



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

PSYC 401 - 001 Course Outline

Department: Department of Psychology
Term: Winter 2021 Term 2 (3 credits)
Course Title: Clinical Psychology
Course Schedule: MWF 3:00 - 3:50
Location: Barber Centre (IBLC) 182

Professor:	Dr. Sheila Woody	Teaching Assistant:	Ariel Ko
Office location:	1605 Kenny	Office location:	1911 Kenny
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Office hours:	Mon+Wed 4:00-5:00 on Zoom	Email:	arielko@psych.ubc.ca

Course Description

The goal of this course is to orient you to the field and profession of clinical psychology. The course begins with a brief history of clinical psychology as well as current standards and evidence-based practices. Students learn about the theoretical approaches and common assessment and treatment activities of clinical psychologists and gain an appreciation for the current issues in these areas. The course includes development of skills in critical thinking, teamwork, and effective written and oral communication - important skills that any facilitator (clinical psychologist, educator, businessperson) needs to acquire.

What you need to know: This is an in-person course that involves required group work. Consider whether this is a good fit for you before deciding to continue with the course.

Prerequisites

This course is intended primarily for advanced psychology majors who plan to pursue graduate training in clinical psychology or who plan to work in a setting where knowledge of clinical psychology would be an asset. Students must have completed PSYC 300 as well as the 100- and 200-level psychology courses.

Learning Objectives

By the end of this course, students will be able to:

1. Discuss the science of clinical psychology, including specialty topic areas, current controversies, and historical perspectives.
2. Appreciate, explain, and imagine the contribution that psychological science can make to improve the well-being of individuals, families and communities.

3. Find, read, interpret, and synthesize peer-reviewed research literature in psychology to answer a question about mental health and to deepen knowledge of the topic.
4. Act in accord with relevant sections of [CPA Code of Ethics](#), including *respect for the dignity of persons and peoples, responsible caring, integrity in relationships, and responsibility to society*.
5. Collaborate effectively with a diverse group of peers to produce a written or oral summary of completed discipline-specific work (e.g., applied intervention).
6. Gain fluency in conversing about current issues in psychology with peers, graduate students and/or faculty (i.e., networking skills).
7. Identify several career options for psychology majors and ways to prepare for them.

Personal Responsibility and Community of Care

UBC is committed to following the advice of the Provincial Health Officer (Dr. Bonnie Henry). We all share responsibility for the safety of our communities both on and off campus and can contribute by:

- getting vaccinated
- performing a [daily health check](#)
- staying home when sick
- practicing hand hygiene
- wearing masks when advised by public health
- following public health orders and guidelines as they change over time

Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus (including our classroom, washrooms, and all common areas). Please show your respect for the health and well-being of your classmates, the teaching staff, and all of our loved ones by complying with this requirement for every in-person encounter this term. It is important that all of us help each other feel as comfortable as possible engaging in classroom activities while sharing an indoor space. Wearing masks over our noses and mouths is a primary tool for combating the spread of Covid-19. Accordingly, please do not eat during class (because you would need to remove your mask), and if you need to drink something, please wear your mask between sips. Please do your part to facilitate a positive and supportive environment for everyone to live, work, and study on campus. Finally, remember that there may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

Students who wish to request an exemption to the indoor mask mandate must do so through one of the grounds for exemption detailed in the [PHO Order on Face Coverings \(COVID-19\)](#). Such requests must be made through the [Centre for Accessibility](#). After review, students who are approved for this accommodation will receive a letter of accommodation to share with me. In the meantime, these students are welcome in the class.

If you are sick, it is important that you stay home.

If you miss class because of illness:

- consult the lecture capture recording (see link in Canvas) to view an in-person class (classes held on Zoom will not be recorded),
- use the Canvas discussion forum for help,
- attend office hours on Zoom (see link in Canvas), or
- ask for help from other students by sharing notes.

If you are feeling too ill to complete a quiz during the regularly scheduled time, please email me right away. Quizzes will be given on Canvas. See information below on quizzes.

If I (Prof. Woody) am feeling ill, I will not come to class in person. I will make every reasonable attempt to communicate plans for class as soon as possible (via an announcement on Canvas). If we are scheduled to meet in person, our classroom will still be available for you to sit in and attend an online session. I may arrange for a substitute instructor or ask you to do an activity or read something in place of class time. If I am well enough to teach, I will hold the class on Zoom. If this happens, you will receive an announcement on Canvas informing you how to join the class.

Required Reading

Hunsley, J. & Lee, C.M. (2018). *Introduction to Clinical psychology: An evidence-based approach*. (4th ed.) Etobicoke, ON: John Wiley & Sons Canada.

