Dates to know

WINTER SESSION RESIDENCE (September–April)
For specific dates, please visit vancouver.housing.ubc.ca/applications/important-dates.

Late-August
Jump Start and Vantage College Move In

Early-September
Winter Session Residence Move In

Late-September
Deadline to pay second instalment of residence & meal plan fees

Late-December to early-January
Mid-Winter Break Residence Closure: Totem Park, Place Vanier and Orchard Commons students must vacate residence, but can leave their belongings. Details of the mandatory closure are in your Residence Contract.

Mid-January
Deadline to pay third and final instalment of residence & meal plan fees.

Late-April
Last day to move out.

Stay safe on campus

Together, we make UBC an even safer place.

students.ubc.ca/campus-life/safety-campus
Welcome!

We’re very glad to welcome your student to UBC and to living in residence. The opportunity to live and learn with so many other first year students in residence is a remarkable one. Many of our alumni report residence has had a lasting impact on their lives—it is where they met and made friends from around the globe.

It’s true that UBC is a big place—bigger than the hometowns and cities that many of our students come from. Sometimes it will feel overwhelming to a new student. The key to a successful first year is for them to find—and then get involved with—a smaller community within the larger UBC community. Students tell us that their residence community often provides this for them.

Graduating from high school and coming to university is a significant transition time for both students and parents. Some suggest this transition can be even more challenging for a parent than their student. As students begin their experience, remember the best source of information about how your student is doing is your student. Please anticipate that your daughter or son will experience difficult challenges in the year to come. The most helpful thing a parent can do is offer a listening ear, help your student think through their options, and coach them about how to ask someone at UBC for assistance.

There are many people at UBC that care about your student’s academic success and personal well-being. If (when) your student struggles in some way, there is someone at UBC to assist them. Their Residence Advisor, Residence Coordinator and Residence Life Manager are able to assist, or help direct your student to the on-campus student services and resources that are readily available to them.

I hope this Residence Parent Guide will prove helpful through the next few months.

Wishing your student and your entire family a good journey this year.

Janice
Janice Robinson
Director, Residence Life and Administration
604-822-5779 // janice.robinson@ubc.ca

Louise
Louise Cowin
Vice-President, Students

Allow me to take this opportunity to welcome your student to the UBC community. I am proud to say that ours is a community built on mutual respect, where everyone is encouraged to look out for and support one another.

At UBC there are a number of people on campus dedicated to supporting your student’s well-being. In addition to the support network in residence, a wide range of resources and services exist across campus that are designed to help your student be the best they can be while at UBC and beyond, from health services to career building, and everything in between.

The success of your student during their time at UBC is up to them and the choices they make. As part of their orientation, we ask all students to imagine the possibilities of what they can achieve while they’re at UBC.

We tell them that their time at this university will be whatever they make it, that it’s up to them. And of course this is true, but they can’t do it without you.

You play a crucial role in supporting your student’s university experience. So I ask that you take the time to familiarize yourself with resources and opportunities available to your student by visiting students.ubc.ca. Be open to the possibilities and potential of your student. Above all, I ask that you encourage them to learn about and take full advantage of the opportunities that being at UBC offers—both on and off campus. In doing so, they will have a truly rich university experience.

With that, I would like to wish you and your student the very best for the exciting years ahead.
The top 10 reasons to live in Residence

Here’s the good news! Research tells us that compared to students who commute, residence students:

10. Are more comfortable with the campus environment and more satisfied with their university experience.

9. Have more interaction with faculty and staff, resulting in greater opportunities for mentoring relationships, academic discussions and exploration of ideas.

8. Demonstrate greater gains in critical thinking. An invaluable life and work skill!

7. Show more rapid development of social and interpersonal skills.

6. Experience greater personal growth and development. They meet more challenges in this diverse residence community and have greater opportunities to grow.
And the no. 1 reason to live in residence:
Students are more likely to graduate!

Best news of all? Researchers found evidence that suggests the net effects of residence living tend to be cumulative, and may increase in magnitude over the resident’s university career. Translation? Maybe the more years, the better!

1. Are more involved in residence and campus extra-curricular and volunteer activities—where they gain transferable skills that will aid them throughout their lives and are highly prized by future employers.

Skills like:
- interacting/working with others in small groups
- managing a budget
- expressing one’s ideas in formal or informal meetings
- negotiating with administration
- creating and following through on projects

2. Build stronger friendships and experience a greater sense of community.

3. Develop greater tolerance for different cultures and lifestyles. Living in residence helps break down cultural biases and stereotypes.

4. Have higher self-esteem. They feel better about themselves and their accomplishments. They demonstrate more self-confidence.

5. And the no. 1 reason to live in residence:
Students are more likely to graduate!
What parents can do

Parents frequently ask, “What can I do to support my daughter or son? What things should we be prepared for?” While every family is unique, we’ve observed some common themes over several years of living and working with new university students.

Janice Robinson, Director Residence Life and Administration

BEFORE THEY LEAVE FOR UNIVERSITY

Parents can be supportive and trusting. Encourage independence, and provide a safety net.

Be knowledgeable about campus resources. Ask your daughter or son to let you read the plethora of materials that come via email as they prepare to begin at UBC. Check the academic year schedule at calendar.ubc.ca/vancouver/academicyear.cfm, so you’re aware of significant dates during the year. If your student is living in residence, read the Residence Contract available online at vancouver.housing.ubc.ca/applications/residence-contracts. You’ll find a wealth of information about campus and residence resources, services and staff.

Talk about staying safe while living independently

Continue having conversations with your student about personal safety, choices about alcohol and drugs, and clear communication about consent.

Pick up a copy of Don’t Tell Me What To Do, Just Send Money—The Essential Parenting Guide to the College Years by Helen Johnson and Christine Schelhas-Miller.

These authors offer a clear and current look at issues students and parents will face. Best of all they provide easy-to-read, straightforward advice—what to do and what to avoid. If you only have time to read one book as your student starts university, make it this one.

WHILE THEY'RE AWAY

It is important to text or call.

But, don’t hang over your phone or laptop waiting for one in return. Students are curious about what you are up to. They may expect to know more about what you’re doing but are less inclined to let you know what they’re doing.

Accept that you won’t know every detail of your son or daughter’s life.

You may have not known the details before, and now may know even less. Or you might have been close and sense a change as your daughter or son seeks independence. This is typical.

Show concern about their lives and understand their struggles.

Ask questions, but try not to invade their privacy. Often students will let you know what is happening, but at their own pace.

Be prepared for “the phone call.”

Often it comes just after midterms or near the end of first term, when work is piling up, marks aren’t what they’d hoped, they’re feeling overwhelmed and their coping skills begin to fail. They’re upset and chances are they’re going to call you. It’s important that you don’t panic; remember that this is normal, and as much as you’d like to alleviate their stress, you cannot (and should not) fix this for them. They will rely on you to be calm and reassure them of their ability to successfully work through the challenges. Coach them about how to seek help from campus resources (see back cover).

Keep the list of campus resources and contact numbers (see back cover) in a handy place.

That way you can refer your student to those who are nearby to assist them. If you think that a weekend visit would benefit them (or you), there’s on-campus hotel accommodation at West Coast Suites. Call 604-822-1000 or visit suitesatubc.com for info and reservations.

Send food and care packages, a sure sign of support and concern.

You’ve no idea how excited students get when these arrive. They’re the perfect way to say happy birthday or good luck on exams. Check out food.ubc.ca/gift-ideas.

Ask questions, but try not to invade their privacy. Often students will let you know what is happening, but at their own pace.

WHEN THEY COME HOME

Understand that your son or daughter may have difficulties returning home on holidays after experiencing life on his or her own.

For the last several months they’ve become accustomed to being concerned about only their daily routine—not the family’s—and they’ve lived without the family rules. Sometimes they come home with new expectations for family members. It’s a transition time for everyone.

Stock up on favourite foods when they come home for the holidays and be sure to have plenty of laundry detergent on hand for all that dirty wash.

Even though it might be a great life being a student, be careful about rhapsodizing about university as the best years of one’s life. For a student who may be struggling with exams, papers and worries about a career, this can be of little comfort and sometimes downright irritating.
What can students expect?

Entering university can be exciting and stressful. First-year student Michael Singh has questions about crossing the country to enter UBC, and fourth-year student Lisa Wagner responds.

Q: How will I adjust from a small city to a big campus?

By first year incoming student Michael Singh, Charlottetown, PEI

Imagine a place where downtown and the country are a ten-minute drive apart, and it’s nearly impossible to go grocery shopping without seeing someone you know. Welcome to Charlottetown! Why did I choose to give up this lifestyle to come to a campus with a population the size of my home city? Much of my inspiration to attend UBC comes from the fact that my father also went there. Having first-hand descriptions of the caliber of programs, beauty of the area and opportunities available cemented my decision. Being a snowboarder, and hearing about all the great skiing nearby didn’t hurt either. Plus I wanted to become more independent while living in residence at Place Vanier, and I’m incredibly excited to start new work and dive into my courses.

But university isn’t just about academics. Getting involved in clubs and sports teams, meeting new people from around the world, and exploring the campus and city are also things that make me thrilled to start the new school year. In spite of my confidence, I have many questions. Chief amongst these is tips on finding a balance between work and play. Plus, how will I make the jump from being fed notes in high school to taking notes during lectures? And how will I actually find my way around campus and the city?

