



**PSYC 101 (002)**

**DR. SIMON LOLLIOT**

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**CIRS 1250**

**Tu / Th 11:00 - 12:30pm**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

# WELCOME TO PSYC 101



## ABOUT PSYC 101

What do you think about when you think of "psychology"? Most people think of Freud, psychopathology, and therapy. While these are interesting and important parts of psychology, they are a small part of the discipline.

As we will see, psychology primarily aims to answer the question, "Why do we behave the way we do?" Thus, this question will be the "Big Idea" for the course.

This question can be answered through many different psychological lenses: from how our brains work (Ch. 3) to consciousness (Ch. 5); from the how we develop language and its relationship to thought (Ch. 9) to how we respond to various sensory input (Ch. 4).

By introducing you to each of these sub-disciplines that encompass "psychology", we will see that there are many different ways in which we can answer, "Why do we behave the way we do?"

To uncover the Big Idea behind psychology, it is important to be able to answer several "essential questions". One such course-level essential question is "Does what I am made of have a stronger effect on how I behave than where I am at / have been?" – the good ol' nature vs. nurture debate. To answer these essential questions and uncover the answer to the Big Idea, we rely on the scientific method (Ch. 2).

My main goal for PSYC 101 is to give you a good overview of several subfields of psychology and to introduce you to how different psychologists think about the world. This coverage will focus on classic theories and research to give you a solid foundation for future specialty courses on these topics. But, psychology is ever-evolving, so we will also explore the latest research and most recent findings to help develop your critical thinking skills.

## LEARNING GOALS

In addition to the learning outcomes specified at the beginning of each lecture, by the end of the course, you should be able to:

1. Explain what psychology is (and is not).
2. Describe how contemporary lines of thought relate, are similar to, and how they differ to older psychological theories.
3. Critically analyze psychological research.
4. Identify the most influential psychologists and describe their impact on the field.
5. Describe the relationships between neurons, neurotransmitters, muscles, and different areas of the brain.
6. Demonstrate a firm understanding of theories and research into sensation/perception, consciousness, language, learning, memory, and thinking.
7. Start to think like a psychologist.

## YOUR TEACHING TEAM

### INSTRUCTOR



**Dr. Simon Lolliot**

[slolliot@psych.ubc.ca](mailto:slolliot@psych.ubc.ca)

#### Office Hours

TBC

### TEACHING ASSISTANTS



**Chaoyi (Lyra) Shi**

[cshi@psych.ubc.ca](mailto:cshi@psych.ubc.ca)

Office Hours

TBA



**Irein Thomas**

[irein.thomas@ubc.ca](mailto:irein.thomas@ubc.ca)

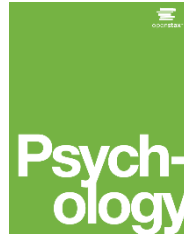
Office hours:

TBA

## REQUIRED MATERIALS

In order to cut costs, we'll be using a free, opensource textbook which you can access here:

<https://pressbooks.bccampus.ca/psychologyh5p/>



Spielman, R., Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2021). *Psychology, H5P Edition*. BCCampus.

This is a version of the textbook in which I have added multiple interactive elements that will allow you to test your knowledge after reading a section. In this edition there are over 1000 added questions for you to use and practice. This is the first term that I will be using this version of the textbook. If there are any mistakes in the questions, please let me know and I can fix them right away!

## CONTACTING ME

### E-MAIL

I am happy for you to e-mail me with questions that relate to course, graduate school and the like. If you have questions like “Will this be on the exam” – please do not e-mail me. Ask those questions on the discussion board so that everyone in the class can benefit from the answer.

I will try to respond to e-mails within 48 hours during working days. I have over 800 students this term, so if I do not reply, please feel free to send me a gentle reminder e-mail. You are also welcome to e-mail our wonderful TAs!

Please include your **name, student number, and class section** in the e-mail so that I know who is e-mailing.

## LECTURES – WHAT TO EXPECT

**Classes:** We will be meeting in-person this term! Classes will mainly take the form of an interactive lecture. As such, what makes this class successful is your participation in it!