This textbook is available at the UBC Bookstore and is also available online through the publisher: [Wiley](#). At the publisher's website, you can choose to purchase a **paperback print copy** (\$121) or an **e-book** version (\$22-\$64 depending on how long you want access).

Course Assignments, Due Dates and Grading

Team project (see description below)	45%
Active participation	15%
Quizzes (average of 4 best quiz marks)	40%

Team Project

The purpose of this project is to develop the knowledge and skills to be able to find and use clinical psychology research and communicate that information to others. In addition, you will develop knowledge, skills, and attitudes that will help you to approach group work and team projects in a way that promotes positive interactions and outcomes. Teamwork is an important skill both in university and in the working world.

Students will be assigned to a team for this project. Teams will select a mental health problem (not necessarily a diagnostic category) and design a detailed plan for a 4-5 segment workshop on a prevention or intervention to briefly address the problem. The target audience (i.e., learners) for the program is peer support workers, who are non-professional individuals who work in a health agency to provide extra support (e.g., mentoring, education, advocacy, counselling) for members of the community who are struggling with challenges to their mental health. An example of this sort of intervention is suicide prevention hotlines staffed by trained peers. Usually, peer support workers have some lived experience of mental illness.

It will probably be useful to read chapter 4 of the textbook early to refresh your memory about research designs and the type of conclusions that can be drawn from different designs as well as to deepen your knowledge of clinical research design. This preparatory step is **recommended** even if you did well in PSYC 217 and 218.

Steps in the team project include:

1. On your own, complete the Team Selection Survey so that I can assign you to a relevant team. **If you do not complete the survey by 21 January at 3:00pm, you will not be assigned to a team and thus cannot complete the team project portion of this class.** (That means you will get a zero for the team project grade.) There will be no extensions for this simple assignment, so I recommend completing it early.

2. Establish the foundation of the team’s work together. Identify areas of strength and areas for development; come to agreement about how you will work together; choose a topic.
3. Work together as a team to complete small assignments that deepen your learning of the material we are covering and provide preparation for the team project.
4. Conduct background research and outline the overall workshop as a team. Individually write a detailed lesson plan for one segment of the proposed workshop. As a team, develop an abstract for the overall workshop that synthesizes the contributions of each segment.
5. As a team, develop a creative sample (“trailer”) of the workshop that can be consumed in about 5 minutes. This might be in the format of a webpage, conference poster, or video. (Other creative ideas are welcome.) Share this sample with other teams.

The workshop outline (one per team) is **due by 3:00 pm on 18 February**. The outline must include the following: (a) description of the mental health problem, (b) research-based facts about the problem, (c) important factors to assess and suggested tools for assessment, (d) one evidence-based intervention, and (e) references to support the material in sections a-d. Hint: these elements can form the segments of the workshop for which individual students prepare detailed lesson plans.

Each student on the team will then individually prepare a detailed lesson plan for one approximately 20-minute segment of the team’s workshop (individually graded assignment). The lesson plan should not exceed 1,500 words (excluding references and title page). I **strongly recommend** that students practice giving the lesson (perhaps just to yourself) as a step in the editing process; otherwise it is easy to create lessons that are too brief or too long. Lesson plans are **due by 3:00 pm on 28 March**. On 30 March, teams will work together in class to develop a 500-600 word abstract of the workshop that synthesizes all the elements.

Teams should prepare a preview or sample of the workshop to present as a team to the class. The preview should not exceed 5 minutes. These previews will be presented during the last week of class or may be uploaded to the course website for other students to view, depending on the format. The preview could be a promotional tool to attract appropriate audience members, an abstract of the overall workshop, or a brief detailed sampling of material from the workshop. **Arrangements for the format of the presentations must be made by the end of class on 30 March.**

Evaluation Breakdown:

This project is worth 45% of your course grade. 25% is based on your individual performance within the team, and the remaining 20% is a team grade. Here is the breakdown of the graded components of this assignment:

Component	Product(s) Due	Due Date	Weighting (Total 45%)
Team Foundations	team agreements topic choice plan for component 2	26 January (in class)	2% (team)
Outline for Workshop		18 February at 3:00pm	5% (team)
Lesson Plan	detailed lesson plan for one approximately 20-minute segment of the workshop	28 March at 3:00pm	20% (individual)
Abstract & Synthesis of Workshop	500-600 word abstract of the workshop (synthesizing all segments)	30 March (in class)	5% (team)

Component	Product(s) Due	Due Date	Weighting (Total 45%)
Creative Sample	5-min presentation of some aspect of the workshop your team has planned	4-8 April (in class)	8% (team; 4% instructor evaluation, 4% peer evaluation)
Teammate Evaluation	online	11 April	5% (individual)

Outlines, lesson plans, and abstract/synthesis must be submitted to the course website on Canvas as a PDF; neither e-mail nor hard copy will be accepted.