Moving to a new place is never easy. There are always thoughts like, “I won’t know anybody,” or “what if I don’t like the location,” but in the end success is completely dependent on how much effort I put in.

A: Tap into campus resources to make the most of your education!

By fourth-year political science student Lisa Wagner, Calgary, Alberta

Coming to UBC was one of the most impulsive decisions I’ve ever made. Originally, I decided I would take a year off to work and travel before going back to school. Then, UBC won my heart over after I attended a college fair with a friend. I applied, was accepted, and registered in the Arts One program. Next, I applied to residence, and all of a sudden I was on my way to Vancouver—my first time ever living away from my hometown of Calgary, Alberta.

Like you, Michael, I had no idea what to expect—though I did at least have the experience of already living in a big city. Looking back, I can hardly recognize myself. I was a timid first-year student who felt she had no idea how to study, make friends, or even make her own bed. I had similar apprehensions to many first-year students coming to UBC. What if I didn’t get along with my roommate? How different was university from high school, anyway? UBC is huge—would I be lost in a sea of numbers never to emerge as a real person with a university degree?

Well, UBC is large, and can be overwhelming at first, but it also offers a variety of resources and opportunities which make it less so. Moving into residence at Totem Park definitely gave me a chance to test my boundaries and learn a few things about myself, and I’m sure a similar experience awaits you at Place Vanier or Orchard Commons. While Totem Park provided me with an abundance of people and activities to distract me from my studies, it also encouraged academic success by offering programs that help students adjust to university learning, by bringing professors to residence, and by providing designated study areas. On campus, there are tons of resources available, like free tutoring, academic advising, and some of the best libraries of any university.

UBC also promotes academic excellence in other ways—by encouraging students to take a break and have fun every now and again! UBC Recreation organizes events like Day of the Longboat and Storm the Wall, which have become classics around campus, and also manages the intramural leagues for competitive and non-competitive sports lovers. There are also student-run clubs for just about any interest you could possibly imagine, from the Coin and Stamp Club to the Ski and Board Club. These all help students connect with others who have similar interests around campus.

And of course, living in residence offers a mountain of fun activities such as floor dinners, coffee houses, and movie nights, all while fostering strong relationships between students. It is easy (and quick, once you learn the shortcuts) to get anywhere you need to be on campus by walking or biking, and there’s good bus service around the university and off campus.

Vancouver transit has exceptional service to UBC, and all UBC students receive a bus pass, known as the U-Pass, with their student fees. Your biggest concern might be finding your way around Vancouver once you’ve left the safety of campus, but visiting the Translink website translink.bc.ca can really help with your trip planning!

The university experience is most definitely what you make of it. I encourage Michael and all other new students to take advantage of every opportunity possible to not only get the most of their education but also to have the time of their lives—I know I have.
Get a life, parents
And let your adult child have one, too

By Laura Vanderkam, USA Today

When Mary Ann Alexander-Ellis of Lesley College began her career in higher education 30 years ago, parents called mainly about financial matters—navigating loans or where to send the cheque. Recently, however, a father began his call with, “I know my daughter has to be responsible for her own learning but...” She was unhappy with a grade she received at this Massachusetts women’s college. So he called Alexander-Ellis, the director of academic advising.

“Parent involvement in young adult college students’ lives has significantly increased over the past 10–15 years,” she says. “I have had parents come to registration sessions, select courses for their college students, attend advising sessions and summon a meeting with faculty because their student ‘feels’ the faculty grade was based on a personality conflict.”

“Some students share how they feel smothered by their parents in not being allowed to make their own decisions,” Alexander-Ellis says, and “want the freedom to make their own paths and mistakes.”

But moms and dads who have hyper-parented since birth aren’t about to stop just because their child is, technically, a grown-up. Cell phones and instant messaging have only made it worse.

Call it hovering. Call it “helicoptering.” Call it what happens when the technology to stay in touch crashes into affluent parents who refuse to let precious Ashley or Dylan be—or won’t set limits when their darling clings like a toddler to mommy’s skirt.

Technology makes it easier to hold on. But as parents discover when Ashley and Dylan later want to move back home or act like adolescents until they’re 30, they have given their children everything but a sense of independence.

College is as good a time as any to cut the umbilical cord—and our ruggedly independent society depends on parents doing that.

Today’s college students are wired to stay in touch. All have internet access and most have cell phones, key to a quick parental chat on the way to class.

STILL NOT GROWN UP

Technology is neutral, but it shapes social forces. In this case, it blends with smaller, affluent families that can invest more effort in each child, and a job market that requires at least a bachelor’s degree. In years past, 20-year-olds were deemed ready to work, marry, procreate. Now, we’ve extended adolescence five to ten years.

Not all see this as a crisis. Dean of student affairs Pat Oles of Skidmore College calls his charges “emerging adults”—young people still tethered to the nest for decision-making and emotional support. “It doesn’t seem pathological to me,” he says. In many families, it’s “obvious that the students and parents have a good relationship. They’re routinely consulting each other.”

Colleges affirm that relationship by addressing whole families in their literature and offering orientation sessions for parents.

Yet “consulting” looks suspiciously like parents still calling the shots. And the longer parents wash socks, choose classes and mediate relationships, the harder the eventual fall from the nest will be.

“It’s flabbergasting how youth have changed,” says Dr. Elisa Medhus, former family physician, mother of five and author of the Raising Everyday Heroes: Parenting Children to be Self-Reliant. “Many kids don’t know how to hard boil an egg. Our job as parents is to work ourselves out of a job. Right now we’re sending the message, ‘I don’t have faith in you to deal.’”

LIMITS FOR STUDENTS, PARENTS

Laura Kastner, co-author of The Launching Years, notes that too much contact can be part of the problem: “Parents who trust their children can wait those three days (between phone calls). Anxious parents want immediate relief and will use the cell phone three times a day until the kids shut them off.”

Set limits beforehand, she suggests, and if students are the needy ones, “Remind them that they’re competent kids—that’s how they got to school in the first place.”

Parents who call after every date have the best of intentions. But our youth-worshiping culture already says that dependency is more pleasant than adulthood, with its pesky jobs, chequebook balancing and health insurance woes.

Kids who don’t ease into life in college will find the real world a slap in the face. Many will return home. The 2011 Census found 59% of men and 50% of women ages 18–24 lived with their parents. A bad economy has many parents bankrolling adult children, despite their own ill 401(k)s.

To see where this leads, look at Italy, where a full 30% of 30- to 34-year-old men live with mom, and an unsustainably low birthrate is the result. Last year, an Italian appeals court ordered a wealthy father to support his adult son, saying, “You cannot blame a young person, particularly from a well-off family, who refuses a job that does not fit his aspirations.”

Italians at least have the “Old Europe” mind-set excuse—family shapes destiny. America clings to the concept that your parents do not define who you are.

“Some students share how they feel smothered by their parents in not being allowed to make their own decisions,” Alexander-Ellis says, and “want the freedom to make their own paths and mistakes.”

People who refused to leave home couldn’t have settled the frontier; people who need parental support to challenge a grade won’t take the risks that make this country a new place every day.

Occasional e-mails never hurt. But as Alexander-Ellis says, “It’s not healthy for parents to stay in daily contact with their college students,” because most parents tend to rescue. Those who do “are truly doing a disservice and hampering their college students in becoming independent thinkers and doers.”

Society needs more independent thinkers and doers. So cut the umbilical cord already. Dylan and Ashley will learn.

New York-based writer Laura Vanderkam is a member of USA TODAY’s board of contributors.
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Sharing a residence with a few dozen people your age, and no parents, is likely a new experience. There are a few adjustments you’ll have to make. Luckily, the trick to it is summed up in one word. R-E-S-P-E-C-T. That’s how Aretha Franklin spelled it, and who am I to argue spelling with the First Lady of Soul? The only way to keep these shared living spaces from falling into utter chaos and strife is by showing respect for your room-, floor- and house-mates.

While one of the great things about living in residence is being close to your friends and peers. This can of course turn out to be one of the biggest drawbacks as well. For example, everyone has their own standard of “acceptable” noise levels, which will vary greatly depending on the time of day, day of the week, and so on. This isn’t to say that you can never play your music as loud as you’d like; only that you have to realize that you’re a member of an academic community in residence, you need to respect your neighbours’ desire for quiet (or loud) and they need to respect your desire for loud (or quiet). If you can respect your neighbours and be willing to compromise, you’ll definitely be able to make residence liveable.

Another area where respect is important is cleanliness. You will share hallways and a lounge, and possibly a room with your peers, and everyone has their own definition of acceptable cleanliness. It’s key to talk to your roommates at the beginning of the year to work out an agreement of how clean things need to be and who will be responsible for various cleaning tasks, and when. With common areas the classic rules apply: always leave the area as clean (or cleaner) than you found it, and if you make a mess, clean it up.

Also, if you put food in the lounge fridge, try to eat it or throw it away before it grows legs and leaves of its own accord. If you leave dirty dishes in the sink, go back and finish the job before the water has evaporated.

Housekeeping staff tidies common areas, but they only tackle the results of basic use. Leaving a large mess for Housekeeping will result in your floor being assessed the cost of the clean-up, and possibly garnering ill will.

Respect for others is the guiding principle of the Residence Contract, which every resident agrees to before moving in. For questions, or if you feel disrespected, contact your friendly Residence Advisor, who is there to help build community. They’ll do their best to help you resolve the situation and create a workable arrangement for each person involved. In the end, a little Aretha goes a long way.

