of The Engineering Reality of Virtual Reality 2011, IS&T/SPIE*.

Gromala, D., Song, M., Yim, J-D., Fox, T., **Barnes, S.**, Nazemi, M., Shaw, C. D., & Squire, P. (2011). Immersive VR: A Non-pharmacological analgesic for chronic pain? *CHI Interactivity 2011*.

Castellanos, C., & **Barnes, S. J.** (2012). Biopoiesis. *Renew 2012 Conference Proceedings*.

Bogart, B., Pasquier, P., & **Barnes, S. J.** (2013). An Integrative Theory of Visual Mentation and Spontaneous Creativity. *Proceedings of the 9<sup>th</sup> ACM Conference on Creativity & Cognition*, 264-273.

*Contribution: Wrote portions of the manuscript and edited drafts.*

(c) *Other: White Papers*

**Barnes, S. J.**, & Castellanos, C. (2012). (Re)Structuring Innovation: Community-Based Wet Labs for Art-Science Collaborations. Invited White Paper for the Network for Sciences, Engineering, Arts and Design (SEAD) and the US National Science Foundation (NSF). <http://seadnetwork.wordpress.com/white-paper-abstracts/final-white-papers/>

## 2. NON-REFEREED PUBLICATIONS

(a) *Journals*

Michalak, E. E., Suto, M. J., Lapsley, S., Scott, M., Austin, J., Berk, L., & **Barnes, S. J.** (2013). Delphi consensus consultation methods: Redefining what it means to be a bipolar 'expert.' *ISBD Global*, 14, 1-6.

*Contribution: Wrote portions of the manuscript and edited drafts.*

**Barnes, S. J.** (2017). The three faces of stigma. *Visions: BC's Mental Health and Addictions Journal*, 13, 28-29.

(b) *Conference Proceedings*

(c) *Other*

### 3. **BOOKS**

(a) *Authored*

**Barnes, S. J.** (2007). *Instructor's Manual for Pinel's Biopsychology, 7<sup>th</sup> edition*. Pearson Education, New York.

Pinel, J. P. J., & **Barnes, S. J.** (2014). *Introduction to Biopsychology, 9<sup>th</sup> Global Edition*. Pearson Education, New York.

*Contribution: Wrote one chapter, edited all chapters, created new figures, designed cover.*

Pinel, J. P. J., & **Barnes, S. J.** (2017). *Biopsychology 10<sup>th</sup> Edition*. Pearson Education, New York.

*Contribution: Wrote all chapters, designed new figures, created new interactive widgets for online version of text, designed cover.*

(b) *Edited*

(c) *Chapters*

Pinel, J. P. J., & **Barnes, S. J.** (2002). Cognitive effects of sleep reduction. In Nadel, L. (ed.), *Encyclopedia of Cognitive Science*, Nature Publishing Group, Macmillan Publishers Ltd.

**Barnes, S. J.**, & Pinel, J. P. J. (2005). Does inadvertent conditioning contribute to the major features of kindling? In Corcoran, M.E. & Moshe, S.L. (eds.), *Kindling 6 (Advances in Behavioral Biology Vol. 55)*, Springer Science.

#### 4. SPECIAL COPYRIGHTS

#### 5. ARTISTIC WORKS, PERFORMANCES, DESIGNS

##### (a) *Artistic Works*

Song, M., & **Barnes, S. J.** (2008). *Neurofloat*. Interactive 3D-graphics installation at the Center for Consciousness Studies in Tucson, Arizona.

Song, M., **Barnes, S. J.**, & Gromala, D. (2011). *Inter[root], Banyen*. Part of The Engineering Reality of Virtual Reality 2011 Symposium at EI11 IS&T/SPIE Electronic Imaging.

Gromala, D., Song, M., Yim, J-D., Fox, T., **Barnes, S. J.**, Nazemi, M., Shaw, C., & Squire, P. (2011). *Walking Meditation*. Displayed at: ACM CHI 2011, Vancouver, BC. (Juried Exhibition).

Castellanos, C., & **Barnes, S. J.** (2011). *Biopoiesis*. Exhibited at Gallery Gachet, Vancouver, BC.

**Barnes, S. J.** (2012). *Untitled Mixed Media*. Exhibited at Gallery Gachet as part of The Oppenheimer Park Community Arts Show, Vancouver, BC.

**Barnes, S. J.**, & Castellanos, C. (2012). *Biopoiesis*. Exhibited at Gallery Gachet, Vancouver, BC.

Castellanos, C., & **Barnes, S. J.** (2012). *Biopoiesis*. Exhibited at Vancouver Mini Maker Faire, Vancouver, BC.

**Barnes, S. J.**, & Castellanos, C. (2012). *Biopoiesis*. Exhibited at SIGGRAPH 2012, Los Angeles, CA. (Juried Exhibition).

Castellanos, C., & **Barnes, S. J.** (2012). *Biopoiesis*. Exhibited at ISEA 2012, Albuquerque, New Mexico. (Juried Exhibition).

**Barnes, S. J.**, & Castellanos, C. (2012). *Biopoiesis*. Exhibited at the New Mexico Museum of Natural History and Science, Albuquerque, New Mexico.

