

# University of British Columbia

## PSYC301-101: Brain dysfunction and recovery Winter/Spring 2021 (2020W2)

### Simple summary of the course design:

I recognize that this was supposed to be an on-campus class, and I also recognize that many of you have unique challenges this semester in your responsibilities outside of class. As such, our class will be run in the most flexible way possible, to ensure that you are able to be successful in the course.

**So here's the quick and easy version of the course:** Lectures will be delivered to you as audio files, and you can "attend" lecture whenever you like; there will be slides to accompany the lectures. There will also be an optional, weekly, online Q&A session where you can ask me any questions about the lecture material or other class materials, or just hang out and feel like you're in a normal class for an hour; these Q&A sessions will be recorded, if you cannot attend. Your assignments will be in the form of a weekly quiz on the course website (the deadline for the quizzes will be each Monday). You will also have three exams. Quizzes and exams will be "open book". Altogether it is less material than I teach in the on-campus version of this course, and you will be able to complete it on your own schedule.

There will only be three days where your attendance at a specific time is absolutely required: the days of your exams. Even these can be moved a little, if, for example, you're in a different time zone. Everything else in the course, you will be able to do on your own schedule. Please read on for all the exhaustive details.

**As for what you'll be learning:** Compared to the cells of other organs, which may be replaced over time, the very same brain cells are present with you from your earliest experiences to your death. Your brain is responsible for what you call your "self": all your preferences, perceptions, memories, dreams, ambitions, desires, goals, emotions, and unique inferences are housed within the "pile of pudding" that accounts for a mere 2-3% of your body. And humans take great advantage of this organ, whether it's creating works of art, lifelong friendships, space stations, or just appreciating the beauty of a sunset over the Pacific.

This course is about what happens when our brains become dysfunctional—whether through damage, development, or otherwise—and the extent to which the brain can repair or compensate for this dysfunction. Much of what we'll be discussing is only poorly or partially understood, but we have made amazing leaps in our understanding over the last 100 years. We study human brain dysfunction and recovery because 1) it provides insight into how the healthy brain functions, 2) it provides novel therapeutic targets for treating the behavioural, cognitive, emotional, and other disorders that may come with brain dysfunction, and 3) because it is inherently interesting.

**Instructor:** **Dr. Jay Hosking, Department of Psychology**  
**[jayhosking@psych.ubc.ca](mailto:jayhosking@psych.ubc.ca)**  
 I respond to emails Mondays, Wednesdays, and on the weekend, but please bear in mind that my email volume is very high. When contacting me, please use your UBC email, and please note which course you are in, i.e. PSYC301-101.

**TAs:** **Manlu Liu, [manlu.liu@psych.ubc.ca](mailto:manlu.liu@psych.ubc.ca)**  
**Megan Toi, [m.toi@alumni.ubc.ca](mailto:m.toi@alumni.ubc.ca)**

**Website:** **Canvas: <https://canvas.ubc.ca>**  
 Links to all lectures, slides, and additional readings will be posted here. Messages and announcements will also come through Canvas. Please let me know if you're having any issues with the website!

**Lectures:** Asynchronously delivered online as audio files plus slides, via Canvas

**Q&A (optional):** Every Thursday, 2:00-3:20pm via **Zoom** on Canvas

**Office hours:** Held over three different sessions on Mondays and Thursdays; book via **<https://jayhosking.youcanbook.me>**

**TA office hours:** Please email Manlu or Megan for availability!

**Textbook:** None, but a few required readings will be posted on Canvas.

**Grades breakdown:**

Weekly quizzes:	20%
Exam 1 (midterm):	25%
Exam 2 (midterm):	25%
Exam 3 (final):	30%
Total:	100%
Bonus research participation:	3%

OR

Optional project:	20%
Weekly quizzes:	20%
Exam 1:	20%
Exam 2:	20%
Exam 3:	20%
Total:	100%
Bonus research participation:	3%

**By the end of this course you will be able to:**

- Explain and critically evaluate current topics and research in neuropsychology
- Describe basic neuroscientific processes in the fundamental language of neuroscience (i.e. neuroanatomical and neurophysiological terms)
- Link many brain dysfunctions to changes in behaviour, cognition, etc.
- Explain how the link between brain and psychology can be investigated using a range of neuroscience and psychological tools
- Evaluate the relative strengths and legitimacy of evidence related to brain dysfunction and recovery
- Appreciate the interconnected and integrative nature of brain, mind, and recovery

**Note on the Q&A sessions:**

These optional sessions are intended to handle all the questions you'd normally ask in class, as well as any questions that might be broadly applicable to your classmates. Class discussion is encouraged! If you have questions about the course content or course administration, please ask these during the Q&A sessions. Office hours are for personal/individual matters (see below).