For practical ideas to get roommate relationships off to a good start (or get back on track), check out: vancouver.housing.ubc.ca/residence-life/living-with-roommates

Dear Confused,

This is one of the trickiest issues you’ll face during school. It is understandable that you want your roommate to like you, but giving in to her isn’t the solution. Attempt to establish a relationship in which she at least respects you. Mutual respect is the rock-bottom minimum for any successful cohabiting relationship.

Your roommate’s request is unreasonable and I suspect that she knows it. You should give her your answer now—before you meet her face to face and before this boy shows up in your room. Craft an email saying something like, “I really appreciate your asking how I would feel about having your boyfriend stay over, but it is not OK with me. Maybe you can make another arrangement while he’s visiting because I don’t feel comfortable having him stay overnight in the room.”

Once you get to school, your university’s housing office will help you deal with this sort of issue. Don’t hesitate to get them involved.

— Amy

For practical ideas to get roommate relationships off to a good start (or get back on track), check out: vancouver.housing.ubc.ca/residence-life/living-with-roommates

Dear Amy,

I am about to start my first year of university alone and far from my home. I was notified who my roommate is in early August so that we could bond. I emailed her, and gave her my ideas on what we could each contribute to our residence room, along with a few details about myself. She replied with no details about herself or what she might be bringing to school. Then she emailed me and said that her boyfriend was going to be visiting during school, and ask if it would be ok if he crashed in our room for a while.

This has put me in a difficult position. I want her to like me, but if I tell her that it is not OK, she will not be fun to live with. What should I do?

— Confused
New to Canada?

By Dr. Michelle Suderman
Director, International Student Development

Your student is about to embark on a life-changing experience. We know this is a time of excitement and anticipation for both you and your student. Students who are new to Canada have to manage an added layer of complexity in their university life. UBC is committed to welcoming new students from abroad, and to provide the supports and resources they need to succeed.

Sending a student away to school is difficult for any parent, but sending a student to school in a foreign country is often even more difficult. You may not be able to rely on your own experience as much, and you may not know who to ask for advice. Rest assured, even though you may not be an expert in Canadian higher education, you will still be one of the most important people in your student’s life as they face this exciting challenge.

TRIPPING HAZARDS: HEALTH INSURANCE AND IMMIGRATION

Have you ever tripped on a curb or stairs? Perhaps you were distracted, not paying attention, or misjudged the height of the step. If you were lucky, you momentarily lost your balance and recovered quickly. Or perhaps you weren’t so lucky.

In Canada, health insurance and immigration documents are two “tripping hazards” that can cause unexpected consequences.

Health insurance is addressed in a separate article in this guide, so take the time to see what health insurance will apply to your student. Consider how you can help them ensure their health needs in Canada will be taken care of by one of our insurance programs. Many parents find having health insurance in place for their students gives them considerable peace of mind.
Immigration documents, such as passports, study permits and visas are necessary for international students to enter and stay in Canada. They also allow some students to work on or off campus. It’s easy to forget about these documents and let them expire. To avoid months of stress and anxiety, it’s important for students to keep their documents up to date.

Students are always welcome to talk to an advisor in International Student Development about these important “tripping hazards.”

CLASSROOM EXPECTATIONS
Your student will become an expert in Canadian classroom expectations, but the path to get there can be smoother if they have your support. Here are some things international parents have found surprising about Canadian classroom expectations and some tips for encouraging your student.

Struggle is normal. Even the best students need to adjust to new styles and methods of learning when first coming to Canada. It takes time to learn any new skill. Also, because different societies have different values, some of your student’s valid academic skills from home may not be valued equally here.

English can pose a challenge. Even those with excellent skills in English may have difficulty adapting to using Canadian English in a daily setting and in academic environments. The Academic English Support program offers free, one-on-one support to improve students’ academic English for success at UBC. Speaking English often can increase English confidence, which is linked with English competence.

In-class discussion and asking questions in class may not come naturally. Many international students report difficulty with the subtle social cues involved in contributing to a class discussion or asking a question in class, both of which are common expectations in Canadian classrooms. Coming prepared to class and talking to the professor during scheduled “office hours” are effective ways to become more comfortable with this classroom expectation.

Canadian academic writing is based on a direct communication style and linear reasoning: ideas follow one another logically, the most important idea is stated first, and the conclusion is stated explicitly rather than being implied. This can be off-putting for some students, but turning in drafts to a teaching assistant or the UBC Writing Centre can help them get used to the expected format.

Individual initiative is expected. Canadians rely on tests and assignments with deadlines throughout the semester, and the class “syllabus” provided on the first day of class may be the only notification your student receives. Managing one’s time and tasks is critical for effective studies in Canada.

International students are often shocked that using the work of others requires specific acknowledgement (“citation”) in Canada, even if the work or the author is well known. Using someone else’s work without citing it, or even your own work from a previous class, is a serious offence at Canadian universities. Your student will need to learn the citation style required in their faculty.

Students.ubc.ca is a key resource and contains information and opportunities to help students succeed at UBC.

For academic support, each faculty provides students with professional academic advisors who can assist in many areas including course and program selection, registration and academic direction. Meeting with an academic advisor early in the year makes it easier for students to seek help if they need it later on.

Finally, international students at UBC tell us their professors are their biggest source of motivation and learning. Speaking to professors outside of class helps many students feel more comfortable and confident in class. Hear more about our Professor in Residence program on page 12.

ADJUSTING TO LIFE IN CANADA
As noted elsewhere in this guide, living in an intercultural community is worth the effort involved. Many new students go through a time of transition when they first come to university, and this can be especially pronounced for students coming from outside of Canada. As a parent, it is important to know such a transition is normal and to reassure your student that “this, too, shall pass.”
Parents walk a delicate line when their children fly away to university. No one wants to be known as a helicoptering parent, a mother or father who hovers and swoops in at the first sign of trouble. Most parents know they should cut the electronic umbilical cord. Yet what concerned mother can resist arguing with a professor over an unfair grade or trying to resolve a squabble among roommates?

Universities fear that parental interference prevents students from developing into independent and resilient adults. So they hold special orientation sessions to help parents understand what role they should play in their child’s next four years. For example, the University of Vermont offers two days of information sessions, including “Parenting From a Distance,” a program that walks them through the stages of separation anxiety and offers guidance on the transition. Then again, the university has had to hire returning students as “bouncers” to keep parents from butting in on orientation events—like course registration—meant solely for incoming students. Where do you draw the line?

DEALING WITH THE ‘DUMPING MONSTER’

The universal message of orientation is that parents don’t need to stay out of their children’s lives so much as steer them toward finding their own way.

At Northeastern University in Boston, Ronné Turner, dean of admissions, tells parents of freshmen about getting a call from a mother just five weeks into the first semester. Her son was having trouble adjusting to urban living, his room was too small, he couldn’t sleep and he was unhappy in his major. “She got it perfectly,” Ms. Turner says. “She said, ‘I’m calling not because I want to fix this, but what steps can I tell him to take?’”

In the first few months parents can expect a litany of such complaints from the “dumping monster,” as Linda Walter, chairwoman of family orientation at Seton Hall, puts it. “The student calls home and dumps all their problems on their parents,” she says. “They say, ‘This place is awful and terrible and I can’t stand the food and I can’t do anything’, and the Mom and Dad stay up all night worrying and the kid goes out to party. “Seton Hall’s orientation for parents reviews common freshman-year problems like time management, setting limits and the October slump.

Parents are especially urged to stay out of roommate issues. More than any other generation, today’s children are used to having their own room, TV, iPod and phone. Sharing a cramped space, compromising about music, noise and study hours is not something most have experience with. “If at the first sign of conflict parents call Residential Life and say, ‘I want the other one to move out,’ students don’t learn about negotiating conflict,” says Mark Thompson, director of counselling and psychological services at Colgate University.

“This is the most protected generation in the history of our country,” he says. “Think about bicycle helmets, wood chips underneath swings in the playground, and car seats. We want to keep them from experiencing pain and discomfort, but we have to be willing to let them venture out and get that symbolic skinned knee if they are going to be prepared to take on the world after they graduate.”
WHY THE REPORT CARD NEVER COMES

Though educators see grades as the great motivator, parents are not entitled to see them without the child’s consent. The federal privacy law “isn’t a parent-friendly act,” says Kent M. Weeks, a Nashville lawyer who is an expert on the law. Until the late 1960s, universities acted in loco parentis, enforcing dress codes, curfews and other curbs on student behaviour in place of parents. But the privacy act of 1974 gave the child control of health, disciplinary and education records on reaching 18 or entering university.

Grades weren’t really an issue until universities started communicating electronically. Before then, they were sent to the student’s home, and parents could intercept the envelope. No longer. Still, there is a way for determined parents to see how their offspring are doing. Universities may share grades with parents who submit proof that the student is a dependent for tax purposes or if the student signs a release form. Some universities distribute forms to parents before the school year starts. But, Mr. Weeks notes, “many institutions don’t want to utilize this option. At the University of Minnesota, even if parents have been given access, they have to send a letter each semester to get a look at grades or financial statements. Its website suggests that “the quickest, easiest way” to those grades is to ask your child to just print them out and give them to you.

Though universities strongly discourage it, parents can also ask their children for the password to their online records.

THE TIME TO JUMP IN

In a closely watched case, the parents of Elizabeth Shin sued the Massachusetts Institute of Technology in 2002 for $27 million, charging that the university had failed to prevent their daughter’s apparent suicide. M.I.T. did not inform them of her deteriorating psychological state. The lawsuit was settled in April, but the terms were not disclosed.

