

PSYCHOLOGY 301-921: BRAIN DYSFUNCTION & RECOVERY

2019 Summer Term 1

ABOUT PSYC 301

The human brain is an amazingly complex and intricate network of neurons and glia. Consider the complex array of approximately 90 billion neurons, the estimated 100 trillion connections among them, and the almost infinite number of paths that neural signals can follow through those connections. The complexity of the human brain is hardly surprising, considering what it can do. An organ capable of creating a Van Gogh, an artificial limb, and a space station; and of experiencing the wonders of a seaside sunrise and a newborn infant must be complex.

This course is about what happens when the complex network that is our brain becomes dysfunctional; the various forms that brain dysfunction can take; and how the brain repairs itself – if and when it does – after its networks and their functions have been compromised.

Though researchers have learned much about brain dysfunction, there is still much to discover about how the brain repairs itself. The study of human brain dysfunction and recovery serves two important purposes: (1) it increases our understanding of the healthy brain; and (2) it serves as a basis for the development of new treatments.

This course is designed to be ideal for students with an interest in medicine (particularly neurology and psychiatry), clinical neuropsychology, neuroscience, occupational therapy, and speech-language pathology, to name a few.

LEARNING GOALS

By the end of this course you should be able to

- understand and use some of the fundamental language of neuroscience (e.g., neuro-anatomical terms).
- navigate the neurological and neuropsychological research literatures with some confidence.
- describe how certain neuro-anatomical and neurophysio-

logical processes have been linked to behaviour and/or cognition.

- explain how the relationship between neuroanatomy and behavioural and/or cognitive processes can be investigated by neurologists and clinical neuropsychologists.
- understand how a range of tools from the cognitive neurosciences (e.g., fMRI, PET) can be employed to characterize a patient's impairments and any subsequent functional improvements.
- analyze various theories that have been designed to explain the nature of the deficits and recovery that arise following brain dysfunction.
- evaluate the legitimacy of various pieces of evidence related to theories of brain dysfunction and recovery.
- explain the range of physiological and psychosocial effects of brain dysfunction.
- synthesize what you've learned to better appreciate the highly integrative nature of neural and cognitive processes, and what future treatments may aim to target.
- read the literature on brain dysfunction and recovery with greater confidence.

WHO, WHEN, WHERE

Instructor: Steven Barnes

Office: Kenny Room 3104

email: sjb@psych.ubc.ca

Office Hours: After class (i.e., 8:30-9:30 pm), and by appointment.

Please contact Steven for any course-related administrative questions and/or academic concessions.

Teaching Matthew Cooke

Assistants: Office: Room S144 on the 2nd floor of the

UBC hospital Koerner pavilion

email: mbcooke@mail.ubc.ca

Office Hours: by appointment

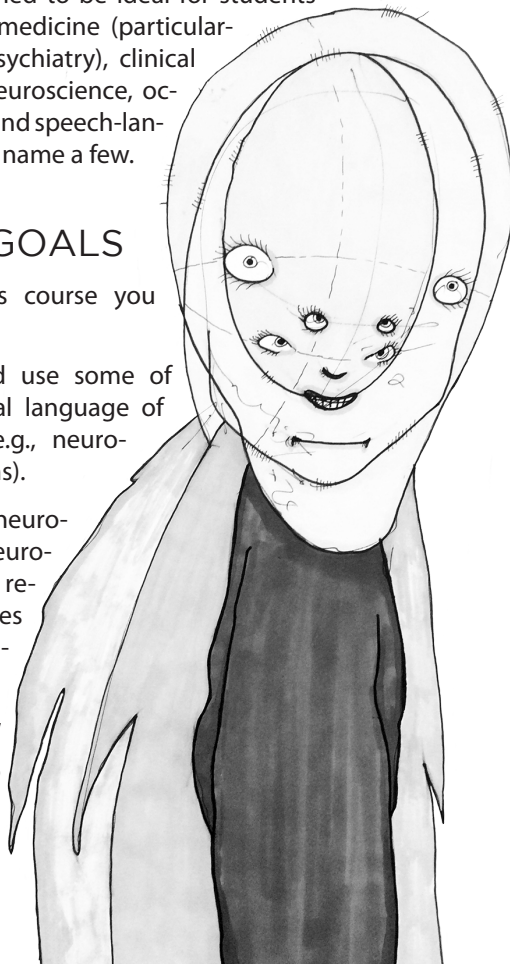
Tristan Hynes

Office: TBA

email: thynes@psych.ubc.ca

Office Hours: by appointment

Please contact Matthew and Tristan for all content and other course-related questions.