I really encourage attendance in classes, not only because research shows that class attendance is strongly associated with your GPA (Crede et al., 2010, Dobkin et al., 2010; Lin & Chen, 2006; Xu & Jagers, 2013), but also because of how I structure the classes. Psychology is incredibly demonstrable - as such, I have developed multiple in-class activities that help demonstrate the course content we cover. Thus, attending classes is key to getting the full experience for this course. This aligns with my teaching philosophy that experiencing the course content first-hand leads to deeper learning.

I will be posting recordings of the lectures. This decision was made to increase accessibility and safety (see COVID Safety below). Life happens. Sometimes you may need to miss a class for a doctor's appointment or because you are sick. That is fine. Recordings, however, are no substitute for attendance. Indeed, research shows that watching lecture recordings is *only* associated with improved learning when the classes were also **attended** (Bos et al., 2016; Nordmann et al., 2018; see also Vella et al., 2016). I thus reserve the right to stop posting class recordings should I feel that they are taking away from the actual learning experience that this class is designed to deliver.

There is a participation section for this class. As I said, sometimes life happens. I have built in some flexibility to accommodate for...well...life. To achieve this, you can get 100% for your in-person component of the in-person participation grade if you participate in 85% of the in-class participation opportunities.

**Note:** I will only be posting the recordings, I will **not be live-streaming** the lectures this term. I found live-streaming the lectures a significant extra cognitive load to take into consideration while teaching and only a small handful of students made use of the live-stream option.

**COVID Safety:** For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool to make it harder for COVID-19 to find a new host. Please wear a non-medical mask during our class meetings, for your own protection, and the safety and comfort of everyone else in the class. If you have not yet had a chance to get vaccinated against COVID-19, vaccines are available to you, free (see <https://covid19.ubc.ca/> for more information). The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus. You are an important part of the UBC community. Please arrange to get vaccinated if you have not already done so.

**If you're sick, it's important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, other). If you think you might have COVID symptoms and/or have tested positive for COVID and/or are required to quarantine.**

Do not come to class if you are sick, have COVID symptoms, have recently tested positive for COVID, or are required to quarantine. This precaution will help reduce risk and keep everyone safer. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still be able to succeed.

**PowerPoints:** I will do my best to post slides before class. I often leave blanks at strategic places. These are either because I (a) have something planned that I don't want to tip you off to or (b) want to give you chance to fill in important terms. I will upload the full version of

the slides after every class. I do, however, encourage you to take detailed notes.

**A note on class materials and exams:** Classes are designed to cover and extend on what is in the textbook. My philosophy is that the textbook supplements the lectures rather than the other way around. As such, we'll be covering some things that do not appear in the textbook. Similarly, we may not cover everything in the textbook.

This means that to be successful in this course, you must carefully read the text and consistently attend every lecture.

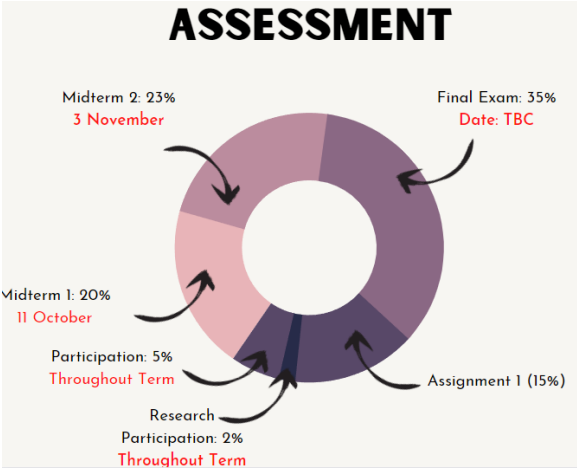
**And please note** – unless otherwise stated, everything in the assigned chapters as well as what we cover in class is examinable.

**What happens if I (the instructor) gets sick?** I will do my best to stay well, but if I am ill, develop COVID symptoms, or test positive for COVID, then I will not come to class. If that happens, here's what you can expect

If I am well enough to teach, but am taking precautions to avoid infecting others, we may have an online session or two. If this happens, you will receive an email and an announcement through Canvas telling you how to join the class. You can anticipate that this would very likely be a last-minute email. Our classroom will still be available for you to sit and attend an online session, in this (hopefully rare) instance.