The case left unsettled the question of liability concerns of students with mental health problems. Over the last five years, universities have become more inclined to notify parents earlier when they perceive a student to be in trouble, says Gary Pavela, director of judicial programs at the University of Maryland at College Park and author of Questions and Answers on College Student Suicide: A Law and Policy Perspective. But parents need not wait for that emergency to develop. If a child seems headed for danger—academic, emotional or physical—it is important to intervene.

“The goal for parents is in finding the right balance,” Mr. Pavela says. “One extreme is hovering over them and micromanaging their life, and the other extreme is assuming that a student, particularly on a large campus, is going to find a mentor or guide or even a counsellor who is somehow going to see them as whole person and understand the dynamics of their personality.”

“There is a role for parents,” he says, “to approach a dean or residence hall director not as a nuisance but in a team approach to working with a student who may be going through a crisis.”

ASK THE ALCOHOL QUESTION

“One conversation we do want parents to have with their son and daughter is about alcohol and drugs, what we call the ugly side of university,” says Beverly Low, dean of first-year students at Colgate. Parents should discuss their expectations with their children, about attending classes, drinking and driving, and study time versus social time.

Many universities have online alcohol education programs with reading material for parents. One popular handout summarized in this publication, “Parents, You’re Not Done,” by the Century Council (centurycouncil.org), outlines conversation starters to help students make responsible decisions about alcohol: “What will you do if your roommate only wants to drink and party?” or “What will you do if you find a student passed out in the bathroom?”
You may hear from your student that while residence is a great place to sleep, socialize and snack, studying in residence is “impossible.” Rest assured, there are many resources in residence to support your student’s academic endeavours, like study rooms, tutoring or academic talks. We are proud to offer services to assist with academics in our first year communities.

**PROFESSOR IN RESIDENCE**
This unique program offers students the opportunity to connect with a professor outside of the classroom. A professor is assigned to each first year residence community—and the professors are excited to engage with and get to know residents outside of a classroom setting.

The Professor in Residence team is diverse in experience and committed to: offering weekly drop-in hours to answer questions; being present in the community; attending residence events and programs; making the professor-figure more approachable.

Additionally, the Prof-in-Residence team offers a diverse range of engaging programs on topics related to well-being, academic success, and more. To view profiles of this year’s team, please visit vancouver.housing.ubc.ca/prof-in-residence.

**PROF TALKS**
Prof Talks, a discussion series offered in Totem Park and Walter Gage residences, is an opportunity for students to connect with a variety of faculty members and senior administrators on a range of topics throughout the year.

Come to a Prof Talks event to chat about current events, hot topics, and burning questions. Plus, meet faculty members outside of the academic setting.

**EMERGING LEADERS PROGRAM**
This is a great program for students who want to expand their learning beyond the classroom and gain valuable experience for their résumé. The program encourages and fosters trying new things, resiliency, and self-awareness about boundaries and limits—to support a well-rounded student experience (in consideration of the importance of academics). Residents enrolled in this program are paired with an upper-year mentor.

**TUTORING & ACADEMIC SUPPORT**
Residence Life and AMS Tutoring have partnered to offer drop-in group tutoring sessions in Totem Park and Place Vanier—focused on support for first year students. Tutors come from a variety of academic backgrounds.

The Academics in Residence (AiR) committee also hosts events and programs that support academic success, with a focus on essay writing support, strategies for exam success, and ways to live well and learn well, to name a few. Sessions are open to residents from all residence areas.

Another amazing resource your student has in residence is neighbours! Students often tell us that even when their neighbour is studying engineering and they’re in humanities, they find that they learn a lot from each other.
HOW UBC PROTECTS YOUR STUDENT’S INFORMATION
Your student’s records and information at UBC are protected under the Freedom of Information and Protection of Privacy Act (FIPPA). This means that information they provide to UBC, and information UBC has on file about their academic progress, conduct and well-being, is not available to anybody other than your student—even to you.
However, your student can authorize you to access certain information, if needed, by granting third-party authorization.

THIRD-PARTY AUTHORIZATIONS
Your student can give UBC permission to release certain information on their student record to another person—third party—by doing the following:
• Log on to the Student Service Centre (SSC)
• Select Personal Info > Third-Party Authorizations
• Click Add a New Contact and enter the third party’s contact information and their relationship to the student
• Under Area, select which part(s) of the record to share

GIVING PERMISSION TO PICK UP CHEQUES OR DOCUMENTS
Students can authorize a friend or family member to pick up a cheque or other piece of documentation on their behalf with a Third-Party Pickup Authorization form.
Keep in mind that some documents, like transcripts and replacement diplomas, require payment and can only be ordered by the student—and need to be ordered prior to pickup.
For more information, please visit students.ubc.ca/enrolment/records/access-information.
Your student’s safety

SAFETY ON CAMPUS

Student and campus community safety is very important at UBC. To stay safe when walking on campus after dark, we recommend that students:

• Walk with a friend, fellow resident or classmate
• Use their U-Pass to ride the Translink Community Shuttle, which has stops near student residences
• Use the AMS Safewalk program. Students can phone the service and a mixed gender pair of walkers will walk with them to and from campus destinations after dark.

Additional safety services include:

• Campus Blue Phones: Blue Phones are strategically located throughout campus and offer an immediate connection to Campus Security, if needed.
• Campus Security and Police: Both the local police detachment (RCMP) and UBC Campus Security office are located on campus—and respond quickly when called.

For more information about your student’s safety on campus, please visit security.ubc.ca/personal-security.

RESIDENCE SAFETY RESOURCES

There are many safeguards in place to ensure that your student is safe in residence.

Each residence building is secured by locked doors, which are controlled by resident card access, and each resident has a lock on their bedroom door and window. We advise parents to encourage their student to use the locks on their doors and windows when leaving their room or sleeping, and that they are vigilant about not letting strangers into residence buildings.

UBC residences also offer:

• 24 hour Front Desk services to support residents’ safety.
• Live-in student staff, who are regularly available to residents during the evenings, and who know how to reach our professional live-in Residence Life Managers (RLMs) when needed.
• Residence staff regularly walk through residences in the evenings and are trained to intervene or report if they observe suspicious activity or inappropriate or disruptive conduct.
• Residence standards are in place to support the safety and security of residents and their belongings. Ask your student if they have read and understood the Residence standards. If they have any questions, they can speak with a Residence Advisor, Residence Coordinator (RC) or Residence Life Manager (RLM).

Best of all, living in residence with many other students means there are lots of fellow residents to look out for each other!

KEEP YOURSELF, YOUR FRIENDS AND YOUR BELONGINGS SAFE!

Your student will be reminded of these key messages throughout the year. Parents, supporters and sponsors can help by encouraging the following messages:

• Lock your room’s door and windows each time you leave or when you are sleeping. And if you live in a shared room, connected single or a suite, talk with your mate(s) about this important habit.
• Don’t hold the door open for strangers following you into a locked residence building. If they have permission to be there they will have their own key—or a host.
• Don’t prop open exterior doors or accessible windows. This impacts everyone’s safety.
• Trust your instincts. If you feel like you’re in danger or if you witness suspicious activity, call 911 immediately. Then contact Campus Security (604.822.2222) and your Residence front desk.
• If you notice something that needs attention, like a broken lock or a safety concern, or if you need other non-emergency assistance, contact your residence front desk.

With any crime, it is never the fault of the victim. These are preventative measures that will not stop every crime from happening. But by working together proactively, we can ensure a safer community at UBC.
In Vancouver and at UBC, the most common crime is theft. Items most frequently targeted are those that are valuable, light and can be grabbed and gone in 30 seconds—like laptops, tablets, smartphones and wallets. Residents can help protect themselves against theft by:

- Locking their residence room door and window each time they leave or are sleeping.
- Not leaving their valuables unattended in study rooms, lounges or the library—even if they're stepping away for "just a moment."

While UBC is primarily a walking campus, those who bring a bicycle should bring one that is basic and inexpensive, since thieves often target higher-end, expensive bikes. The most secure place for your student to store their bike is in their room.

Talk with your student about recording the serial numbers of their valuables. If something goes missing, this will help Police, Campus Security and your insurance provider.
Parents, you’re not done

Have you talked with them about drinking and university?

Most college students make responsible decisions about alcohol consumption. However, we also know that:

LOW-RISK VERSUS HIGH-RISK DRINKING
Dangerous consumption of alcohol by college students continues to be a health and safety issue in spite of laws, campus policies, and college programs. We encourage you to have ongoing and meaningful conversations with your son or daughter about their choices with regard to alcohol. You may want to discuss the differences between low-risk and high-risk drinking.

LOW RISK DRINKING IS:
- Knowing your limit
- Thinking about whether you will drink and what you will drink, before the party
- Eating a complete meal before drinking
- Always knowing what you are drinking
- Alternating alcohol-free drinks throughout the evening
- Having a plan, knowing how you will get home safely
- Making sure you and your friends have each other’s back
- Abstaining is the safest choice

HIGH RISK DRINKING IS:
- Chugging, drinking games, pre-gaming, drinking anything out of a punch bowl, hose, or funnel
- Drinking to get drunk
- Driving after drinking or riding with someone under the influence
- Drinking too much too fast
- Going to parties where people drink too much
- Not knowing what is in your glass or leaving it unattended
- Mixing alcohol with medications or illegal drugs

DRINKING DECISIONS

According to the 2009 University Alcohol Survey (Anderson and Gadaletto), university administrators estimate alcohol is involved with:

- 30% of academic failures
- 38% of physical injuries
- 58% of violent behaviours
- 59% of unsafe sexual practices
- 65% of acquaintance rapes

CHATTING WITH YOUR STUDENT ONCE THEY’RE AT UNIVERSITY:

Since the first six weeks of university are a very high-risk time for first year students, you may want to communicate frequently and be supportive.