Late Assignments: Due to the team nature of the major assignment for this class, **late team-based assignments will not be accepted under any circumstances.** Individually graded assignments will be sharply penalized for lateness, as the rest of the team is depending on each individual. **Late individually-based assignments will be marked down 10% per day past the due date.** I recommend planning ahead so that you are able to meet your responsibilities on time even if unexpected illness occurs.

Active Participation

Your learning in this course depends on active student participation, both in terms of contributing your own thoughts, opinions, and observations toward class discussions and exercises and listening to what other students have to share. Accordingly, 15% of your grade in this course will be based on the quality and quantity of your individual participation in the course as shown through:

- contributions to online discussions
- completing small assignments throughout the course

Although many of these small assignments are structured to support your team in creating an excellent project, these small assignments represent *individual* engagement with the course material. That is, they may end up helping the team, but their main purpose is to provide you with a way to elaborate on the course material to learn it better. Importantly, active participation with these small assignments will also develop your time management skills and the ability to focus your attention in spite of responsibilities or events outside of the classroom.

Quizzes

Due to research indicating students learn better in the context of frequent testing, this course will involve five brief quizzes in lieu of a midterm and final exam. These quizzes will primarily consist of multiple choice and (very) short answer questions. Expect to see questions covering information presented in the textbook (whether or not it has been discussed in class) as well as material presented during lectures, videos or speakers in class, or class discussions.

Missed Quizzes: If you miss a quiz for illness, athletic events, or any other reason, that quiz will be dropped and your overall quiz grade will be based on the remaining four quizzes. There will be **no make-up quizzes.** I recommend studying diligently for each quiz so that you can receive the highest possible grade rather than “using up” this opportunity early in the term and then facing pressure to do well on the remaining quizzes.

If you miss more than one quiz, complete the [Arts Academic Advising online academic concession form](#) immediately, so an advisor can evaluate your concession case. If you are approved for an academic concession, contact me as soon as possible for an alternative assignment (typically a research paper). If you are a student in a different Faculty, consult your Faculty’s [webpage on academic concessions](#) and then contact me if appropriate.

Students have the right to view their marked examinations with the instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Grading

To reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. (Grade inflation is the tendency in some departments or universities for the vast majority of students to get high marks, thus - in the eyes of some - making high marks meaningless.) In the spirit of flexibility and compassion in light of the Covid-19 pandemic and the associated return to in-person teaching, these departmental norms have been adjusted upward by 5% for 2021 Winter terms (including Term 2). According to these adjusted norms, the mean grade in a 400-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. This means that about half the class will be in the A and B range (combined). **Scaling may be used** in order to comply with these norms; grades may be scaled up or down as necessary by the Professor or Department. This process ensures roughly similar grade distributions across different sections of the same course.

Scaling, if necessary, will be done using a method called a linear transformation, which applies the same adjustment to everyone's scores. Resulting marks are dependent on how well students demonstrate their mastery of course material relative to their peers. Your scaled mark is a function of how well you did relative to how the class/section as a whole performed. If course grading is "too easy" in the sense that marks as a whole tend to be high, then scores in general will be shifted down. If you put everyone's **raw** scores in order from lowest to highest, you get the same rank order of students as if you put the **scaled** scores from lowest to highest. The better your raw score, the better your scaled score, but how good or bad your scaled score is depends on how well the section as a whole did.

Communication

Course Website. Access information and resources for this course through [Canvas](#). I will post basic lecture outlines on the course website prior to each class. These are outlines - they do not contain the details of the lectures. Many students use these outlines as a basis for taking notes in class. **If you miss a class, it is your responsibility** to consult the lecture outlines AND to borrow notes from a classmate regarding any videos or in-class exercises. I will not respond to emails asking about the contents of lectures that were missed.

Remember to **use the discussion board** on the course website. If you have a question about assignments, exams or course policies, first check the course outline and then the discussion board. You are likely to find the answer to your question has already been provided. If not, post your question on the discussion board!

Questions. if you have a simple question that **can be answered in one sentence**, send an email to the course TA. (Be sure to read the discussion board carefully before you send an email.) Do not send an email to the Professor unless you have already spoken to the TA and still have a question. Ariel is a highly knowledgeable doctoral student specializing in clinical psychology. She is friendly and eager to help you understand the course material and prepare for exams. Be aware that if you send an email question that is likely to be of interest to other students in the course, we may post the question and response on the Discussion board.