If I am too ill to teach, I will do my best to see if a colleague can substitute for me. I will let you know about this via an e-mail and Canvas announcement.

## GRADE COMPONENTS



### MIDTERMS AND EXAMS

|           |                          |     |
|-----------|--------------------------|-----|
| Midterm 1 | October 11 <sup>th</sup> | 20% |
| Midterm 2 | November 3 <sup>rd</sup> | 23% |

There will be 2 midterms (worth 20% and 25% of your total grade) and a final exam (worth 30% of your total grade).

### Chapters Covered

|           |             |
|-----------|-------------|
| Midterm 1 | 1, 2, and 3 |
| Midterm 2 | 4 and 5     |

The midterms will be a combination of multiple choice and short answer questions. They are also non-cumulative. This means that the chapters covered by the first midterm will NOT be tested in the second midterm. They will also be delivered in class during class time, i.e., they are **in-person midterms.**

The final exam will also be a combination of multiple choice and short answer. The final, however, is **cumulative**. "Why, Simon?", you might ask. Fair question. Research shows that expecting a cumulative final exam results in better long-term retention of information (Szpunar, McDermott, & Roediger, 2007). That means that the hard work put in now will pay

off later on in future courses and to your life in general! The material to appear on the final exam will be more heavily weighted to the material covered after the second midterm.

### **If you are sick / can't make a midterm:**

Sometimes you get sick. When that happens on or just before a midterm day, that is fine - let me know **as soon as possible before the midterm / exam** please. Once you've let me know that you are ill, please complete this [self-declaration form](#) and send it to me. Note: You can only use this self-declaration form once per term for this course.

You will be asked to write a make-up midterm which will take place **within one week** of the missed midterm.

Make-up exams will **not** be allowed for trips out of town or for sleeping late.



**What if I am sick for the final exam?** Because final exams are run more formally through the University, I have little control over timings and concessions. If you are unable to attend the final exam, please contact your faculty advising (e.g., ARTS / SCIENCE advising) and apply for academic concessions. Please do contact me as well if you are unable to make the final exam so that I know as well.

### **ACTIVITY ASSIGNMENTS**

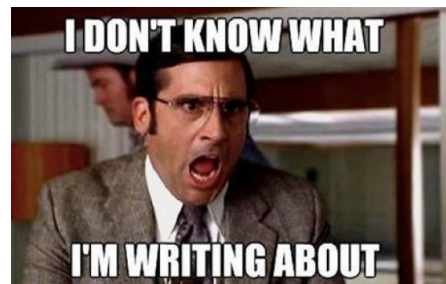
There will be two activity assignments presented throughout the term: You will be required to complete **ONLY ONE** of these activity assignments. Broadly, the two activity assignments include

1. Debunking popular myths in psychology,
2. Sleep diary – How sleep affects your life and what you can do to improve it,

I will provide more information on the Canvas website as to what you can expect from each of these assignments to allow you to choose the one that you find most interesting.

Completing extra assignments will not earn you extra credit. The first assignment you hand in will be the assignment you are marked on.

These assignments are designed to help you think more deeply about some of the topics we discuss in this course in a fun, insightful, and interactive way. These assignments will be announced during class time.



Each assignment will include two steps:

1. An interactive component that requires some activity or involvement on your part
2. A written summary that addresses several questions that are provided on a worksheet (that you can find on Canvas).

You have the option of completing your assignment with another student in PSYC class and turning in a single joint paper with both partners' names and ID numbers. If you choose this option, the word limit remains unchanged and the paper will be marked in the same way as individual assignments. You and your partner will

receive the same grade regardless of whether your actual contribution to the assignment was equal. Your final written assignment will be submitted to turnitin.com to be marked by the TA. For information on how to hand assignments in on turnitin.com, see the "Important Info" section below.

**NOTE:** Unfortunately, due to the size of the class and the limited number of hours that your TAs are paid to work, you will not receive detailed written comments on your assignment. However, you can contact your section TA to discuss your mark on an activity assignment and to get general advice for improving your writing.