Class Tue Thu, 5:30-8:30
Schedule: BUCH A201

Websites: psyc301.metaplasticity.com

The course website includes the following: Lecture schedule, Steven's lecture slides, course syllabus, some instructional videos, and a collection of course-related links. Please check this website for updated information about required readings, schedule changes, etc.

canvas.ubc.ca

We will be using Canvas only for the posting of grades, and for the posting of the course readings. You are also welcome to use the Discussion forums; however, note that they will not be monitored regularly by myself or the TAs.

Important Notes:

1. Office hours might change; please check the course website for updates.
2. In most cases, emails will be answered within 48 hours on weekdays (not on weekends) during normal working hours.
3. When you send us an email, the subject line should include the course number and the nature of the inquiry (i.e., "PSYC 301 – Question about complex partial seizures"); you should also include your full name and student number in the email.
4. If you do send us an email that is content related, it should contain no more than one question and you should try to explain your current understanding of the content in the email (which will be affirmed or corrected by one of us).

PREREQUISITES

There are two prerequisites for this course:

1. You have completed two of PSYC 101, 102, 205, 207, 208, 216, or 217 (PSYC 101, 102 and PSYC 216 or 217 are strongly recommended).
2. You are in the second year or later of your undergraduate degree, you are in a graduate degree, you are qualifying for a graduate degree, or you are an unclassified student.

EVALUATION

1. Exams (up to 100%):

There will be three exams: the final exam will be written during the exam period at a time designated by the Registrar's Office (you must be available to write at any time during the exam period), and 2 midterm exams will be written during class time.

Midterm Exam 1 (25%)

May 21 (class time)

Midterm Exam 2 (30%)

Jun 11 (class time)

Final Exam (45%)

Jun 24-28

Notes on the Exams:

- Midterms exams are not cumulative; the final exam is cumulative. For the

final, every lecture is testable but only readings after Mid-term 2 will be testable.

- There will be no makeup exams (except in certain instances when the Final Exam is missed--see below).
- You will not be accommodated for missing an exam unless you present evidence to me of an unavoidable hardship within 48 hours of missing the exam.
- Being accommodated for missing a midterm examination is at my sole discretion.
- If you are accommodated for missing Midterm 1, that portion of your course grade will be evenly split between Midterm 2 and the Final Exam. If you are accommodated for missing Midterm 2, that portion of your course grade will be added to the Final Exam. If you are accommodated for missing both Midterm 1 and Midterm 2, you will be assigned a research project (i.e., a research paper, and an associated presentation delivered to me and/or your TAs) to make up for the portion of the grade corresponding to both Midterms 1 and 2.
- If you miss the Final Exam, you must contact your Faculty Academic Advising Office to address the issue--note that they will probably require medical or other documentation. Please refer to the UBC Calendar for details of 'academic concession.' Note that make-ups for the Final will differ from the version used for the rest of the class.
- You will not be allowed to write an exam if (1) you are more than 30 minutes late, or (2) another student has already submitted their exam and left the exam room--whichever occurs first.

Note that, during exams, either myself or the invigilators reserve the right to move you to a new seat without providing an explanation.