If you have a question **about a topic being discussed in class**, raise your hand (even on Zoom!) and I will try to call on you. If you are shy about speaking in class (or if I was not able to call on you), **visit me** during office hours, make an appointment to **speak with the TA**, or use the **discussion board**.

Lecture Capture. The in-person meetings of this class will be video recorded for the academic purposes of students in the class to review materials after the class or for students who need to catch up on the occasional missed class. They are not a good substitute for regular attendance, and I take no responsibility for technical problems that may at times make lecture capture unavailable. Be aware that the lecture capture equipment will follow me around the room, so there is a possibility that your image might be captured as well (although the recordings *will be available only to students in this section of this course this term*). If you want to sit in a location of the room that is unlikely to be recorded, please discuss this with me and we can figure out what location would minimize that likelihood. **Class meetings that are held on Zoom will not be recorded.**

Note: These recordings are the intellectual property of the instructor. Sharing the content of the lecture capture recordings or any other content from this course is a violation of copyright law and may violate privacy law.

Course Schedule

This plan is subject to change. Changes will be announced in class or on Canvas.

Week	Date	Topic	Readings for Today	Assignments and Activities
1	Mon 10 Jan	Course overview and orientation		
	Wed 12 Jan	Evolution of clinical psychology	chapter 1	browse links on <i>Identify your interests</i> page
	Fri 14 Jan	Mental health careers panel	<i>Graduate Studies in Counselling Psych</i> (on Canvas)	Canvas discussion after the panel
2	Mon 17 Jan	Professional Issues and Ethics	chapter 2	
	Wed 19 Jan	(cont.)	<i>CPA Code of Ethics</i> preamble	Submit Team Selection Survey by 3:00pm
	Fri 21 Jan	Classification and Diagnosis review	chapter 3	
3	On Canvas Mon 24 Jan	Quiz #1 on chp 1-3 and ethics		
	On Zoom Wed 26 Jan	Team Foundations ONLINE ATTENDANCE REQUIRED	Tips for teamwork	Team foundations worksheet due (2%)
	Fri 28 Jan	Assessment: Overview	chapter 5	
	Mon 31 Jan	(cont.)		Finalize topic selection
4	Wed 2 Feb	Assessment: Interviews & Observations	chapter 6	

Week	Date	Topic	Readings for Today	Assignments and Activities
	Fri 4 Feb	(cont.)	background reading on your team's selected mental health problem	Discussion on targets of intervention
	On Canvas Mon 7 Feb	Quiz #2 on chp 5-6		
5	Wed 9 Feb	Cognitive Assessment	chapter 7	Discussion on preparation for team outline
	Fri 11 Feb	(cont.)		Discussion on assessment strategies
	Mon 14 Feb	Symptom & Personality Assessment	chapter 8	Paragraph on relevant self-report scale
6	On Zoom Wed 16 Feb	Team Workshop Outline ONLINE ATTENDANCE REQUIRED		
	Fri 18 Feb			team outline for lesson plans due by 3:00 (5%)
	21-25 February		reading break - no class	
	On Canvas Mon 28 Feb	Quiz #3 on chp 7-8		
7	Wed 2 Mar	Assessment Integration	chapter 9	Discussion on assessments for team workshop
	Fri 4 Mar	(cont.)		
	Mon 7 Mar	flex day		Midterm team feedback
8	Wed 9 Mar	Intervention: Overview	chapter 11	
	Fri 11 Mar	(cont.)		Identify the research design in a treatment study
	On Canvas Mon 14 Mar	Quiz #4 on chp 9 & 11		
9	Wed 16 Mar	Intervention with Adults	chapter 12	browse https://onlinetherapyuser.ca/

Week	Date	Topic	Readings for Today	Assignments and Activities
	Fri 18 Mar	(cont.)		
	Mon 21 Mar	Intervention with Youth	chapter 13	
10	Wed 23 Mar	(cont.)		
	Fri 25 Mar	Mechanisms of Therapeutic Change	chapter 14	Discussion on regulated mental health professions
	Mon 28 Mar	(cont.)		detailed lesson plans due by 3:00 (20% indiv.)
11	On Zoom Wed 30 Mar	Team Abstract/Synthesis ONLINE ATTENDANCE REQUIRED		team abstract due at the end of class (5% team)
	On Canvas Fri 1 Apr	Quiz #5 on chp 12-14		
	Mon 4 Apr	Creative samples		
12	Wed 6 Apr	Creative samples		
	Fri 8 Apr	Creative samples		Teamwork summative evaluations (5% indiv.)

