

University of British Columbia

PSYC304B B001: Brain and Behaviour (first semester of the course) Autumn 2024

Course overview: Your brain is staggeringly complex, and 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 linking the psychological background you have acquired—in essence, a study of behaviour—with the neurobiological underpinnings responsible for that behaviour. To understand our very selves, and the roots of our mind’s organization, we must start at the most fundamental unit of the nervous system: the neuron. Indeed, we will see how small changes in (for example) concentration of ions can radically alter our behaviour. From these basic building blocks of nervous system function, we will expand outward into a systems-level understanding of our basic sensory and motor systems, which will reveal evolution’s influence on our brain’s hierarchy and function.

- Instructor:** **Dr. Jay Hosking, Department of Psychology**
jayhosking@psych.ubc.ca
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. PSYC304.
- TA:** **Jen Burrell, jenbur@psych.ubc.ca**
Peiran Zhou, peiran.zhou@psych.ubc.ca
- Website:** **Canvas: <https://canvas.ubc.ca>**
Links to all lecture slides, announcements, grades, etc. will be posted here. Please let me know if you’re having any issues with the website!
- Lectures:** On campus **Tuesdays & Thursdays 9:30-10:50am, Swing 122**
- Office hours:** Held virtually, booked via **<https://jayhosking.youcanbook.me>**
- TA office hours:** Please email your amazing TAs for availability!
- Textbook:** **Breedlove and Watson’s *Behavioural Neuroscience*, Tenth Edition.**
Required for second semester; recommended for first semester.

Grades breakdown:

| | |
|-------------------------------------|-----|
| Syllabus quiz: | 2% |
| Exam 1 (midterm): | 16% |
| Exam 2 (midterm): | 16% |
| Exam 3 (“final” of first semester): | 16% |
| Total: | 50% |
| Bonus research participation: | 3%* |

*You can only earn 3% bonus in total for research participation across the two semesters. You can earn these in first semester, second semester, or across both semesters.

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

- Explain and critically evaluate current topics and research in the field of neuroscience
- Describe basic biopsychological processes at multiple levels of analysis
- Use critical thinking skills through discussion and analysis of neuroscience issues
- Define modern neuroscience and identify the major perspectives within it
- Recognize, recall, connect, and evaluate neuroscientific concepts and theories from specific subfields (e.g., behavioural vs. cognitive)
- Critically evaluate new evidence about brain and behaviour in your daily life
- Understand, describe and differentiate between commonly used research methods in neuroscience, including experimental and correlational designs

Land acknowledgement:

UBC’s Vancouver campus is located on the traditional, ancestral, and unceded land of the Musqueam people. In 1908, UBC was built upon this land without consent from, or compensation to, the Musqueam people. I invite us all to re-examine and renew our commitments, and UBC’s commitments, to truth and reconciliation.

Note on lectures and attendance:

Lectures will be held on campus and your attendance is expected, as per UBC’s “in person” designation of this course. The Department of Psychology has advised its faculty to *not* livestream any lectures, nor is there any requirement, expectation, or additional resources provided to record the lectures. For students who must be absent (e.g. due to illness), I will try to record lecture audio for each class, but these recordings will be sub-optimal and cannot be guaranteed.

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 attend lecture.

Please exercise respect and responsibility in attending our lectures, adhering to institutional policies. Please perform a daily health self-assessment before coming to campus. If you're sick, please do not come to lecture. Please be kind, courteous, gracious, and patient with your peers; some students may have health conditions, like a chronic cough, that can be misconstrued as symptoms of illness. In short, please give your fellow students the benefit of the doubt. Please understand that if I am sick or have symptoms of sickness, I will not be lecturing that day on campus. 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 TAs if:

- You would like to review one of your exams. When reviewing your exam, **you are not allowed to take notes on, or photos of, the exam.**
- You would like to discuss content from the course readings and/or study strategies.
- You would like to discuss psychology or neuroscience 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 lectures, immediately after lectures, on our discussion forum, or during the pre-exam review sessions, 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 more valuable to all students if handled in class, 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 forum discussion this semester. 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. Please note that I and the TAs will be checking Piazza, but only as time permits, so think of Piazza as a student-centred discussion; it's not an ideal place to get direct answers from me, versus talking to me after class or booking office hours.

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, relevant, up-to-date, 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 ask during in-class lectures, or immediately after lectures, or during the pre-exam review session, or post it in the discussion forum on our course website. Finally, please use good email etiquette when contacting me—see lecture notes for more details.