**Barnes, S. J.** (2012). *One untitled mixed-media drawing*. Exhibited in Collective Habitat 1997-2012 | ART-i-FACT: 88 East Cordova; A group show in honour of Gallery Gachet's 20<sup>th</sup> Anniversary. Gallery Gachet, Vancouver, BC.

Castellanos, C., & **Barnes, S. J.** (2013). *Biopoiesis*. Exhibited at the University of Tampa, Tampa, Florida.

*Contribution: Equal contribution to the installation and exhibition of this artistic installation.*

**Barnes, S. J.** (2014). *Lake Lachigan (oil on canvas)*.

**Barnes, S. J.** (2014). *Manitoulin Island (oil on canvas)*. Exhibited in Mad Pride 2014 (group show). Gallery Gachet, Vancouver, BC.

Castellanos, C., **Barnes, S. J.**, & Fox, T. (2015). *Mobile Bioenergy Lab*. International Society for Electronic Arts Annual Conference 2015, Vancouver, Canada.

*Contribution: Equal contribution to the installation and exhibition of this artistic installation.*

**Barnes, S. J.** (2017). *Multi-face #1 (acrylic on canvas)*.

**Barnes, S. J.** (2018). *Basement (acrylic on canvas)*.

(b) *Performances*

(c) *Designs*

**Barnes, S. J.** (2013). *Cover image for Pinel's Biopsychology, 9<sup>th</sup> Edition*. Pearson Education, New York.

**Barnes, S. J.** (2013). *Multiple figures for Pinel's Biopsychology, 9<sup>th</sup> Edition*. Pearson Education, New York.

**Barnes, S. J.** (2013). Website design: [biopsyc.com](http://biopsyc.com)

**Barnes, S. J.** (2013). Website design: [psyc304.metaplasticity.com](http://psyc304.metaplasticity.com)

**Barnes, S. J.** (Apr 2015). Design of Quality of Life Visualization Tool for <https://www.bdqol.com/>.

**Barnes, S. J.** (Feb 2016). Logo design for Orbit project: <http://www.ncbi.nlm.nih.gov/pubmed/25795535>

**Barnes, S. J.** (2016). Website design: [psyc301.metaplasticity.com](http://psyc301.metaplasticity.com)

**Barnes, S. J.** (2016). *Cover image for Pinel & Barnes' Biopsychology, 10<sup>th</sup> Edition.* Pearson Education, New York.

**Barnes, S. J.** (2016). *Multiple figures for Pinel & Barnes' Biopsychology, 10<sup>th</sup> Edition.* Pearson Education, New York.

**Barnes, S. J.** (2016). *Multiple interactive widgets for Pinel & Barnes' Biopsychology, 10<sup>th</sup> Edition (Online Version).* Pearson Education, New York.

## 6. **OTHER WORKS**

### (a) *Interviews*

**Barnes, S. J.** (2016). Interview for Student Leadership Conference: Disrupting Ordinary. <https://students.ubc.ca/slc/disrupting-ordinary-steve-barnes>

**Barnes, S. J.** (Mar 13, 2017). Interview for Article on Dealing with Exam Stress by Bonnie Vockeroth, Department of Psychology, UBC.

**Barnes, S. J.** (Mar 25, 2017). Radio Interview and Podcast on Living With Bipolar Disorder for World Bipolar Day, People First Radio, Nanaimo, BC. [http://www.vancouverislandmentalhealthsociety.org/wp-content/uploads/2017/03/752\\_steven-barnes\\_crestbd\\_world-bipolar-day\\_march\\_27\\_2017\\_40.mp3](http://www.vancouverislandmentalhealthsociety.org/wp-content/uploads/2017/03/752_steven-barnes_crestbd_world-bipolar-day_march_27_2017_40.mp3)

**Barnes, S. J.** (Jun 7, 2017). Interview for Ubysey Article on the Stress Associated with Being a UBC Residence Advisor.

Barnes, S. J. (Jul 9, 2018). Interview for Bipolar Disorders Magazine on 'Wellness Rituals for Bipolar Disorder.'

## 7. **WORK SUBMITTED** (including publisher and date of submission)

## 8. **WORK IN PROGRESS** (including degree of completion)

Maxwell, V., Suto, M., Milev, R., Torres, I., Tse, S., & **Barnes, S. J.** (2017). Are there potential benefits associated with the psychotic symptoms of bipolar disorders? A systematic review. *Journal of Affective Disorders*, submitted September 14, 2016, undergoing revisions for resubmission.

*Contribution: Conducted portions of the systematic review, wrote portions of the manuscript and edited drafts.*

Barsen, S., & **Barnes, S. J.** Animating Hebb's three postulates: Collaboration between a biology student and a behavioural neuroscientist--both with artistic backgrounds. *75% Complete.*

*Contribution: Gave feedback on drafts of animation, wrote portions of manuscript, edited drafts.*

Lane, K., Teng, M., **Barnes, S. J.**, Smith, K., Moore, K., Hambler, P., & Lee, M. Identifying Teaching Practices that Improve Both the Learning and Wellbeing of Postsecondary Students: A Mixed-Methods Approach. *90% Complete*

*Contribution: Engaged in research, wrote portions of manuscript, edited drafts.*