**Note: whom should you book office hours with?**

Please book office hours with your awesome TAs if:

- You would like to review one of your exams. When reviewing your exam, you are not allowed to take notes on, or photos of, the exam.
- You would like to discuss content from the course readings and/or study strategies.
- You would like to discuss how to succeed at the optional review paper.
- You would like to discuss psychology more generally.

Please book office hours with Dr. Hosking if:

- You have an issue with course performance or progress.
- You would like to discuss the non-review-paper optional project.
- You would like to discuss psychology and neuroscience more generally.

**Again, please note that questions about lecture content should be handled during the Q&A sessions, not during office hours.**

**Note on booking office hours with Dr. Hosking:**

Please do not use email to book office hours with me. Instead, I have created a website for all office hours booking: <https://jayhosking.youcanbook.me>. The site will show all of my available office hours, as well as show a Zoom link for you to join. **Please refrain from using office hours to ask course content-related questions (this is what the Q&A sessions are for!),** and leave office hours for personal/individual matters, like your own progress in the course. Finally, please do not book me for multiple timeslots in a given week; there are many students that need help, virtually all issues can be handled within the allotted time, and I will cancel any multiple bookings.

**Note on the course discussion forum**

We will be using Piazza for forum discussion this semester. While I will be checking Piazza as time permits, Piazza is especially useful because it leverages your biggest asset in the class: your fellow students. You are amazing and exceptional individuals, and I encourage you to interact with your classmates to work on course content, get reminded on course administration, talk about interesting tangents, etc.

**Note on email:**

Please bear in mind that we instructors get a lot of email and, if possible, would prefer to spend all our preparation time on making the lectures as useful, fun, and interesting to you as possible. Thus, please keep emails to administrative concerns (e.g. problems with the course website) if you can. For course-related content, please come to the Q&A or post it in the discussion forum on our course website. Finally, please use good email etiquette when contacting me—see lecture notes for more details.

**Note on attendance:**

“Attendance” is a critical predictor of success in this course. (In fact, it’s a strong correlate of success for courses in general.) 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. **In other words, the important part of the lecture is not what is on the slides, but rather the lecture audio itself. If you try to rely solely on the slides for studying, you will not be successful, as much of the critical information is not explicitly written.** It is therefore essential that you listen to the lectures.

**Note on readings:**

PSYC301 currently does not have a textbook, as no one textbook satisfactorily covers the content discussed in the course. However, there are readings assigned for many of the lectures, and these readings can be found on Canvas in the lecture-specific folders. **These readings are required and will be tested upon.** For the particularly challenging beginning section (e.g. the basics of neuroscience), I will supply additional optional reading.

Please note that “learning objectives” for the required readings are posted as a courtesy and may occasionally be NOT provided. This occasional lack of learning objectives will be deliberate. Part of your learning process in science is to identify information hierarchically, to glean the bigger picture, as well as think about it critically without anyone telling you *how* to think about it.

**Course Schedule (Tentative)**

Week	Dates	Topic and course work
1	Jan 11 <sup>th</sup> -17 <sup>th</sup>	Course orientation; quiz 1
2	Jan 18 <sup>th</sup> -24 <sup>th</sup>	Brain basics and neural communication I; quiz 2
3	Jan 25 <sup>th</sup> -31 <sup>st</sup>	Neural communication II and III; quiz 3
4	Feb 1 <sup>st</sup> -7 <sup>th</sup>	Neuroanatomy; quiz 4
5	Feb 8 <sup>th</sup> -14 <sup>th</sup>	<b>EXAM 1 (February 11<sup>th</sup> 2-4pm)</b>
6	Feb 15 <sup>th</sup> -21 <sup>st</sup>	<b>READING WEEK</b>
7	Feb 22 <sup>nd</sup> -28 <sup>th</sup>	Neuroimaging; neurological exam and assessment; quiz 5
8	Mar 1 <sup>st</sup> -7 <sup>th</sup>	Causes of brain dysfunction; quiz 6
9	Mar 8 <sup>th</sup> -14 <sup>th</sup>	Factors influencing recovery of function; quiz 7
10	Mar 15 <sup>th</sup> -21 <sup>st</sup>	<b>EXAM 2 (March 18<sup>th</sup> 2-4pm)</b>
11	Mar 22 <sup>nd</sup> -28 <sup>th</sup>	Sensorimotor dysfunction; quiz 8
12	Mar 29 <sup>th</sup> -Apr 4 <sup>th</sup>	Dysfunction affecting emotion and decision making; quiz 9
13	Apr 5 <sup>th</sup> -11 <sup>th</sup>	Dysfunction affecting memory; quiz 10
14	Apr 12 <sup>th</sup> -14 <sup>th</sup>	Dysfunction associated with psychiatric disorders
Exams	Apr 18 <sup>th</sup> -29 <sup>th</sup>	<b>EXAM 3 (DATE/TIME TBD)</b>