Ask questions such as:
- How are you doing?
- Do you like your classes?
- How is your social life going?
- How are you spending your down time?
- Are you enjoying residence life?
- Do you see others making friends or just drinking buddies?
- How are you getting along with your roommate?
- Are you feeling overwhelmed?
- What can we do to help you?

Don’t forget these important topics:
- Family beliefs and values regarding alcohol
- How to refuse a drink
- Where to get help on campus
Parental consent for a field trip. Informed consent to participate in a study. We throw the word consent around without thinking about it too much, but what about sexual consent? What is it and what do we need to teach our kids about it?

A while back, I set out to do some research to teach our kids about consent? What is it and what do we need to come across an article on scarleteen.com. (an amazing sexual health website for teens and people in their 20s). The article, “Driver’s Ed for the Sexual Superhighway: Navigating Consent” gives the most comprehensive discussion of sexual consent I have ever come across (not shocking, Scarleteen explains everything so much better than I ever could!).

According to Scarleteen, sexual consent is:

“An active process of willingly and freely choosing to participate in sex of any kind with someone else, and a shared responsibility for everyone engaging in, or who wants to engage in, any kind of sexual interaction with someone. When there is a question or invitation about sex of any kind, when consent is mutually given or affirmed, the answer on everyone’s part is an enthusiastic yes.”

So what exactly does that mean?

Well, “willingly and freely choosing” means that both partners are making sexual decisions in a safe, respectful environment in which they have equal power. They don’t feel pressured or manipulated, and are comfortable with the consequences of their decision.

“An enthusiastic yes” reflects a strong desire that a person wants to act on. They are not indifferent or uncertain. There are many ways to express a “yes,” but the safest and clearest way to do it is with words. Consent is best when it’s a verbal, enthusiastic “YES!”

But sexual consent is not just a one-time thing. It is fluid, it can be revoked, it is not one size fits all. Jaclyn Friedman, co-editor of Yes Means Yes, explains that when she says: “Sexual consent isn’t like a lightswitch, which can be either “on” or “off.” It’s not like there’s this one thing called “sex” you can consent to anyhow. “Sex” is an evolving series of actions and interactions. You have to have the enthusiastic consent of your partner for all of them. And even if you have your partner’s consent for a particular activity, you have to be prepared for it to change. Consent isn’t a question. It’s a state. If, instead of lovers, the two of you were synchronized swimmers, consent would be the water. It’s not enough to jump in, get wet and climb out—if you want to swim, you have to be in the water continually. And if you want to have sex, you have to be continually in a state of enthusiastic consent with your partner.”

So what does all of this mean for us as adults and as parents? Scarleteen does a great job of highlighting the must have information for people of all ages about this very complex concept. Now that’s sexy!

THE ESSENTIAL RULES OF THE CONSENSUAL ROAD

Consent is about everyone involved in a sexual or possibly sexual interaction. Not just women, not just young people, not just whoever didn’t initiate sex to begin with, not just the person whose body part someone else’s body part may be touching or going into. For sex to be fully consensual, everyone needs to seek consent, everyone needs to be affirming it, and everyone needs to accept and respect each other’s answers, nixing sex or stepping back, pronto, if and when someone expresses a stop.

Consent can ALWAYS be withdrawn. Consent to any kind of sex is not a binding contract nor does consent obligate anyone to follow through. It is also one-time-only: because someone consented to sex Tuesday does not mean they were giving consent for sex on Thursday.

Nothing makes consent automatic or unnecessary. Being someone’s spouse, boyfriend or girlfriend doesn’t give anyone consent by default. Someone loving you or saying they love you doesn’t mean they have your sexual consent or you have theirs. No one kind of sex means consent to another, or that anyone is “owed” any sex. For instance, someone who engages in oral sex is not asking for or consenting to intercourse; someone who says yes to kissing is not saying yes to any other kind of touching.

Because someone has had any kind of sex in the past does not mean they will have sex or consent to sex again with that same person or anyone else nor that they are obligated in any way to do so.

In some situations, full, informed and free consent cannot truly be given or shared. Those include: being drunk or wasted, being asleep, being unable to really understand what one is saying yes to, including possible risks and outcomes; being under severe duress, like when seriously upset, ill, grieving or scared, or being unable to understand another person’s words or other means of communication. Consider things like these to be a red light to even asking about sex: sex should usually be off the table entirely in these situations. Legally, when someone is under the age of legal consent, with someone of an age where sex is not lawful, and in most of the above situations, sex is a crime.

Nonconsent means STOP: If someone is NOT consenting to something or says no with their words and/or actions, the other person MUST stop trying to do that thing AND must not try to convince that person to do that thing in any way. If they do not stop, or exert emotional or other pressure and that person gives up and gives in, they are sexually assaulting that person. Sex is not sex if everyone is not consenting. If anyone is not consenting or not asking for consent, then what is happening is or may be rape, sexual abuse or assault.

A lack of no does not mean yes.
Drugs. Let’s talk.

Fentanyl is a highly potent, lethal pain killer that is being mixed into party drugs in Vancouver and at UBC.

In recent years, British Columbia has experienced a significant increase in deaths from fentanyl-related drug overdoses. We want to help keep your student and their friends safe. And you can help.

Although a difficult subject, talking to your student about the risks of drug use, and strategies for reducing risk, could save their life—or the life of one of their friends. Of course, the best way to avoid an overdose is to avoid party or street drugs altogether. But if your student, or their friends, decides to take a party or street drug, here are some things they can do to reduce their risk.

**RISK REDUCTION STRATEGIES TO DISCUSS WITH YOUR STUDENT**

**Never use drugs alone**

Instead, stagger your usage with a friend. Wait 5–10 minutes before the other person uses. Also, remember to look out for signs of an overdose, including shallow breathing, severe sleepiness, or unresponsiveness. **Call 911 (Emergency Services) if in doubt.**

**Go slow**

Use low doses of the drug to start. If the drug contains fentanyl, even small doses could cause an overdose within 10 minutes.

**Don’t mix drugs with alcohol—or with other drugs**

Mixing drugs with alcohol or with other drugs increases the likelihood of an overdose.

**Carry naloxone (Free kits available)**

Carry a naloxone kit. Naloxone (also known as narcan) is the antidote for fentanyl. When injected, it can restore normal breathing and consciousness in 3-5 minutes.

Naloxone kits are available for free from the UBC Student Health Service—for students who indicate they are using drugs or plan to use drugs (and for friends and family of high risk individuals).

You are provided training when you pick up a naloxone kit, and your personal information is kept confidential. Your appointment will not be recorded in your personal records.

Kits are also available for free at the UBC Urgent Care Centre and for purchase at participating BC pharmacies, including University Pharmacy (order your kit 1–2 days in advance).

For more information about the fentanyl, please visit students.ubc.ca/fentanyl.

**DON’T GET CAUGHT UNAWARE.**

Fentanyl may be hiding in street drugs in Vancouver and at UBC.

Learn more about fentanyl, naloxone, and overdose prevention at: students.ubc.ca/fentanyl
WHAT IS SEXUAL ASSAULT?

- Sexual assault is any form of sexual touching or the threat of sexual touching without an individual’s consent.
- Sexual assault is a crime and is never the fault of the survivor.
- Sexual assault happens to people of all ages, genders, and sexualities.

WHAT TO EXPECT WHEN SOMEONE DISCLOSES A SEXUAL ASSAULT

Survivors of sexual assault will express a range of emotional and physical symptoms. Sexual assault is never the fault of the survivor and each may react differently. Survivors are the experts in determining what steps and supports are best for them.

YOUR ROLE

Responding to and supporting someone who has been sexually assaulted can be complex, but chances are they have chosen to tell you about this because they trust you. Be compassionate, respectful, and supportive. Ensure they can access resources. Maintain their confidentiality.

HOW TO ASSIST

1. ATTEND TO SAFETY

Encourage your student to seek medical care and confirm they have somewhere safe to stay.

- VANCOURVER GENERAL HOSPITAL
  SEXUAL ASSAULT SERVICE (24-HR CARE)
  Assessment and treatment of injuries, sexually transmitted infections, and pregnancy prevention—as well as forensic evidence collection and emotional support. Campus Security or Student Health Service will arrange and provide a coupon for taxi service to VGH. Vancouver General Hospital - Emergency
  920 West 10th Avenue
  604.875.2881

- UBC HOSPITAL URGENT CARE CENTRE
  SEXUAL ASSAULT SERVICE (8AM – 4 PM)
  Assessment and treatment of injuries, sexually transmitted infections, and pregnancy prevention—as well as forensic evidence collection and emotional support.
  2211 Wesbrook Mall
  604.822.7121

- EMERGENCY UBC STUDENT HOUSING
  On-campus emergency housing is available through the Commuter Student Hostel.
  Assistant Director, Residence Life
  604.827.5724 or 604.822.5412
  Director, Residence Life and Administration
  604.822.5779
  After hours: Campus Security
  604.822.2222

2. LISTEN & SHOW YOUR SUPPORT

- Listen without interrupting and be patient.
- Respect the words they use to describe what’s happened to them.
- Believe and support your student. Remind them they are not at fault.
- Acknowledge courage and discomfort.
- Encourage your student to seek the support they need and allow them to make their own decisions.
- Ask what you can do to be supportive. Ease any concerns your student might have about academic considerations in the moment.