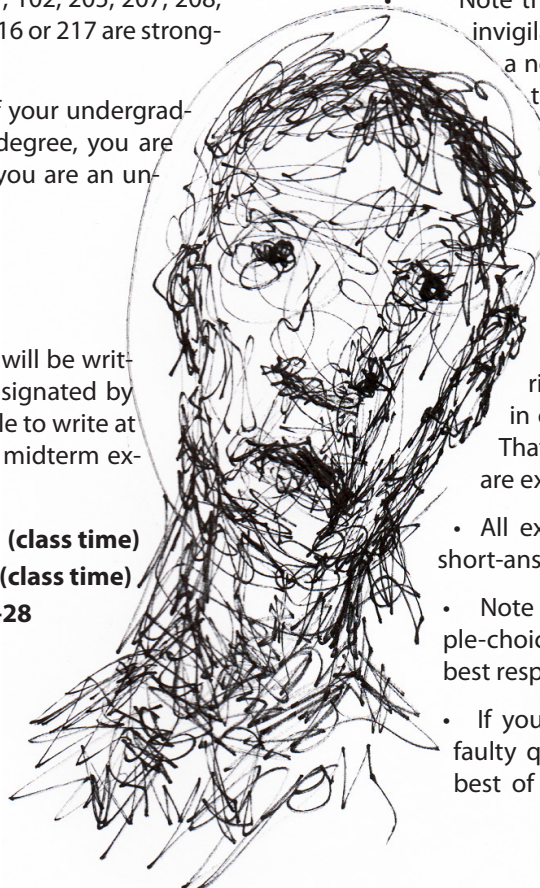
- The date of the Final Exam is not announced by the University until late-May/early-June. You should not make any travel plans until you learn the date of your Final Exam.

- There will be topics covered in class that are not in the readings and materials in the readings that are not covered in class. You will be responsible for both. That is, all readings and all lecture materials are examinable.

- All exams will include multiple-choice and short-answer questions.

- Note that the instruction on all multiple-choice questions will be to "select the single best response."

- If you encounter what you believe to be a faulty question on an exam, answer it to the best of your ability under the circumstances,



and write a brief explanation of what you think is the problem on the front of your exam. Occasionally, bonus marks are awarded to those who spot ambiguities or errors.

- Once exams have been marked, grades will be posted on Canvas. You will receive an email notification when grades are posted (please ensure the University has your correct email address).
- You are strongly encouraged to review your exam with your TAs. Most requests for grade adjustments can be settled directly with your TA. In cases of a dispute that cannot be satisfactorily resolved, I will render a decision after reading your exam and talking to both parties.
- Any grading disputes (other than calculation errors) must be handled within 2 weeks of exam grades being released.

2. Optional Project (up to 20%):

You may elect to do a project on a topic of your choosing that is related to the course materials. If you do elect to do a project, the grade you receive on that project will be worth 20% of your final grade, and the grades you receive on each of the exams will be reweighted as follows:

Midterm Exam 1: 20%

Midterm Exam 2: 22.5%

Final Exam: 37.5%

There are three purposes to this optional project:

1. To offer you the chance to explore a topic of your choice in greater depth than the lecture and readings can offer.
2. To assess your ability to think both critically and creatively.
3. To offer you a chance to explore other ways of expressing your knowledge.

Although the standard format for this project is a review paper (described below), you are strongly encouraged to pursue other project formats. For example, you might consider creating a short video, a painting, a computer model, a musical composition, a dance sequence or a stop-motion animation.

If you are ever unsure of whether the topic or format of your project is acceptable, please ask me.

If you choose any format other than the review paper (described below), you will need to clear your project topic and format with me. This can be done by email (sjb@psych.ubc.ca) on or before **May 13**. In most cases, I will provide you with a grading scheme customized to your specific project.

Please note that your project should be one that is done for this course exclusively; handing in work done for another course (past or present) is not acceptable.

Review Paper Option. If you would like to write a review paper as your project (in American Psychological Association (APA) style; for examples of APA-style review articles, see the journals *Psychological Bulletin* and *Psychological Review*) you are encouraged, but not obligated, to contact us to check that the topic of your paper is suitable before you start writing. The

content of your paper should not overlap substantially with the material in the text or lectures. The audience for your paper is a person who has already taken this course. Detailed grading criteria for the review paper are available on the course website.

You are expected to read a minimum of 10 peer-reviewed journal articles as part of your research, and your paper should not be less than 2500 words in length (excluding the title page, abstract, and references). When your chosen topic is one that is the subject of ongoing research, you are expected to use sources that are as up to date as possible.

