

University of British Columbia

**PSYC301-003:
Brain dysfunction and recovery
Winter 2022 (2021W2)**

Welcome! This semester once again finds us in a precarious position for learning. As such, this course is designed to balance three very different considerations: 1) giving you an awesome, engaging course full of useful information; 2) providing flexibility to students so that you can feel as supported and safe as possible, and also able to study on your own terms; 3) satisfying the mandates on course design and implementation that have been issued (or may be issued to me in the future) by the university. This course will be an imperfect blend of these three priorities, but I can promise you that I will try very hard to emphasize points 1 & 2 while making point 3 as non-disruptive as possible. Your success in the course is paramount to me.

So here's the quick and easy version of the course: For the first ~~two~~ four weeks, all material and classes will be online, with recorded (asynchronous) audio lectures that you can “attend” on your own time, and optional (synchronous) Q&A sessions held once a week on Zoom.

For all classes after ~~January 23rd~~ February 6th, lectures will be held on campus, in class. For much, but not all, of this material, I will still have pre-recorded audio lectures that I can provide as a courtesy (thanks to a previous online section of the course).

Should provincial guidelines change and we do not return to campus, or we have to leave campus mid-semester, we will adopt the same format that we're using for the first two weeks of the course: a professionally recorded audio lecture, and optional Q&A for content questions.

For course assessments, you will have three exams. **As of the writing of this syllabus, I have not finalized the exam format**, i.e. whether it is on campus or online. On campus comes with easier exams and fewer opportunities for transgression but a higher risk of COVID-19 exposure; off campus provides a safer writing space but harder exams and more issues with transgression. Before finalizing my decision, I would like to get feedback from you students, so expect a Canvas query on this very soon; I also encourage you to discuss it with me during Q&A and office hours (email will be less useful, considering the timeliness).

I'm so glad to have you in the course! It's a really fun one.

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
I respond to emails seven days a week, 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.
- TAs:** **Bonnie Lee, bonnie_lee@psych.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:** Until ~~January 23rd~~ February 6th:
Asynchronously delivered online via audio files plus slides, via Canvas

~~January 24th~~-February 7th onward:
On campus **Tues/Thurs 2-3:20pm, Irving K Barber room 182**
- Office hours:** Held virtually; book via <https://jayhosking.youcanbook.me>
- TA office hours:** Please email Bonnie for availability!
- Textbook:** None, but any required readings will be posted on Canvas.

Grades breakdown:

Syllabus quiz	2%
Exam 1 (midterm):	30%
Exam 2 (midterm):	30%
Exam 3 (final):	38%
Total:	100%
Bonus research participation:	3%

OR

Optional project:	20%
Syllabus quiz	2%
Exam 1:	25%
Exam 2:	25%
Exam 3:	28%
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 possibility of course policy changes:

Please bear in mind that this course's policies are shaped by university mandates, which in themselves are shaped by provincial Public Health orders. If the current circumstances change, our policies may need to be adapted mid-semester. If this is the case, please just know that I will try, wherever and however possible, to prioritize your safety and success in this course .

Note on the on-campus lectures:

Please exercise respect and responsibility in our on-campus lectures, adhering to institutional policies. Please perform a daily health self-assessment before coming to campus (you can find it at <https://bc.thrive.health/>). Please wear a mask to class, unless there is a valid reason you cannot; the mask may be medical or non-medical, but it must cover your mouth and nose. Please don't bring food to class, but drinks are fine, and you can temporarily adjust your mask to drink. If you're sick, please do not attend the live lectures, and use the pre-recorded lectures instead. Please be kind, courteous, gracious, and patient with your peers; many students have legitimate concerns with the return to campus; some students may have health conditions, like a chronic cough, that can be misconstrued as symptoms of COVID-19; and some students may be exempt from wearing a mask for legitimate medical reasons for which they are

accommodated. In short, please give your fellow students the benefit of the doubt, and know that I'm monitoring accommodations for symptoms, mask-wearing, etc. Please understand that if I am sick or have symptoms of sickness, I will not be lecturing that day on campus, and you will need to rely on the recorded lectures unless I specify otherwise. In sum, let's take care of each other and be good to one another.

Note: whom should you book office hours with?

Please book office hours with your awesome TA 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 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 psychology and neuroscience more generally.

Please note that questions about lecture content should be handled during live lectures, during optional Q&A, on our discussion forum, or during the pre-exam review sessions (time permitting), not during office hours.