**Handing in assignments:** You will be asked to hand in assignments to both turnitin.com AND Canvas. This extra step saves us a lot of work in getting your assignments with comments back to you in a timely fashion.

What is Turnitin.com? It is a service that compares submitted papers to over 500 million papers, articles, and other manuscripts, and checks for evidence of plagiarism.

First, if you do not have a turnitin account, create one at turnitin.com. Log in to your account and use the following details to find the class:

|                      |              |
|----------------------|--------------|
| <b>Class id</b>      | 36026366     |
| <b>Enrolment key</b> | psyc1012022! |

**Note:** Turnitin's servers are located in the United States. Thus, information that is stored on their servers is subject to US law. If you would like to know how to set up an account anonymously, please see:

<https://lthub.ubc.ca/guides/turnitin/>

I have made a video that talks you through submitting your work to turnitin AND Canvas. I will include a link to this video on the assignment worksheet.

## RESEARCH – HSP (2 – 5%)

HSP = The Human Subjects Pool

I get quite excited about this part...

Throughout the term, we are going to be covering some really cool research; many of these findings have a profound



effect on our day-to-day lives. Research, however, needs participants. As part of the course, you will be asked to complete a research experience component (REC) as way of introducing you in a 'hands-on' way to the research process.

This component is worth between **2 to 5%** of your total grade. I require a minimum of 2% for this course (this translates to 2 hours of participating in a study - or 0.5% per half-hour). Because I am cool, you can earn an additional 3% credit by participating in an extra 3 hours of study! This means that theoretically, you could achieve 103% for this course. Whoop!

To create an account, and sign up for studies, go to the website below and click on "Request Account".

<https://ubc-psych.sona-systems.com/>

Further instruction on how to use the HSP online system can be found at

<https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>

Who knows, a study that you participate in may very well help shape our understanding of the human experience in a profound way.

**Alternative to HSP Credit Component:**



As an alternative to participating in research, you can instead choose to complete two library writing projects (worth 1% point each). For this assignment, you will read and summarize two research articles. You must select a research article (not a letter to the editor, commentary, or review paper) published between 2000- present in the journal *Psychological Science* – one of the disciplines’ leading journals. Each summary should be about 500 words and should describe the purpose, method and results of the study in your own words.

**Note:** If you are taking another PSYC course that has this HSP option, please note you have to do separate credits for each course. So, if you are taking PSYC 101 and PSYC 102 and both have this HSP requirement, then you need to complete 2 credits for each course (i.e., 4 total credits). The same goes for the bonus credit if it is offered.

### Academic Integrity

#### **What is 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; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that

subverts the fair evaluation of a class exercise, or assessment.

#### **Why is academic integrity important?**

Myself, the course teaching team, UBC, and the scholarly community at large share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work, but it also means we produce our own contributions that add to the scholarly conversation: we don’t buy or copy papers or exams, or have someone else edit them. We also don’t falsify data or sources, or hand in the same work in more than one course.

As a student, your number one task is to learn new things. Just like your professors, however, you are a member of a university scholarly community. As a part of this community, you are responsible for engaging with existing knowledge and contributing ideas of your own. Academics—including you!—build knowledge through rigorous research that expands on the contributions of others, both in the faraway past and around the world today. This is called scholarship. Academic integrity, in short, means being an honest, diligent, and responsible scholar. This includes:

- Accurately reporting the results of your research, e.g., when collecting data in a lab.
- Taking exams without cheating.
- Completing assignments independently or acknowledging collaboration when appropriate. Collaboration through group work is an effective way to learn. I will clearly indicate when you should collaborate, for example during in-class group work and on some online homework assignments.
- Creating and expressing your own original ideas.
- Engaging with the ideas of others, both past and present, in a variety of scholarly

platforms such as research journals, books by academics, lectures, etc.

- Explicitly acknowledging the sources of your knowledge, especially through accurate citation practices.