Project Due Dates and Grading. Your grade for the optional project is comprised of two items:

Preliminary Draft (10%)

May 23

Final Project (90%)

Jun 18

Preliminary Draft of Project. If you choose the review paper option, then you must hand in the following on **May 23**: A title page, abstract, 1-2 page introduction, and a reference section. If you choose a project format other than the review paper, then I will provide you with information about what you need to hand in to Steven for this due date. The primary purpose of this hand-in is to allow us to give you some initial feedback on your topic and/or work. This preliminary draft of your project is worth 10% of your project grade.

Final Version of Project. The final version of your project is due **Jun 18** and is worth 90% of your project grade.

For both the preliminary draft and the final version of your project, you must hand in a paper copy and also upload an electronic copy (.doc or .docx) to Turnitin (see below). Regardless of when the electronic copy arrives, the time we receive the paper copy shall be considered the official hand-in time.

Turnitin.

- To submit your paper on Turnitin you will need to go to turnitin.com, create an account (see below) if you do not yet have one, select "enroll in a class," enter our Class ID (21162960) and Enrollment Password (brains!), and submit your paper as a Microsoft .doc or .docx file.
- Be sure that the paper and Turnitin copies of your assignment match.

Setting up an account on Turnitin. To submit your paper on Turnitin.com, you will need to create a unique user profile, consisting of a username (e-mail address) and password. Please note that Information submitted to Turnitin is stored in the United States.

If you have any concerns about privacy, it is recommended that you remove identifying information, such as your name and student number, from the text of your project submitted to Turnitin. In addition, please follow these instructions:

1. Create an anonymous email address using one of the available free services.
2. Go to www.turnitin.com.
3. At the top right, go to Create Account and select Student.

4. Enter the Class ID (21162960) and Enrollment Password (brains!).
5. Create an alias or pseudonym. Please remember to include that alias/pseudonym on the cover of the paper copy.
6. Please delete any identifying information from the original document prior to uploading it. This includes your name and student number in the document, as well as any metadata or hidden data that might be stored in the document itself. To remove metadata from your Microsoft Word document:
 - Windows: You can remove the hidden data by using Microsoft Word's Document Inspector.
 - Mac: You can remove the hidden data by clicking on Word > Preferences > Security, then selecting Remove personal information from this file on save.

Late Policy. Late submission of either the preliminary draft of the optional project or the final version of the optional project will result in a penalty of 10% per day.

3. Research Participation (up to 3% bonus):

You have the opportunity to earn up to 3 extra percentage points on your overall final grade by participating in studies regularly conducted by the Psychology Department and coordinated through the human subject pool (HSP). This provides you with the opportunity to observe the research process directly and to contribute to ongoing research activities at UBC. The extra credits are obtained by signing up for the subject pool at ubc-psych.sona-systems.com. If you plan to earn extra credit through research participation, please register in this online system by the end of the first month of classes.

You can find detailed information about research participation guidelines at psych.ubc.ca/undergraduate/human-subject-pool. Please note that any inquiries about HSP credits should be directed to HSP and/or the experimenters that you worked with, not to us or your TA.

As an alternative to participating in studies, you may choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. More information about this option can be found at psych.ubc.ca/undergraduate/human-subject-pool.

All of your credits for study participation or the library option will be added to your final course grade, after any scaling that may have been applied. One percentage point is assigned to your final grade for each credit earned. Credits can be recorded and tracked via the HSP website. If you do not correctly assign your credits to this course, you will not receive credit so please make sure you have done this correctly.

The last day to earn and assign HSP credits is the final day of classes (i.e., Jun 20).

COURSE SCHEDULE

May 7 Course Introduction and Overview; Basic Structural Neuroanatomy.