Note on booking office hours with Dr. Hosking:

All office hours are held online, via Zoom. 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—these are better handled in class, or during Q&A, or on the class discussion forum, or during pre-exam review sessions (time permitting)—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 student-led 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 post it in the discussion forum on our course website, or ask during in-class lectures or Q&A, or during the pre-exam review session (if time permits them). 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 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, either in class or via the recordings I've posted.

Note on readings:

PSYC301 currently does not have a textbook, as no one textbook satisfactorily covers the content discussed in the course. However, there may be readings assigned for the lectures, and these readings can be found on Canvas on the main page. **These readings are required and will be tested upon (with the exception of any textbook chapters; textbook chapters will only be provided as a courtesy and will not be tested).** For the first third of the course (e.g. the basics of neuroscience), I can supply additional optional reading if you'd like.

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
1	Jan 10 th -16 th	Course orientation; brain basics; syllabus quiz
2	Jan 17 th -23 rd	Neuroanatomy
3	Jan 24 th -30 th	Neural communication
4	Jan 31 st -Feb 6 th	Neuroimaging; neurological exam and assessment
5	Feb 7 th -13 th	EXAM 1 (Feb 10th 2-3:20pm)
6	Feb 14 th -20 th	Causes of brain dysfunction
7	Feb 21 st -27 th	READING WEEK – NO CLASS
8	Feb 28 th -Mar 6 th	Factors influencing recovery of function
9	Mar 7 th -13 th	Sensorimotor dysfunction
10	Mar 14 th -20 th	EXAM 2 (March 17th 2-3:20pm)
11	Mar 21 st -27 th	Dysfunction affecting emotion and decision making
12	Mar 28 th -Apr 3 rd	Dysfunction affecting memory
13	Apr 4 th -8 th	Psychological disorders
Exams	Apr 12 th -27 th	EXAM 3 (DATE/TIME TBD)

Evaluation

1. Exams (98%):

There will be three exams, with two midterm exams written during the semester, 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 (30%)	February 10th 2-3:20pm
Midterm Exam 2 (30%)	March 17th 2-3:30pm
Final Exam (38%)	April 12th-27th (Date/time TBD)

Notes on the exams:

- **Exam format (i.e. on-campus or online) will be announced at a later date, once I have gathered feedback from you via the student survey.** Detailed exam policies will be outlined via Announcements on Canvas.
- 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.
- **Only materials from lecture will be tested.**
- If you are sick, do not come to the exam. Instead, contact me about accommodations.
- 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 work responsibilities, varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated, and must discuss their commitments with me by January 21st if they wish to be considered for accommodation.
- Being accommodated for missing the midterm exam is at my sole discretion.
- If you miss a midterm exam, you must write a make-up exam within one week of the original exam date. The nature of this make-up exam will be related to whether we move exams online or whether they remain on-campus; more on this soon.
- Missing the final exam requires you to contact your faculty advising (e.g. Arts Advising, Science Advising), likely provide them documentation, and obtain a Standing Deferred (SD) status. You will then write the make-up final exam in the summer of 2022. I do not recommend this.
- All exams will include multiple-choice and short-answer questions.
- Exam grades will be posted on Canvas.
- You are strongly encouraged to review your exam with your TAs.

- Grade adjustments are very uncommon but if a dispute between TAs 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. Syllabus quiz (2%):

This quiz exists primarily to reduce student anxieties about how to approach complications that may arise during the semester, and provide clear information on whom to contact and how. The quiz will be posted on Canvas and **must be completed by Wednesday, January 19th at 11:59pm**. Considering it’s simply a quiz of the policies listed in this syllabus document and the introductory slides, there will be no extensions for the quiz deadline. If you do not write the quiz, you do not receive the marks.

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 adjusted as described above.

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 your TA (if a review paper) or with Jay (if not a review paper) by February 1st. Please send an email to your TA 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 your 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.).

All optional projects are due on Friday April 8th by 11:59pm. Due to the end-of-semester timing being very tight, and the time you have allotted 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, create an account (see below) if you do not yet have one, select “enrol in a class”, enter our Class ID (33071241) 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.
3. Create an account and select “student” for your account type.
4. Enter the Class ID (33071241) 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 Friday, and if you submit at 12:01am on Saturday (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, 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).

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 75% for a good class, 73% for an average class, and 71% 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. 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 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 it 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? The format of the exams has yet to be determined, and full details will be coming soon. But in short, if exams are on campus, they will be closed-book exams and you can't use study aids. If we end up writing exams online, we may adopt an open-book format, but full details of this will be provided in the Announcements. Hang tight.

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 21st 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 21st.

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) 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

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 concession.

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

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

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/

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

Live Well, Learn Well:

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/

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.