### What should I know about sharing course materials?

- We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. 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 the Teaching Team or in the textbook are for use in this course by students currently enrolled in PSYC 102 (001). It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Docs). It is *unacceptable* to copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and textbook authors' intellectual property, and follow [copyright law](#).

### What happens when academic integrity is breached?

- 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 if the matter is referred for consideration for academic discipline. Careful records are kept to monitor and prevent recurrences. Any instance of cheating or taking credit for someone else's work, whether

intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and these cases will be reported to the Head of the Department of Psychology and Associate Dean Academic of the Faculty of Arts.

### What support is available?

- Feel free to ask me about academic integrity. Part of my job is to guide your growth as a scholar, and I would much rather you ask for clarification than unintentionally engage in academic misconduct, which has serious consequences. If you are unsure about what constitutes academic misconduct, please reach out to me via e-mail or contact me during Office Hours.
- If you feel too uncomfortable approaching me about this, you are welcome to reach out to our wonderful TAs via e-mail. They're students, too, and will be able to help!
- Sometimes students who are experiencing a lot of stress feel the only way to deal with a situation is to cheat. **Please do not do this.** Talk to me, and I am sure we can work something out together.
- To help you learn your responsibilities as a scholar, please read and understand UBC's expectations for academic honesty in the UBC Calendar: "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#)". Read and reflect on the [Student Declaration and Responsibility](#). There are resources to help you meet these expectations, for example the Chapman Learning Commons "[Understand Academic Integrity](#)".
- For written assignments and help with plagiarism and citation, see the [Centre for Writing and Scholarly Communication](#).

- Additional resources for learning with integrity can be found on the UBC [Academic Integrity Website](#).

**NOTE:** The wording for this section on Academic Integrity has been taken from and adapted from Dr. Catherin Rawn’s Introduction to Psychology Part II Course Syllabus 2015 which is licenced under the Creative Commons Attribution NonCommercial-ShareAlike 4.0 International licence.

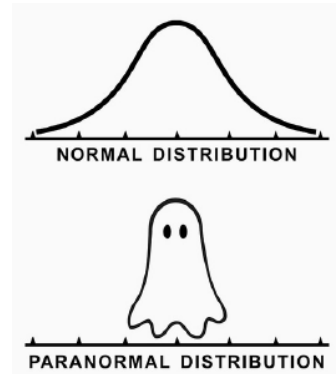
**PARTICIPATION MARK – 5%**

One reason why I really love this class is because it is so demonstrable. As such, I try and demonstrate as much of the content as possible using your data. Throughout the term, I will be asking you to complete short surveys in preparation for a given class or complete a short exercise in class. I will ask for your student number, but I will never look at individual responses (unless otherwise indicated). At the end of term, your participation grade will be calculated based on how many of these surveys you completed (i.e., there are no right / wrong answers).

For in-class participation, I will be using a response system called Mentimeter. This does not require you to set any account up. I will periodically ask you to go to Menti.com and enter a number. You can access this site on a smart phone, tablet, or laptop computer. If you do not have access to any of these, please do contact me and we can make a plan.

**GRADES – IMPORTANT INFO**

Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university,



faculty and department or school norms. Please note that the unofficial grades you will receive from me, the instructor, might be changed by the faculty, department or school. Grades are not official until they appear on the student’s academic record. If necessary, the grades from this course will be scaled (curved) to obtain an average between 63-67%, with an SD of 14%.

The Department of Psychology has adopted the following grad distributions for 100-level courses, and reserves the right to adjust final grades in this course if the distribution deviates substantially from the target.

| Class Performance | Mean | SD  |
|-------------------|------|-----|
| Strong Class      | 72%  | 14% |
| Average Class     | 70%  | 14% |
| Weak Class        | 68%  | 14% |

| Grade Letters |           |
|---------------|-----------|
| A             | 80 – 100% |
| B             | 68 – 79%  |
| C             | 55 – 67%  |
| D             | 50 – 54%  |
| F             | < 50%     |

## WHAT WE WILL COVER

Note, all readings can be found on our Canvas website.