Note on readings:

We will be using the newest edition of the Behavioral Neuroscience textbook by Breedlove & Watson. Please note that this is a *required* textbook for semester two, with Dr. Floresco, but is only a *recommended* textbook for me. Here are my notes on the textbook for this semester:

Material that is in the textbook but not lecture will not be tested in first semester. The purpose of the textbook is to act as a “second teacher”, a way to learn the concepts in class from a slightly different perspective, to clarify things that might not make sense from my lecture. In this sense, other textbooks may also be OK for the first semester, so feel free to ask me. (Just note you will be required to have the textbook for the second semester.) Reading the relevant chapters prior to the related lectures will likely make those lectures easier for you.

Course Schedule (Tentative)

| Week | Dates | Topic | Relevant reading |
|-------|--|---|------------------|
| 1 | Sept 3 rd -8 th | No class Sept 3 rd ; Course orientation | This syllabus |
| 2 | Sept 9 th -15 th | Brain basics | Chapter 2 |
| 3 | Sept 16 th -22 nd | Neuroanatomy | Chapter 2 |
| 4 | Sept 23 rd -29 th | Neural communication I | Chapter 3 |
| 5 | Sept 30 th -Oct 6 th | Optional pre-exam Q&A (Oct 1 st) Exam 1 (Thurs Oct 3rd 9:30-10:45am) | Chapter 4 |
| 6 | Oct 7 th -13 th | Neural communication II | Chapter 4 |
| 7 | Oct 14 th -20 th | Neural communication II cont'd; Neuroscience research tools | Chapter 4, 1 |
| 8 | Oct 21 st -27 th | Neuroscience research tools cont'd | Chapter 1 |
| 9 | Oct 28 th -Nov 3 rd | The endocrine system | Chapter 5 |
| 10 | Nov 4 th -10 th | Optional pre-exam Q&A (Nov 5 th) Exam 2 (November 7th 9:30-10:45am) | |
| 11 | Nov 11 th -17 th | No class Nov 12 th ; Principles of sensation | Chapter 8 |
| 12 | Nov 18 th -24 th | Principles of sensation cont'd; touch | Chapter 8 |
| 13 | Nov 25 th -Dec 1 st | Vision | Chapter 10 |
| 14 | Dec 2 nd -6 th | The motor system | Chapter 11 |
| Exams | Dec 10 th -21 st | EXAM 3 (DATE/TIME TBD) | |

Evaluation

Note that this is for the first half of the course only, i.e. up to 50% of your grade for the entire course.

1. Exams (48%):

There will be three exams, with two midterm exams written during the class time, and the “final” exam written during the exam period at a time designated by UBC.

Midterm Exam 1 (16%) Thursday October 3rd 9:30-10:45am

Midterm Exam 2 (16%) Thursday November 7th 9:30-10:45am

“Final” Exam 3 (16%) December 10th-21st (date & time TBD)

You *must* be able to write the final exam at any time during the exam period.

Notes on the exams:

- **Exams are held on campus in our usual class, and you must be available to write the exam on campus at the appointed time. Exams can NOT be administered remotely.** Please schedule ahead accordingly. (Accommodations with the Centre for Accessibility will of course be honoured.)
- **You must bring your physical student IDs to each exam.** These will be used as proof of identification. **If you do not have a physical student ID, you must obtain it before the exams.** The class is simply too large to check digital ID, not to mention phones must be shut off and put away.
- **Exams 2 and 3 are NOT cumulative.** In other words, no content will be tested on multiple exams.
- The textbook is not examinable in the first semester. In other words, **nothing solely from the textbook will be tested in first semester.**
- **Exams are “closed book”, with no referring to your notes.** This may sound like it’s harder than an open-book exam, but it means that the nature of the questions I can ask you will be substantially easier.
- You will not be able to write an exam if 1) you are more than 30 minutes late, or 2) another student has already submitted their exam and left the exam room— whichever occurs first.
- 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 <https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-concession>.
- 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 or documentation. 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 any 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 September 13th 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 with your TAs within one week of the original exam date. Please work with the TAs to determine a time for the make-up exam; you can start by sending them a screenshot of your course schedule. You will need to be flexible in the scheduling of the make-up exam: TAs are accommodating many students, only one alternative date may be offered for make-up exams, and students are expected to be accommodating to the TA's availability.
- If you miss a midterm exam, *and* you cannot write the exam at the appointed make-up exam time with the TAs because the unavoidable hardship persists, then an alternative concession will be made with myself and your faculty advising.
- As the "final" exam is not truly a final exam, the same policy described above for make-up exams will hold for these third exams (i.e. arrange with TAs, to be completed before the new semester starts).
- 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. When reviewing your exam, **you are not allowed to take notes on, or photos of, the exam.**
- 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 Tuesday, September 24th 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. Research participation (up to 3% bonus across the two semesters):

The following is provided by the Human Subject Pool team:

As part of this course, you are invited to earn 3% extra credit. Most students will choose to earn these credits by spending three hours participating in psychology studies (worth 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. **Please register in the HSP system by the end of the first month of classes** to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. **At the end of the last day of class for the term, the subject pool is closed.** At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long *before* the last week of class since **many studies will not offer**

timeslots near the end of the term and you may be locked out before allocating your credits to your desired course. Further instruction on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled “Subject Pool Information for Participants.”