May 9	Neurological Exam and Neuropsychological Assessment; Structural and Functional Neuroimaging; Possible guest speaker(s).
May 11	Informal Proposal for Optional Project Due to Steven via email (if other than a review paper; sjb@psych.ubc.ca).
May 14	Causes of Brain Dysfunction; Possible guest speaker(s).
May 16	Epilepsy, Neurological Disorders; Possible guest speaker(s).
May 20	Midterm Q&A Session (Location TBA)
May 21	Midterm Exam 1
May 23	Brain Dysfunction Affecting Perception, Sensorimotor Function; Possible guest speaker(s). Preliminary Draft of Optional Project Due
May 28	Brain Dysfunction Affecting Attention, Memory Function; Possible guest speaker(s).
May 30	Dysfunction of the Prefrontal Cortex; Possible guest speaker(s). Midterm Break (UBC Congress)
Jun 10	Midterm Q&A Session (Location TBA)
Jun 11	Midterm Exam 2
Jun 13	Take-Home Assignment and possible guest lecture (Steven Away); Possible guest speaker(s).
Jun 18	Factors Influencing Recovery of Function Following Brain Dysfunction; Possible guest speaker(s) Final Version of Optional Project Due
Jun 20	Recorded Lecture (Steven Away): Brain Dysfunction Associated with Psychiatric Disorders; Possible guest speaker(s)
Before Final	Final Exam Q&A (Time and Location TBA)
Jun 24-28	Final Exam (Cumulative--see Exam notes)

COURSE READINGS

Course readings may be changed (e.g., if some exciting new research finding is published) or supplemented, so please check the course schedule on the course website and watch your email for notices to that effect. All course readings are available on Connect, under 'Modules.'

May 7: Basic Structural Neuroanatomy

Pinel, J. P., & Barnes, S. (2017). *Biopsychology*. Hoboken, New Jersey: Pearson Higher Education. (Chapter 3 only)

May 9: Neurological Exam and Neuropsychological Assessment

Ardila, A. (1992). Luria's approach to neuropsychological assessment. *International Journal of Neuroscience*, 66, 35-43.

Benton, A. L. (1994). Neuropsychological assessment. *Annual Review of Psychology*, 45, 1-23.

May 9: Structural and Functional Neuroimaging

Elbert, T., & Rockstroh, B. (2004). Reorganization of human cerebral cortex: the range of changes following use and injury. *Neuroscientist*, 10(2), 129-141.

Owen, A. M. (2014). Is anybody in there? *Scientific American*, 310, 52-57.

May 14: Causes of Brain Dysfunction

Azad, T. D., Li, A., Pendharkar, A. V., Veeravagu, A., & Grant, G. A. (2016). Junior Seau: An illustrative case of chronic traumatic encephalopathy and update on chronic sports-related head injury. *World Neurosurgery*, 86, 515.E11-515.E16.

Mckee, A.C. & Daneshvar, D.H. (2015). Neuropathology of traumatic brain injury. In: J. Grafman and A.M. Salazar (Eds.), *Handbook of Clinical Neurology*, Vol. 127 (3rd series), *Traumatic Brain Injury, Part I*, chapter 4, 45-66.

May 16: Epilepsy

Hustvedt, S. (2013). Philosophy matters in brain matters. *Seizure*, 22, 169-173.

Mahler, B., Carlsson, S., Andersson, T., Adelöw, C., Ahlbom, A., & Tomson, T. (2015). Unprovoked seizures after traumatic brain injury: A population-based case-control study. *Epilepsia*, 56, 1438-1444.

May 16: Neurological Disorders

Reading(s) TBA

May 23: Brain Dysfunction Affecting Perception

Biran, I., & Coslett, H. B. (2003). Visual agnosia. *Current Neurology and Neuroscience Reports*, 3, 508-512.

Danckert, J., & Goodale, M. A. (2000). Blindsight: A conscious route to unconscious vision. *Current Biology*, 10, R64-R67.

May 23: Brain Dysfunction Affecting Sensorimotor Function

Fasano, A., & Lozano, A. M. (2015). Deep brain stimulation for movement disorders: 2015 and beyond. *Current Opinion in Neurology*, 28, 423-436.

May 28: Brain Dysfunction Affecting Attention

Jerath, R., & Crawford, M. W. (2014). Neural correlates of visuospatial consciousness in 3D default space: Insights from contralateral neglect syndrome. *Consciousness and Cognition*, 28, 81-93.

May 28: Brain Dysfunction Affecting Memory

Rosenbaum, R. S., Köhler, S., Schacter, D. L., Moscovitch, M., Westmacott, R., Black, S. E., Gao, F., & Tulving, E. (2005). The case of K.C.: Contributions of a memory-impaired person to memory theory. *Neuropsychologia*, 43, 989-1021.