# Evaluation

## 1. Exams (80%):

There will be three exams, with two midterm exams written during the class time, and the final exam written during the exam period at a time designated by UBC administration (you *must* be able to write at any time during the exam period).

**Midterm Exam 1 (25%)      February 11<sup>th</sup>, 2-4pm**

**Midterm Exam 2 (25%)      March 18<sup>th</sup>, 2-4pm**

**Final Exam 3 (30%)      April 18<sup>th</sup>-29<sup>th</sup> (date & time TBD)**

Notes on the exams:

- Exam start times will be accommodated by up to 12 hours earlier or later, for students in different time zones, or students who have an exam conflict, etc. Please do *not* email about this; a week prior to the exam, a form will be sent to you, and you can specify a different exam time if need be.
- Exam 2 is not cumulative, but the final exam is cumulative. More specifically, the final exam will contain some questions that test your ability to connect material from across the course, making links between the various brain dysfunctions, rather than simply retesting minutiae from earlier in the course.
- Please empower yourself by reading about UBC's academic concessions policies at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.
- Specifically, if you must miss a midterm exam due to acute illness that will spontaneously resolve (e.g. the 'flu), you do not need to supply me (or any of your other instructors) with a medical note. Note that this policy does not apply to final exams (for final exams, see below).
- If your unavoidable hardship is not an acute illness that will spontaneously resolve, then you may have to present me with evidence of such hardship, BUT please don't send personal materials until I request them.
- In any case, you must contact me within 48 hours of the exam if you need accommodation for that exam. **If at all possible, please contact me about accommodations before the exam, not after.**
- Students who plan to be absent for varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated, and must discuss their commitments with me **by January 22<sup>nd</sup> 2021** if they wish to be considered for accommodation. Given the flexible nature of this course, deadlines may be shifted forward or backward in time if you are accommodated.
- Being accommodated for missing a midterm exam time is at my sole discretion. Similarly, I may send you to your faculty Academic Advising if I feel ill-equipped to judge the nature of your hardship, as Advising has much more experience in the matter.
- **If you are accommodated for missing a midterm exam, you must write the exam within one week of the original test date.**
- If you miss the final exam, you must contact your faculty's academic Advising office to address the issue—note that they will probably require unambiguous medical (or other) documentation. Make-up exams for the final exam are typically written months after the course is completed, and as such I do not recommend this.
- All exams will include multiple-choice and short-answer questions.
- Once exams have been marked, grades will be sent out via Canvas.
- You are strongly encouraged to review your exam with your TAs.

- Grade adjustments are very uncommon but if a dispute between TA and student occurs for grading, Jay will regrade that component of your exam—this can result in the same grade, an increase, or a decrease, depending on Jay’s judgement of your answer. Any grading disputes must be handled within 2 weeks of exam grades being released.

## **2. Weekly quizzes (20%):**

These will be quizzes posted on Canvas and will complement the material we are learning in class on any given week. They will also give you a feel for what the questions will be like on the exams. Expect most to be multiple-choice, with one quiz being a short-answer question. Each of the ten quizzes is worth 2% of your final grade, for a total of 20%. You must submit your weekly quiz by Monday night at 11:59pm, and there are no late submissions. **If you do not submit the quiz, you will receive no marks.**

An important note about quiz timing: you will have 25 minutes to complete each quiz. This is twice the amount of time that I’d normally allot for the number of questions, and last semester, students completed the quizzes in 12 minutes on average. The extra time is provided so that students with accommodations from the Centre for Accessibility will have the time they need.

## **3. Optional project (up to 20%)**

You may elect to do a project on a topic of your choosing that is related to our course (i.e. is about brain dysfunction and/or recovery). This is a project written specifically for this course; handing in work done for another course, past or present, is not acceptable. If you elect to do the 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 other assessments will be worth the following: weekly quizzes (20%), Midterm 1 (20%), Midterm 2 (20%), and Final Exam (20%).