Course Policies

What if...? None of us knows what the pandemic will bring next, even though last term went pretty well (until the end...). If the university requires that we continue with online classes, then I will hold class at the regularly scheduled time on Zoom. All quizzes will be administered using Canvas with a time limit. Quizzes require thorough understanding of course material, including the ability to apply and integrate various concepts. They will go beyond memorization of facts and will require integration and application of course material.

Electronics. Laptops and tablets can be useful for taking notes and referring to e-versions of the textbook or websites mentioned in class. However, they can also be distracting, both to students who use them and to students sitting nearby. If you think you might be distracted by other apps during class time, I recommend that you (a) take notes on paper and (b) leave your phone in your backpack to eliminate this possibility. Being more engaged in class is predictive of better academic performance (and research shows that hand-written notes lead to better learning than typed notes). Although it is possible to multitask while doing mundane activities (e.g., watching TV while cooking), multitasking while trying to engage in class will demonstrably interfere with learning.

Still, you are an adult, so you can make the choice yourself. I ask this: **if you choose to multitask on your laptop**

or tablet during in-person class, please sit in the back of the room. Many students find a changing visual display to be distracting as they try to focus during class. Sitting in the back of the room will minimize the risk of negatively affecting other students' learning.

Supporting Student Success. 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 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 UBC policies and how to access support are available [here](#).

Academic Accommodation. UBC provides appropriate accommodation for students with disabilities who have registered with and provided documentation to the [Centre for Accessibility](#) (previously known as Access & Diversity). The University also accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. **It is your responsibility to let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.** Students who plan to be absent for varsity athletics, family obligations, or other similar commitments cannot assume they will be accommodated and should discuss their commitments with me before the drop date. If, during the semester, you develop a problem that may require [academic concession](#), you should inform the instructor and visit [Arts Academic Advising](#) as soon as possible. Everything goes much more smoothly if you **make requests for accommodation or concession as early as reasonably possible.** Details of UBC policies on academic accommodation for students with disabilities or for religious, spiritual or cultural observances are available [here](#).

Academic Integrity. The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns, and the University and Department of Psychology have taken steps to alleviate them. Please review the section on [Academic Misconduct](#) in the UBC Calendar for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit the [Guide to Academic Integrity](#) for discussion of academic integrity, including tips on avoiding plagiarism and consequences of academic misconduct.

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. In cases of academic misconduct, UBC has the right to impose harsher [penalties](#) including (but not limited to) a failing grade for the course, suspension or expulsion from the University, cancellation of scholarships, or a notation on a student's transcript.

All graded work in this course is to be original work done independently by individuals. If you have any questions as to whether what you are doing is even a borderline case of academic misconduct, please consult one of the

teaching assistants. For details on pertinent University policies and procedures, please see the [Student Conduct and Discipline](#) section of the UBC Calendar and [University Policy 85](#).

Important Dates

Last date for **withdrawal** through the Student Service Centre without a “W” on your transcript: **21 January**

Last date for **withdrawal** through the Student Service Centre with a “W” on your transcript: **4 March**

Student Wellness Resources

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

[The kaleidoscope](#) is 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](#) 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. Phone: 604-822-3811

[Peer Support](#) is 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. Phone: 604-822-9246

Self-Harm Anonymous Recovery and Education ([SHARE](#)) promotes self care and education about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

[UBC Wellness Centre](#) is a drop-in centre where you can speak with other students about managing stress, keeping healthy sleep and eating patterns, concerns about safer sex and more. Phone: 604-822-8450

[Centre for Accessibility](#) provides accommodations for students living with physical or mental disabilities. Phone: 604-822-5844

[Student Health Services](#) provides students with a variety of health services to help you maintain your health while studying. Access to doctors and registered nurses. Phone: 604- 822-7011

[Mood Disorders Centre](#) is a psychiatric program designed specifically for individuals living with depression or bipolar disorder.

[Mental Health Awareness Club](#) offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

[The Survival Manual](#) is a compilation of services available in BC, particularly related to addictions but also situations including homelessness, hunger, or other crises. Services include counselling, education, social action research, and community development.

[AMS Food Bank](#) is an emergency food relief service for UBC students. If you are experiencing a financial crisis, they can provide you with a food hamper. You are able to use the service up to 6 times each term.

[BC Crisis Center](#) is a non-profit, volunteer crisis line available 24/7 that provides emotional support to youth, adults, and seniors in crisis in BC. Phone: 604-872-3311

Distress Line. Call **1-800-Suicide (784-2433)** if you are in distress or are worried about someone in distress who may hurt themselves. Available 24 hours a day. No waiting or busy signal.