May 30: Dysfunction of the Prefrontal Cortex

Reading(s) TBA

June 18: Factors Influencing Recovery of Function Following Brain Dysfunction

Kleim, J. A., & Jones, T. A. (2008). Principles of experience-dependent neural plasticity: Implications for rehabilitation after brain damage. *Journal of Speech Language & Hearing Research*, 51(1), S225-239.

Tomaszczyk, J. C., Green, N.L., Frasca, D., Colella, B., Turner, G.R., Christensen, B.K., & Green, R.E.A. (2014). Negative neuroplasticity in chronic traumatic brain injury and implications for neurorehabilitation. *Neuropsychology Reviews*, 24, 409-427.

June 20: Brain Dysfunction Associated with Psychiatric Disorders

Readings TBA

WITHDRAWAL DATES

If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before **May 10**. If you wish to withdraw with a "W" on your transcript, you must do so on or before **May 24**.

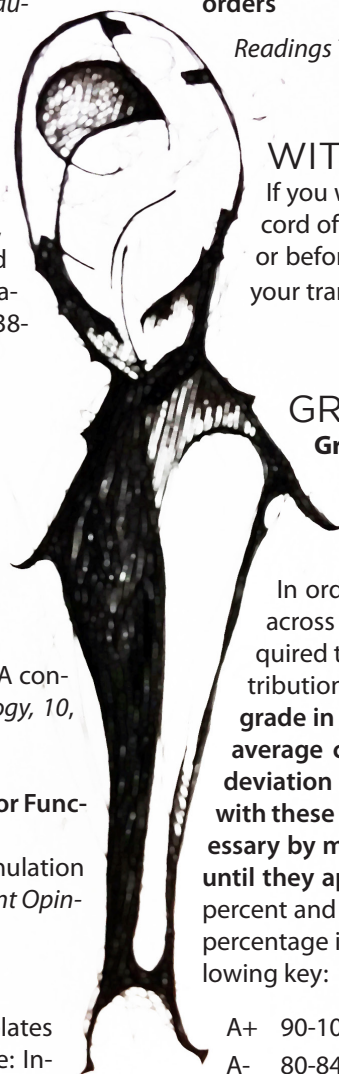
GRADING AND ATTENDANCE

Grading. Your grade for each exam (and your project components, if applicable) will be posted on Canvas. If you wish to inspect your exam, you may do so by meeting with your TA.

In order to reduce grade inflation and maintain equity across course sections, all psychology courses are required to comply with departmental norms for grade distributions. **According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class (with a standard deviation of 13). Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by myself or the department. Grades are not official until they appear on your transcript.** You will receive both a percent and a letter grade for this course. At UBC, your course percentage is converted to a letter grade according to the following key:

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

Because you are earning a degree at a highly reputable post-secondary institution, the criteria for success are high. The Faculty of Arts offers the following guidelines that broad-



ly characterize the kind of work that is generally associated with the particular grade ranges. These characteristics help put the Psychology Department grading policies into perspective. Please note that adequate performance is in the C range.

A Range: Exceptional Performance. Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B Range: Competent Performance. Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

C-D Range: Adequate Performance. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigor.

F Range: Inadequate Performance. Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Attendance. In this course, material that is taught in class will often be different from or supplement the readings. Moreover, lecture slides are designed to provide a framework for the lecture and any discussions--thus, not everything in the lecture is in the slides. It is, therefore, essential that you both attend class and read ahead. If you do have to miss a class, you are responsible for getting notes from another student.

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us as soon as possible, as well as your Faculty Academic Advising Office. Please refer to the UBC Calendar for a discussion of academic concession.

The University accommodates students with disabilities who have registered with the Access & Diversity office (see below). The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let us know in advance, preferably in the first few weeks of class, if you will require any accommodation on these grounds. Other absences (e.g., varsity athletics, family obligations or similar) are not part of University policy and you should not assume they will be accommodated. Please discuss this with us before the withdrawal dates (see above).