There are three purposes to this optional project: 1) To offer you the chance to explore a topic of interest in greater depth than the lectures and readings can provide; 2) To assess your ability to think critically and creatively; 3) To offer you a chance to explore other ways of expressing your knowledge. As such, the content of your project should not overlap substantially with the material in the text or lectures. It can be about the same dysfunctions as in class, but should be deeper or more specifically focused on information not discussed in class.

Although the standard format for this project is a review paper (described below), you may pursue other project formats if you have a strong vision and can convince me that you can adequately convey your knowledge. In the past, students have submitted short videos, podcasts, websites, computer models, musical compositions, and so on. But remember: the important part is for you to demonstrate what you have learned on the subject, and these alternate formats often make that tricky. As such, I sometimes reject project proposals that are not review papers, not because the project sounds uninteresting, but because it would be difficult to demonstrate your learning on the subject via this proposal.

If you would like to write a review paper as your project, please use American Psychological Association (APA) style. Your intended audience for the paper should be someone who has already taken this course. 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 (not including the title page, abstract, and references you must provide). Use up-to-date sources wherever possible.

**You will need to clear your project topic with one of your TAs (if a review paper) or with Jay (if not a review paper) by February 12<sup>th</sup> 2021.** Please send an email to one of your

TAs with a brief proposal for the review paper, and if you're proposing an alternate-format project, please book office hours with me. Once your topic is approved, please meet with that TA and work with them to make it the best paper possible.

Grading criteria are tailored to specific project types, but are always 35% content, 35% critical thinking, and 30% "pizazz" (organization, flow, creativity, lateral thinking, eloquence, etc.).

**Any optional projects are due on Thursday April 14<sup>th</sup> by 11:59pm. Due to the end-of-semester timing being very tight, and the months you have to work on the project, there are no deadline extensions.** You must upload an electronic copy (.doc or .docx) to TurnItIn (see below).

**TurnItIn instructions.** To submit your paper on TurnItIn, you will need to go to [turnitin.com](https://turnitin.com), create an account (see below) if you do not yet have one, select "enrol in a class", enter our Class ID (27767101) and our Enrolment Key (dysfunction), and submit your paper as a Microsoft .doc or .docx file.

**Setting up an account on TurnItIn.** To submit your paper, you'll need to create a unique user profile, consisting of a username (email address) and a password. Please note that the information submitted to TurnItIn is stored in the United States.

If you have any concerns about privacy and TurnItIn, 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 [turnitin.com](https://turnitin.com).
3. Create an account and select "student" for your account type.
4. Enter the Class ID (27767101) and Enrolment Key (dysfunction).
5. Create an alias or pseudonym. Please remember to email that alias/pseudonym to your TA (if a review paper) or myself (if not a review paper).
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: Use Word's Document Inspector in Windows, or Word > Preferences > Security > "Remove personal information" in MacOS.

**Late policy.** Late submission of the optional project will result in a penalty of 10% per day of the week; in other words, your due date is 11:59pm on a Wednesday, and if you submit at 12:01am on Thursday (i.e. two minutes late), you will lose 10%.

#### **4. Research participation (up to 3% bonus):**

You may 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](https://ubc-psych.sona-systems.com), or by completing library writing projects (please see the HSP website). If you plan to earn extra credit through research participation, please register in this online system as soon as possible, as the

participation window closes (you can find more details at [psych.ubc.ca/undergraduate/human-subject-pool](http://psych.ubc.ca/undergraduate/human-subject-pool)).

## Grading

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 the instructors or the department. **Note that due to our current pandemic circumstances, these policies are relaxed by up to five percent.** Please also note that I have never once scaled grades down in my time at UBC, and I don't intend to start now.

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 broadly 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.

## UBC's statement about the University's values and policies

*UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest*

academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policiesresources-support-student-success>

## **UBC's statement on potentially sensitive topics while studying abroad**

*During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>*

## **Academic integrity and avoiding misconduct**

The following is verbatim, with some light modifications, from materials given to me by UBC's Dr. Catherine Rawn, speaking for the Department of Psychology and the Faculty of Arts:

*In the academic community—a community of which you are now a part—we deal in ideas. That's our currency, our way of advancing knowledge. By representing our own and others' contributions in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. But academic integrity goes well beyond formal citation. **Welcome to the academic community. You are expected to act honestly and ethically in all your academic activities, just like the rest of us.***

*Make sure you understand UBC's definitions of [academic misconduct](#), [consequences](#), and expectation that students must clarify how [academic honesty](#) applies for a given assignment. Please ask if you're not sure. (While you're checking out the calendar, you might want to check out the "[Student Declaration and Responsibility](#)" statement you agreed to when you registered.)*