- I’m here to listen and support you. It could also be helpful for you to talk to someone who has specialized knowledge in this area.

- UBC has places you can go to get information or support, confidentially.

- Even if you don’t know what you want to do right now, it can be helpful to talk to someone about your options.

3. PROVIDE INFORMATION ON RESOURCES

If your student has experienced sexual assault or misconduct—or knows someone who has—please refer them to the Sexual Violence Prevention and Response Office (sexual.violence@ubc.ca or 604-822-1588) where they will get individualized information, advice, and assistance. All messages are confidential and will be replied to within 24 hours.

A member of the Sexual Violence Prevention and Response Office will:

- Listen and provide support
- Take your student’s disclosure
- Coordinate accommodations, if needed (academic, financial aid, and emergency student housing)
- Make referrals to UBC Counselling Services and Student Health Service.
- Make referrals to external support organizations.
- Provide information about confidentiality.
- Provide options and processes for reporting an incident.

For additional resources, please refer to the reverse side of this document.
RESOURCES FOR STUDENTS

SEXUAL VIOLENCE PREVENTION & RESPONSE OFFICE
Receives disclosures, provides support, makes referrals, explains available reporting options and processes.
604.822.1588
sexual.violence@ubc.ca
sexualviolencerespone.ubc.ca

AMS SEXUAL ASSAULT SUPPORT CENTRE (SASC)
Provides information, advocacy, and support with reporting and connection to services.
AMS Nest 3127
604.827.5180
sasc@ams.ubc.ca
amsassc.ca

24-HOUR CONTACTS

VANCOUVER GENERAL HOSPITAL
SEXUAL ASSAULT SERVICE (24-HR CARE)
Assessment and treatment of injuries, sexually transmitted infections, and pregnancy prevention—as well as forensic evidence collection and emotional support. Campus Security or Student Health Service will arrange and provide a coupon for taxi service to VGH.
Vancouver General Hospital - Emergency
920 West 10th Avenue
604.875.2881

VICTIMLINK
24-hour, multilingual service.
TTY: 604.875.0885
Text: 604.836.6381
victimlinkbc.ca

EMERGENCY UBC STUDENT HOUSING
On-campus emergency housing is available through the Commuter Student Hostel.
Daytime contact:
604.822.5412
604.827.5724
604.822.5779
After hours: Campus Security
604.822.2222
vancouver.housing.ubc.ca/
other-housing/commuter-student-hostel

WOMEN AGAINST VIOLENCE AGAINST WOMEN (WAVAW)
24-hour service including hospital accompaniment.
604.255.6344
1.877.392.7583

STUDENT SERVICES WEBSITE
The sexual assault page on the Student Services website provides more information and resources for survivors.
students.ubc.ca/sexual-assault

REPORTING OPTIONS

UBC
Reports of sexual assault or misconduct against a member of the UBC community must be submitted to the Director of Investigations, who will do an initial review to determine whether the allegations fall within UBC’s jurisdiction to investigate, and if so, will appoint an investigator to investigate or refer the matter to an alternative resolution process.

If you wish to submit a report, you can contact the Director of Investigations by email at director.of.investigations@ubc.ca or through the Office of University Counsel at 604-822-1897.

LAW ENFORCEMENT
ROYAL CANADIAN MOUNTED POLICE (RCMP) UBC DETACHMENT
If the assault took place on campus.
604.224.1322
rcmp-grc.gc.ca/detach/en/d/256

LOCAL POLICE DEPARTMENT
If the assault took place off campus, it can be reported to the police department or law enforcement agency for the district where the assault occurred.
Intercultural understanding is an essential part of living with others in a diverse university environment.

But what does it mean?

“Intercultural understanding begins with a willingness to learn about and respect different cultures, nationalities, traditions and beliefs,” says Alden Habacon, Diversity & Inclusion Strategist. “It also means openly sharing ideas that help build inclusive communities on campus and in residence.”

As a student, living in residence comes with a responsibility to encourage and support activities and living spaces where all people can thrive socially and academically, no matter where they’re from or what they believe in.

It’s important at UBC because residence is home to students from more than 137 different countries.

Habacon adds, “Your roommate might be from a small town and you’re from a big city. Your Residence Advisor could speak many different languages and practice a different religion. Even a staff member you see every day in the dining hall could be from another part of the world you’ve never even heard of.”

Uttara Kumar, science major, and Payal Shah, psychology major, know first-hand what it’s like to live in residence among people with diverse backgrounds and customs they’re not used to.

Both from India, they met in the Jump Start orientation program for international students, lived in Place Vanier during their first year of studies and are now roommates in Marine Drive. Payal, 20, and Uttara, 19, offered to share their experiences and some advice for living and learning on a vibrant, multicultural campus.

Before you arrived, how did you expect people from different cultures would interact?

Payal: When I was doing my research, I read about the diversity at UBC and was a little scared. I wondered, “What if I offend someone or say something I shouldn’t?” I also worried that people wouldn’t understand my background and that it would be hard for other people to relate to me.

How did it feel when you moved in?

Payal: It was such a positive experience. Everyone I met was understanding and interested in getting to know me. People were very respectful of other’s feelings.

Uttara: I agree. A lot of people we met are international students too. We all have different experiences and perspectives but can relate to each other. We did the Jump Start program before moving into residence, which helped us get used to our surroundings and all the different people.

What challenges did you face with so many diverse people living in the same place?

Payal: At first, I was concerned about approaching people. I wasn’t sure if it was okay to walk up to someone and say hi. Building relationships works differently here than it does back home.

Uttara: I was mostly concerned about trying to maintain friendships. Just because you meet someone, doesn’t mean you’ll see them again because there are so many people here with different interests. Group friendships didn’t happen quickly, but they did happen.

How does UBC create a sense of inclusion among residents?

Payal: It’s all about participating in different activities. In my first year, I was a floor representative at Place Vanier and helped organize many events. I think the whole purpose is to bring people together from different backgrounds to get to know one another and learn about unique traditions and customs.

You’re both from India. Does that mean you’re the same, culturally?

Payal: No! We have strong differences because we’re from different parts of India. Our family customs are different and we speak different languages. Living together, we realized there’s so much diversity even within our own country.

Have you learned anything new about other cultures while living in residence?

Uttara: We have another roommate from France. It’s fun when she teaches us new words. She even made us crepes, which we had never tried before, and they were so good! It was also interesting to learn that people from France don’t speak the same as French Canadians. We didn’t really know that.

Do you think there could be cultural barriers among roommates?

Payal: Sometimes, but very rarely. I think there could be challenges mostly related to language, food choices and sense of humour. But we all recognize that people do things differently around the world. As long as you’re willing to learn, everyone can get along.

What’s your best piece of advice when it comes to unique cultural perspectives in residence?

Payal: Living in residence might be difficult for people who are set in their ways and not willing to expand their horizons. It’s always best to be open-minded and accept people’s differences.

Residence is home to students from 137 countries.

79% of UBC students speak more than one language.

50% of students speak English as their first language.

“Living at UBC is like travelling the world and working in every field imaginable because you meet people from all over with a wide range of interests.” – UBC resident
Overly involved in students’ lives

By Bella English, Boston Globe Staff

At Boston University, one father was so upset over his daughter’s A-minus final grade that he called the professor to complain, and then the department chair, and then the academic dean.

At Boston College, parents have called Residential Life staffers to complain about minor roommate issues. At Simmons, school officials have fielded parental concerns about noise, gluten-free diets, and food allergies. One mother called to request more variety on the salad bar.

“This is not how all parents of college students behave,” says Sarah Neill, dean of students at Simmons. “But there has been a real shift in the extent to which parents are involved and invested in the lives of their students.”

Everyone has heard of parents who do their grade schooler’s science project or are overly involved in their kids’ social lives. But the infamous helicopter parents, hovering over their younger children, are now transitioning into so-called snowplow parents, trying to smooth a path for their kids even after they’ve started college.

College officials know the first few months of school can be fraught because of social or academic issues. They hope that by parents’ weekend in early fall, or at least by Thanksgiving break, students and parents feel more settled, less codependent.

“College officials know the first few months of school can be fraught because of social or academic issues. They hope that by parents’ weekend in early fall, or at least by Thanksgiving break, students and parents feel more settled, less codependent.”

One study, published online in February in the Journal of Child and Family Studies, found that over-controlling parents undermine the competence and confidence of college students and can negatively affect the parent-student relationship.

“Parents need to understand they’re not giving their children a chance to develop competency, a feeling of pride and well-being,” says Holly Schiffrin, a psychology professor at The University of Mary Washington in Fredericksburg, Va., and co-author of the study. “Children are not developing the skills they need to become fully functioning adults.”

Schiffrin decided to conduct the study after hearing stories in her senior seminar on parenting. There was the young woman who had left campus to visit a friend at another college. When her parents didn’t hear from her for 24 hours, they had an Amber Alert, or missing child report, issued.

Another student told of interviewing a young man for a summer job while his mother stood outside, listening. “She knocked on the door during the interview and asked to come in,” Schiffrin says. The applicant was not hired.

Eleanor Green, a Boston restaurateur, sees such parents, too.