|                             |   |
|-----------------------------|---|
| <b>Sept 8<sup>th</sup></b>  | Syllabus Lecture – nothing to prepare   |
| <b>Sept 13<sup>th</sup></b> | History of Psychology                   |
| <b>Sept 15<sup>th</sup></b> | Research Methods 1                      |
| <b>Sept 20<sup>th</sup></b> | Research Methods 2                      |
| <b>Sept 22<sup>nd</sup></b> | Research Methods 3                      |
| <b>Sept 27<sup>th</sup></b> | Biopsychology 1                         |
| <b>Sept 29<sup>th</sup></b> | Biopsychology 2                         |
| <b>Oct 4<sup>th</sup></b>   | Biopsychology 3                         |
| <b>Oct 6<sup>th</sup></b>   | Sensation and Perception 1              |
| <b>Oct 11<sup>th</sup></b>  | <b>MIDTERM 1: IN-PERSON // IN CLASS</b> |
| <b>Oct 13<sup>th</sup></b>  | Sensation and Perception 2              |
| <b>Oct 18<sup>th</sup></b>  | Sensation and Perception 3              |
| <b>Oct 20<sup>th</sup></b>  | States of Consciousness 1               |
| <b>Oct 25<sup>th</sup></b>  | States of Consciousness 2               |
| <b>Oct 27<sup>th</sup></b>  | States of Consciousness 3               |
| <b>Nov 1<sup>st</sup></b>   | Memory 1                                |
| <b>Nov 3<sup>rd</sup></b>   | <b>MIDTERM 2: IN-PERSON // IN CLASS</b> |
| <b>Nov 8<sup>th</sup></b>   | Memory 2                                |
| <b>Nov 10<sup>th</sup></b>  | <b>NO CLASS - READING WEEK</b>          |
| <b>Nov 15<sup>th</sup></b>  | Memory 3                                |
| <b>Nov 17<sup>th</sup></b>  | Learning 1                              |
| <b>Nov 22<sup>nd</sup></b>  | Learning 2                              |
| <b>Nov 24<sup>th</sup></b>  | Learning 3                              |
| <b>Nov 29<sup>th</sup></b>  | Language and Thought 1                  |
| <b>Dec 1<sup>st</sup></b>   | Language and Thought 2                  |
| <b>Dec 6<sup>th</sup></b>   | Buffer Class                            |

## UNIVERSITY 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 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 on the UBC Senate website [[CLICK ON ME TO BE TAKEN TO THE UBC SENATE WEBSITE](#)].

## WELLNESS RESOURCES

Term is hard for everyone. If you are struggling, we have plenty of resources that you may wish to use. Below appear a number of them that can help you adjust to school and manage the stress that comes with it.

### **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.

### **Counselling Services:**

[www.students.ubc.ca/livewell/services/counselling-services](http://www.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 counseling, or to document an illness if you should require academic concession.

### **SpeakEasy:**

[www.ams.ubc.ca/services/speakeasy/](http://www.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:**

[www.students.ubc.ca/livewell/services/wellness-centre](http://www.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:**

[www.students.ubc.ca/about/access](http://www.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:**

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

Phone number: 604- 822-7011S

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:**

[www.ubc-mooddisorders.vch.ca/](http://www.ubc-mooddisorders.vch.ca/)

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

**Mental Health Awareness Club:**

[www.ubcmhac.sites.olt.ubc.ca/](http://www.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 counseling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series.

**AMS Food Bank:**

[www.ams.ubc.ca/services/food-bank/](http://www.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:**

[www.clinic.psych.ubc.ca](http://www.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:**

[www.crisiscentre.bc.ca](http://www.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.

**Empower Me**

[http://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS\\_EmpowerMe\\_EmpowerMe](http://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_EmpowerMe_EmpowerMe)

Phone number: 1 884 741 6389

Toll-free and available 24/7. This phone service offers mental health and wellness resources from professional counselling to relationship advice (with a partner or parent). You can also find life coaching, financial planning, and nutritional counselling services here.

**What Helps What Hurts**

<https://whathelpswhathurts.com/>

Know someone who is depressed, anxious, or suffering from a mood / anxiety disorder but not quite sure how to help them? This website provides resources for you to know what hurts and what helps.