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements:

- The article must have been published in the journal titled “*Psychological Science*”
- The article must have a publication date from the year 2000 to present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

Library-writing projects must be submitted **no later than 10 days before the end of classes.**

You may obtain any or all of your research participation credits through the library option.

You must submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin.

For the library assignment the class ID is **TBD, class name is "**TBD**" and password is "**Research**".** See www.turnitin.com, and click on the “Training” link at the top of the page for detailed instructions on how to submit papers to Turnitin. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

HSP Online Study Credit Limit (NEW PILOT PROGRAM):

We will no longer have an online credit limit. Instead, students are free to receive their HSP bonus credits from any combination of “in-lab” and “online” studies. However, “in-lab” studies will offer a bonus 0.5 credits on top of the standard 0.5 credits per 30 minutes of participation (e.g., a 1 hour “in-lab” study will award 1.5 credits, while an equivalent “online” study will award 1 credit).

Grading

The following is provided by the Department of Psychology:

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

The Psychology department employs department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%), in Introductory 100-level and 200-level courses; B (72-75%), in Intermediate 300-level courses; B+ (76-79%), for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365).

Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation).

If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

| | | |
|-------------|-----------|------------|
| 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.

Statement on equity, diversity, and inclusion

The following is adapted from materials provided by the Department of Psychology's Equity, Diversity, and Inclusion committee:

Similar to the broader UBC community, the Psychology Department—and this class— seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political affiliation, religious affiliation, ability, health, and age (this is not an exhaustive list!).

As is the nature of psychology courses, the lecture materials, textbook, instructor, or other students may sometimes raise sensitive and/or controversial topics. In these circumstances, we must keep discussion respectful and productive. 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. If you encounter any issues with the inclusivity of our class, please get in touch with either myself or the TA.

You can also learn more about our diversity initiatives in the Department of Psychology by visiting <https://psych.ubc.ca/about/equity-inclusion/>.

Academic integrity and avoiding misconduct

The following is adapted from materials provided by 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! We are all expected to act honestly and ethically in all our academic activities.

Make sure you understand UBC's definitions of [academic misconduct](#) and [consequences](#). Please ask if you're not sure. (You might also 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. 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. There are no assignments in this course that are the product of group collaboration, so please do not collaborate on any exams, quizzes, or otherwise. Preparing to individually complete an assignment or test by studying together (e.g. discussing concepts, quizzing each other and giving feedback on each other's answers during studying) 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? No, exams will be closed-book and you can't use study aids.

Can I use ChatGPT or other AI tools at all? Sort of. You can use AI tools like ChatGPT to prepare/study for your exam, much like working with other students (I would be very cautious about trusting the accuracy of ChatGPT's responses, however). You can NOT use ChatGPT during the quiz, or the exam (obviously), or to write any HSP library option materials for you, or to draft/compose/create any materials whatsoever for any project. In other words, AI tools cannot help with the generation of any materials related to your assessments, only in studying. The assessments in our course are designed to be an assessment of your learning. As such, you must fully complete your own work.

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 and hard work on this, not to mention the privacy of your fellow students when it comes to the recordings. If I discover that any materials with student participation (e.g. lecture recordings) are being publicly posted, those materials will no longer be offered. I hope you can understand.

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 September 13th 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 the deadline above.

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 (<https://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.

Points to remember!:

- Productive classroom questions are encouraged.
- Lecture slides will be available on Canvas. However, the core material is within the lecture itself, not the slides, so be sure to attend the lecture.
- Lecture slides will be posted on Canvas in advance. This is done as a courtesy, and occasionally might be delayed.
- Lecture audio will also be posted on Canvas. This audio will be sub-optimal and is not guaranteed, but should be there for those who cannot attend due to (e.g.) illness.
- Please be aware that some of the content in this course may 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.

AMS Peer Support:

<https://www.ams.ubc.ca/support-services/student-services/peer-support/> Phone number: 604-822-9246

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

UBC Wellness Centre:

<https://students.ubc.ca/health/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.

UBC Centre for Accessibility:

<https://students.ubc.ca/about-student-services/centre-for-accessibility> Phone number: 604-822-5844

The Centre for Accessibility provides accommodations for students living with physical or mental disabilities.

UBC 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.

Mental Health Awareness Club:

<https://blogs.ubc.ca/ubcmhac/>

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:

<https://www.ams.ubc.ca/support-services/student-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.