“We see snowplow parents when they come in with their son or daughter to apply for a job,” says Green, whose family owns several restaurants, including West on Centre in West Roxbury. “They say things like, ‘I’m here with my son, Mark, to apply for a bus boy position.’ Mark is standing there not saying a word. We’re thinking ‘How can he interact with our staff and customers?’”

Schiffrin says people need three basic skills to be happy: they need to feel independent, competent, and able to form and maintain relationships with others. The study found all three were negatively affected by overly involved parents.

“Parents have the delusion that what they’re doing is helping,” she said, “but it’s okay to let your kid fail in safe circumstances.”

College has always been, in part, an education in separation, a time of transitioning from adolescent to adult. But some administrators say they see greater parental involvement postponing that.

“It’s to the point where some of our students not only have never experienced adversity before, but they have no idea how to deal with it when they do face it,” says Chebator. “What to most people might be a relatively minor issue becomes a major life crisis.”

Such students are referred to as “teacups.”

“They’re so fragile, they break easily,” he says. And of course, technology enables kids and parents to be in constant contact. Schiffrin says one study of college freshmen and sophomores has shown that on average, students are communicating with their parents twice a day — and about three-quarters of them felt that was appropriate.
Professor Barbara Okun, who teaches counseling psychology at Northeastern University and has a private practice, says a client recently told her about going on a trip with other mothers. “She said these other women were on the phone seven or eight times a day with their college kids,” says Okun. “I had to say it’s disturbed and disturbing, but it’s very common these days.”

Okun and others believe that parents often try to keep the bonds tight as much for their own sake as their child’s. “They think they’re doing it for their kids, but they’re doing it for themselves,” Okun says. “They need to be needed.”

Astrid Franco, 21, of Framingham, lived away from home her first two years at UMass Boston and got constant calls and messages from her parents. “I’d be out with friends and I’d get a text from my mom, ‘What are you doing?’” With time, I stopped answering and they wondered why. I felt it was being nosy,” says Franco, now a senior.

Her friend, Jessica Khokhlan, has lived at home in Norton and commuted to UMass Boston since she was a freshman. “At first, my mother would call me two or three times a day,” says Khokhlan, who is also a senior. “She wanted me to take the train home with her. But I needed to stay on campus longer. Then she’d call and ask, ‘When are you coming home?’”

The past two years haven’t been as bad, she says. “I’ve spoken to my mother about it and she said that I was only 18 traveling back and forth to Boston so she was pretty much making sure I was alive.”

In one extreme case of parental over-involvement, a college senior in December 2012 won a protective order against her parents for stalking and harassing her. Aubrey Ireland, 21, told a Cincinnati judge that her parents often drove 600 miles from their Kansas home to the College-Conservatory of Music at the University of Cincinnati, unannounced, to meet with college officials, and falsely accused her of promiscuity, drug use, and mental problems.

Her parents, Julie and David Ireland, admitted in court that they installed monitoring software on their daughter’s laptop and cellphone. But they said they had her best interests at heart. “She’s an only child who was catered to all her life by loving parents,” her mother told the judge.

Donna Pincus is a psychologist who directs the child and adolescent fear and anxiety treatment program at Boston University. Her recent book, “Growing up Brave,” offers parents advice on how to modify their behavior to allow for success and confidence among their children.

“Sometimes, kids need to feel the snow,” she says of snowplow parents. “It brings on such a feeling of confidence in yourself if you know how to navigate your way through life.”

Many colleges now offer parent orientation, which takes place simultaneously with, but separately from, student orientation. Sessions deal with what their children can expect, and how parents can best support them.

“The reality is that parents are here to stay, and it’s important for us to engage them in ways that can be helpful to them and their students,” says Neill.

Those who work with college students see the occasional parents who take the opposite approach: they cut way back on contact, believing their kid needs to be wholly independent.

Schiffrin says that’s also not ideal. “It has to be a gradual process where the adolescent is taking on more and more responsibility so they get to college with these skills.”

Many schools have written policies for dealing with calls from anxious or angry parents. Federal law prohibits schools from disclosing information about students 18 and older without their consent.

“We have a pretty strict policy whereby we are not allowed to talk to parents about our students,” says Elizabeth Mehren, a BU journalism professor. “It’s certainly clear that our relationship is with the students.”

At Boston College, Chebator sometimes hears students refer to parents as their best friends.

“I understand that, but you can’t just be a friend, you have to be a parent,” he says. “You need to support your kids and make sure they have the information they need to make a decision, and sometimes you have to give them the opportunity to fail or else they won’t be prepared to deal with the larger problems all of us have to deal with in life.”

The infamous helicopter parents, hovering over their younger children, are now transitioning into so-called snowplow parents, trying to smooth a path for their kids even after they’ve started college.
Overcoming loneliness

Here are some ideas that may help your student manage loneliness and build their supportive community:

- Living in residence is one of the most effective strategies to deal with the loneliness, adjust to, and succeed at university.
- Hang out in the residence lounge, not in your room.
- Attend Week of Welcome Events!
- Eat your meals with other people. One of the biggest worries for most new residents is who they’re going to eat with! If you live in Totem Park, Place Vanier or Orchard Commons, your floor or house may have tables in the dining room where they typically sit. Just ask your Residence Advisor, because they’re likely heading that way to eat too, and would be glad for your company. Yes, they need friends, too. If you go by yourself, and there’s someone at your floor or house table that you’ve not met, sit next to them instead of sitting alone a few seats down.
- Say hi to someone you don’t know. It’s the best pathway to friendship! Starting a conversation can feel intimidating, and it’s likely the other person is just as hesitant. Here are some great conversation starters:
  - How was your move in? When did you arrive?
  - Where do you call home?
  - What faculty are you in?
  - What are you going to do this weekend?
- If you want company, leave your room door open when in your room. Fellow residents will stop and say hello.
- Look at the bulletin boards around residence that announce events and activities. See what’s going on, and check it out. It’s fine to go by yourself!
- Talk to one of the Residence Advisors. Ask them what activities they’re planning, and tell them what kinds of things you’d enjoy doing or trying.
- Check out the Residence Involvement Fair in September for a chance to learn about all the residence committees in the community, the Residence Councils (TPRA, PVRA, OCRA), and all the other great ways to engage in the community.
- Go to AMS Clubs Day in mid-September at the Nest. See if there’s a club that interests you. Successful students tell us that getting involved in campus organizations was a key factor in building campus connections.
- If you continue to have a hard time and still feel lonely, talk with a Residence Advisor or the Residence Life Manager. They can’t fix the problem—but they’ll listen and try to help you better find the answer that works for you. And there are other people who can help on campus: Counselling Services, International Student Services, First Nations House of Learning, Pride and Speakeasy are prepared to assist you. There’s no shame in asking for a little “hand-up”!
  Trust me, others will look to you for help at another time.
Thriving tips for new students

By Janice Robinson, Director, Residence Life and Administration

LIVE IN RESIDENCE
Their facilities, staff, programs, and services make it easy for new students to:
• Meet new people, make new friends
• Feel part of UBC’s community
• Live in a study-oriented atmosphere
• Find help when facing academic and personal challenges
• Try new activities, and have tons of fun
• Depending on your residence contract, get the shopping, cooking and cleaning done for you.

GO TO CLASS
Even those early 8 am ones! Yet another good reason to live in residence. You’ve paid plenty for your classes, so get your money’s worth.

TALK TO YOUR PROFS
Ask questions—in class, after class, and during office hours! They remember the students who talk to them, who are interested in learning, and who invest the extra effort.

CONSIDER HAVING A PART-TIME JOB
However, make sure you will stay on top of school and have time for fun and friends. Many students work 10–12 hours a week. Try to get a job on campus. Benefits include minimal commuting, meeting more people, becoming more familiar with UBC.

ADVOCATE FOR YOURSELF
If you need something, ask for it! Be sure to start with the right person—that’s the person nearest you. If they can’t help, ask them who could help you, and make an appointment with that person. If you have a legitimate complaint, come with a solution to propose.

CREATE A SCHEDULE AND FOLLOW IT
Your daily routines and tasks may have been determined for you by someone else before university, but now you’re the person who will decide how you will use your 168 hours each week. Write in your work schedule, some social time, and don’t forget to set aside some personal time. Finding a good balance between school, work, and your personal and social life is important. Now that’s a challenge you’ll continue to negotiate the rest of your life.

THINK TWICE ABOUT LIVING WITH YOUR BEST FRIEND
Living together is difficult. You’ll both need your friendship during the tough times of your first year at university. Consider living near each other instead.

IN TERMS OF ROOMMATES, GO IN WITH THE PERSPECTIVE THAT YOU NEED TO LIVE COMPATIBLY WITH YOUR ROOMMATE, YOU DON’T NEED TO BE GOOD FRIENDS
Some roommates end up great friends for years, but not all. Draw up a living arrangement contract with your roommate that outlines your agreements about housekeeping standards, schedules, and costs; using and borrowing each other’s things; and guests. It’s a lot easier to talk about it before you get upset. If you live in residence, ask your Residence Advisor for the roommate contract that can help you and your roommate(s) discuss your expectations for your roommate(s), and check out vancouver.housing.ubc.ca/residence-life/living-with-roomates/

JOIN SOMETHING
Get involved! Be it a club, group, association or team. Volunteer. Short term gains include meeting new friends, and feeling part of UBC. In the longer term, you’ll feel good knowing that you are helping others, are part of a bigger purpose. You may also learn professional skills or explore career options.