Centre for Accessibility. UBC is committed to equal opportunity in education for all students including those with documented physical or learning disabilities. If you believe you fall in this category, please visit the website for the Centre for Accessibility (<https://students.ubc.ca/about-student-services/centre-for-accessibility>) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

Early Alert Program. We participate in the Early Alert program, which helps me support students who are facing difficulties that are interfering with that are interfering with their education, their wellness or both. For answers to frequently asked questions regarding the early alert program, please visit blog.students.ubc.ca/earlyalert/information-for-students/students-frequently-asked-questions/.

Credit/D/Fail Grading. This course is eligible for Credit/D/Fail grading. The last day to change between Credit/D/Fail and percentage grading is **May 10**.

OTHER COURSE POLICIES

Office Hours. You should consider visiting your TA's office hour if you would like to review one of your exams (note: only your TA will have your exams). In addition to their regularly scheduled office hours, your TAs will offer additional time windows for the review of exams. If you would like to review your exam, you must plan to attend one of these sessions or your TA's office hour. When reviewing your exam, you are not allowed to take notes on, or photos of, the exam. You should also connect with your TAs if you would like to discuss content from the course readings and/or study strategies, or you would like to discuss psychology and neuroscience more generally.

You should consider visiting my office hour if you would like to discuss course content (or psychology and neuroscience more generally) or if you have an issue with course performance or progress (e.g., you would like to discuss your exam performance after meeting with your TA or you missed an exam due to illness or some other adverse situation).

Classroom Conduct. Our classroom is a place where you should feel safe and respected. It should also be a place that is conducive to learning and intellectual inquiry. Any behaviour on your part that compromises that environment will not be tolerated and you will be asked to leave.

POINTS TO REMEMBER

- Productive classroom discussion and debate are encouraged.
- You are responsible for all readings and lecture materials.
- Lecture slides will be available on the course website. However, if you miss a lecture, don't expect to find all of what you missed in the slides.
- Lecture slides will be posted on the course website in the early morning before each lecture. This is done as a courtesy. Please be aware that I might make significant changes to the slides between that time and the lecture later in the day. Final versions of lecture slides will be posted no later than the Friday following a lecture, and will be marked as 'Final Version.'
- Please be aware that some of the content in this course can

be challenging for those without some background in biology. Please connect with me or your TAs if you require additional learning resources to support your learning of the course materials.

- Laptops and similar devices can be effective learning tools and are welcome in class. However, if you are using them for non-class-related activities it can be distracting for others. So, if you plan to use devices for any non-class-related activities, please sit towards the back of the room.

ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to the student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult with us. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (students.ubc.ca/calendar) and read the University's Policy 69 (available at universitycounsel.ubc.ca/policies/policy69.html).

WELLNESS RESOURCES

Below is a list of resources you may want to use if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

The Kaleidoscope:

the-kaleidoscope.com

A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations. Food and drink are provided.

Counselling Services:

students.ubc.ca/livewell/services/counselling-services

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic conces-

sion.

SpeakEasy:

ams.ubc.ca/services/speakeasy/

Phone number: 604-822-9246

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

SHARE:

www.vivreshare.org

Self Harm Anonymous Recovery and Education is a program designed to promote self care and educate about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

UBC Wellness Centre:

students.ubc.ca/livewell/services/wellness-centre

Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

Access and Diversity:

students.ubc.ca/about/access

604-822-5844

Access and Diversity provides accommodations for students living with physical or mental disabilities.

Student Health Services:

students.ubc.ca/livewell/services/student-health-service

604- 822-7011

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

Mood Disorders Clinic UBC:

ubc-mooddisorders.vch.ca/

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

Live Well, Learn Well:

students.ubc.ca/livewelllearnwell

The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.

Mental Health Awareness Club:

ubcmhac.sites.olt.ubc.ca/

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

Pacific Spirit Addiction Services:

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1

Phone number: 604-267-3970

A free and confidential service for youth and young adults up to the age of 24. Services include counselling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series.

AMS Food Bank:

ams.ubc.ca/services/food-bank/

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

UBC Psychology Clinic:

clinic.psych.ubc.ca

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

BC Crisis Center:

crisiscentre.bc.ca

Phone number: 604-872-3311

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

Distress Line:

Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

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