**What does academic integrity look like in this course?** *If at any time you are unsure if a certain type of assistance is authorized, please ask. If you have a need that is unmet by existing course materials, course structure, and/or our learning community members, please ask. In the meantime, here are some guiding principles for what academic integrity looks like:*

**Do your own work.** *All individual work that you submit should be completed by you and submitted by you. All assessments, large and small, are designed to help you learn the material. It is unacceptable to use an editor (paid or unpaid) without my permission to revise, correct, or alter your work, because your submission is no longer your own work. It is unacceptable to buy/sell/swap/share assignment questions or answers on any platform. It is unacceptable to*

*misrepresent your identity by using someone else to complete any portion of a course (e.g., comment on a discussion board, complete a quiz question). It is unacceptable to help someone else cheat.*

**Avoid collusion.** *Collusion is a form of academic integrity violation that involves working too closely together without authorization, such that the resulting submitted work gains unfair advantage over other students because is a measurement of the group/pair/others' understanding rather than the individual understanding (definition adapted from [OpenLearn](#)). For example, collusion on a test includes working together to write answers or answering someone else's question in a WhatsApp chat. See more examples of collusion [here](#). There are no assignments in this course that are the product of group collaboration, so please do not collaborate on any quizzes, exams, or projects. Preparing to individually complete an assignment or test by studying together (e.g., discussing concepts, quizzing each other and giving feedback on each others' answers) doesn't count as collusion.*

**Can I work with a classmate to co-create study notes?** *Yes, you can create your own original collaborative notes.*

**Can I use my notes as a study aid while writing the exam?** *Yes, the quizzes and exams are officially "open book". However, there are some important caveats: 1) you are required to truly internalize and work with the material in this course, in a way that will be resistant to simply referring to your notes; 2) the time you will be allotted is sufficient for a student writing with no study aids, and excessive reliance on referring to your study aids (i.e. not sufficiently knowing the material) will result in you having too little time for the exam; 2) you cannot copy/paste material from your notes, or from anyone else's notes/texts/etc. for that matter, into the exam; 3) please recognize that the design of the exams will be such that it will test your internalized knowledge, not test what's in your notes.*

**Do not share materials provided for you to use in this course.** *We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work and the enormous efforts that went into making this class. All assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you by myself or the TAs are for use in this course by students currently enrolled in this course. It is unacceptable to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, GoogleDocs). Please respect our intellectual property.*

**Acknowledge others' ideas.** *Scholars build on the work of others, and give credit accordingly—this is a quality of strong academic work. Citing sources in both formal and informal ways will be essential, and appropriate, depending on the assignment.*

**Learn to avoid unintentional plagiarism.** *Visit the Learning Commons' guide to academic integrity to help you organize your writing as well as understand how to prevent unintentional plagiarism, which can be challenging when first learning to paraphrase. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>. An example tip: Do not copy and paste text from other sources, including other people's work, even in a draft. It's easy to unintentionally misrepresent those words as your own in a later draft.*

## Other Course Policies

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, **please notify me 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 Centre for Accessibility office (see below). The university also accommodates students whose religious obligations conflict with attendance or scheduled exams. **Please let me know in advance, by January 22<sup>nd</sup> 2021 if possible, if you will require any accommodation on these grounds**. Other absences (e.g. varsity athletics, family obligations, or similar) are not part of the university policy and you should not assume they will be accommodated. Please discuss these with me by January 22<sup>nd</sup> 2021.

**The Centre for Accessibility (previously Access & Diversity)**. 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 ([students.ubc.ca/about/access](http://students.ubc.ca/about/access)) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

**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 Canvas. However, if you miss a lecture, don't expect to find what you missed in the slides.
- Lecture slides will be posted on Canvas at the beginning of the week, i.e. Mondays, or earlier. If earlier, this is done as a courtesy, and in rare circumstances these may arrive on the official lecture day, i.e. Tuesday.
- Please be aware that some of the content in this course can be challenging for those without some background in biology. I will provide additional, optional reading sources for you to pursue, should you request it.

## 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. I recognize that this year will be particularly challenging for some of us, and I will be operating from a position of generosity, flexibility, and kindness.

### The Kaleidoscope:

[the-kaleidoscope.com](http://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](http://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 concession.

### SpeakEasy:

[ams.ubc.ca/services/speakeasy/](http://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](http://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](http://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](http://students.ubc.ca/about/access)

Phone number: 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](http://students.ubc.ca/livewell/services/student-health-service)

Phone number: 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/](http://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/livewell/learnwell](http://students.ubc.ca/livewell/learnwell)

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/](http://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/](http://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](http://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](http://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.