During Clubs Days in mid-September, many UBC clubs set up tables in the AMS Student Nest (Nest). For info about Intramural Sports, drop by the Student Recreation Centre (SRC). For volunteer opportunities, see the Volunteer Board in the Nest. For an overview of campus resources, see students.ubc.ca. Hunt for what’s out there for you! Your fees pay for them, so it’s smart to know what and where they are so you can use them. Ask your Residence Advisor, Residence Coordinator (RC) or Residence Life Manager (RLM) for more information.
Parents and families, welcome.

Students at UBC tell us parents are one of their main sources of health information. We celebrate that and invite you to work together to support your student in their transition over the next few years. I want to provide you with some basic information about student well-being, common health challenges and UBC resources for your students. At UBC, we know that mental well-being is one of the cornerstones of academic success. We hope to help your students to maintain and enhance their mental well-being and invite you to take an active part as well.

By Dr. Marna Nelson, Director, Student Health Service

STUDENT WELL-BEING
No matter what a student’s high school experience was like, they find that university life is stressful and almost always overwhelming at some point.

COMMON HEALTH CONDITIONS
• Mental health conditions such as stress, sleep problems, depression and anxiety, concern for troubled family and friends and non-academic use of the internet or computer games are the biggest causes of academic difficulty.
• Cold, flu or sore throat can also have a significant impact on a student’s academic success.
• Infectious conditions such as mononucleosis, measles and meningitis.

INFLUENZA, COLDS AND UBC
UBC Student Health Service recommends that each of us take personal responsibility to avoid influenza and colds by undertaking some simple hygiene measures: wash your hands with soap and water, use hand sanitizers if water is not available, avoid sharing objects like drinks and pens with each other, cough into your sleeve or a tissue that you immediately dispose of and keep away from classes, work and other public places if you have a fever and other cold and flu symptoms.

IMMUNIZATIONS
British Columbia has guidelines for immunizations for all young adults at immunizebc.ca. We recommend that you review your student’s immunization status with him or her. Some vaccines offer lifelong immunity such as Hepatitis B and others may require boosters every 10 years such as tetanus. If students are incomplete in their vaccinations, they may be at risk of serious infection. Your student is welcome to see a nurse at Student Health Service to update or catch up with their complete vaccination schedule.

STRESS AND CONCERN FOR TROUBLED FAMILY OR FRIENDS
• Stress is ubiquitous; almost all students report that they have experienced overwhelming stress in the last school year.
• Many undergraduates report that stress has resulted in lower marks or failed courses.
Because stress is an inevitable part of student life, we encourage students to take proactive steps to develop their resilience, to reduce the impact of stress and to seek help when it becomes overwhelming. We know that depression, anxiety and overwhelming stress reduce cognitive function and concentration, making it more difficult to think, learn and write. A balanced life is key to keeping stress in check; adequate sleep, exercise and nutrition improve resilience. Thirty minutes of aerobic activity per day improves academic performance, reduces stress and fosters an optimistic outlook. Prayer, meditation or quiet retreat restores and enhances wellbeing.

UBC offers opportunities for exercise, spiritual renewal and places for quiet reflection. A common stressor for students is concern for close relationships, including family and friends. Being at UBC, sometimes far away from intimates, can foster worry or guilt about not being able to support others. Sometimes stress becomes distress, and support from parents and room/floor mates and other friends may not be enough. UBC offers counselling and therapy to help students clarify concerns and strengthen coping strategies through individual and group counselling services and programs.
DEPRESSION AND ANXIETY
• Anxiety and depression often have a first occurrence in the university age group.
• Depression is one of the primary causes of suicidal intentions, about 10% of undergraduates report seriously considering suicide in the past year and 1% will attempt suicide.
• Anxiety and depression can significantly impact academic performance.

Early detection and resolution of depression is extremely important in reducing the impact of depression. Anxiety and depression can reduce concentration and focus and impair a student’s ability to complete assignments, write exams, or even attend classes. Lack of sleep, caffeine and other stimulants and a large academic load can worsen the effects of anxiety. Frequently, students who have already been diagnosed as depressed or anxious stop their treatment as they start university, hoping for a “fresh start”. Typically, adjustment to university and the academic workload are very stressful in the first term and often result in relapse of the mental health condition. It is wise to remain in treatment for at least the first term of university. UBC offers counselling, medical and psychiatric assessment and treatment for students; if, because of moving to UBC, your student is already under treatment we encourage them to follow up with UBC Counseling or Student Health Service to continue working together with health professionals. Our goal is to help the students successfully manage depression or anxiety before it has serious health and academic impacts.

ALCOHOL AND DRUG USE
Often students will increase their use of alcohol or other drugs when they change environments. While judicious use can enhance the social experience, using frequently or in large amounts can cause students to have difficulty concentrating, to miss more classes and to have lower marks. Talking to your student about reducing harm from these substances before they arrive at UBC will arm them with good strategies for using these substances responsibly.

FENTANYL
Fentanyl is a highly potent pain killer that is being mixed into street and party drugs in Vancouver. In recent years British Columbia has experienced a significant increase in deaths related to drug overdoses involving fentanyl. It’s important that students educate themselves on the dangers of fentanyl.

To learn more, visit students.ubc.ca/fentanyl.

INTERNET AND COMPUTER GAMES
Overuse of the internet for non-academic communications or games has been reported by many undergraduates with the majority of those reporting lower marks, dropped or failed courses as a result. Clearly it is important to connect with family and friends, and internet games are often used as a relaxing interlude between study sessions. However, many students appear to have trouble limiting their use or crave the excitement of online games or gambling and suffer as a result. We recommend setting limits to non-academic use of the computer and using other, healthier ways to relax, like socializing with roommates, kicking a ball or enjoying other physical activities.
Health insurance basics at UBC

Health care in Canada can be very expensive if you don’t have insurance. That’s why it’s important for you to understand the insurance policies your student requires while studying at UBC. Young and healthy—do they really need insurance? Yes!

The costs of hospital and doctor care in Canada are extremely high for the uninsured. Without insurance, you may have to pay thousands of dollars per day for a hospital stay or you may be refused certain services.

HEALTH INSURANCE: AN OVERVIEW

There are two main components, basic insurance and extended insurance for full health coverage for international UBC students: iMED, (or Allianz Global Assistance), the BC MSP, and the AMS/GSS Health and Dental Plan. Together these programs ensure that you avoid unexpected health costs.

INTERNATIONAL STUDENTS:

UBC requires that all international students have basic and extended health insurance for the duration of their studies.

DOMESTIC STUDENTS:

British Columbia law requires that all residents have BC Health Care Medical Services Plan (MSP) or keep current with their home province insurance plan.

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<th>BASIC INSURANCE</th>
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| **Coverage period** | **Coverage beginning in Term 1:**
| Term one: August 30 – January 2 | September 1 to December 31 |
| Term two: December 27 – May 1 | Coverage beginning in Term 2: January 1 to August 31 |
| (For more information on coverage dates, early arrival and coverage while travelling to UBC, please visit david-cummings.com/imed) |  |
| **Approximate cost** | **Who is automatically enrolled?** |
| $180 ($252 for exchange students) charged to your university account | No one |
| $2 per day for individual | No one |
| **For more information** | Students who pay AMS student fees |
| David Cummings Insurance Services david-cummings.com/imed 604-228-8816 |  |
| David Cummings Insurance Services david-cummings.com/ubccampus 604-228-8816 |  |
| MSP hibc.gov.bc.ca |  |
| AMS/GSS Health and Dental Plan studentcare.ca 1-877-795-4421 |  |

Make sure you’re covered

1. As soon as you register for classes, check your fees at students.ubc.ca/ssc to see if you are covered by iMED. If these fees do not appear, you are not eligible for iMED. If you think you should be covered, contact an International Student Advisor. If you’re not eligible for iMed, you can apply for coverage through Allianz Global Assistance. Please see the above table for rates and details.
2. As soon as you arrive in BC, apply for MSP. Or if you are already insured by another province, confirm that you will remain insured (your province may require continued premium payments). It takes several months to process your application, so it’s important to apply right away. If you will be in BC for six months or fewer you are not eligible, so don’t apply. If you already have MSP, you don’t need iMED coverage; follow the opt-out procedures at david-cummings.com/imed.
3. Download and print your iMED card as soon as you receive it by email. You should also pick up your AMS/GSS Health and Dental Plan card and information booklet at the Health and Dental Plan Office in the AMS Nest.

What is covered by iMED?

Medical benefits cover emergency hospitalization and medical services (including outpatient treatment at a doctor’s clinic) for any sickness or injury. The full policy is available online at david-cummings.com/imed/coverage. Please read it.

How do I use my iMED insurance?

Instructions on how to submit claims and how to download claim forms are available at david-cummings.com/imed. Once a student has signed the consent for billing there, Student Health Service can process claims directly to the insurance company for iMED insurance holders. However, Student Health Service can not process claims directly for Allianz Global Assistance holders. Other MD offices will likely charge cash and give a receipt for the student to submit a claim.

If you attend an Urgent or Emergency Care Unit, carry your student permit and request the resident uninsured fee. If you are admitted to a hospital room, you must call TIC at 1-800-995-1662 immediately or as soon as reasonably possible. If you intend to have a test or medical procedure done at a hospital, call MSH International (Canada) Ltd., 1-403-537-8823 or toll free within North America at 1-866-767-7959 before the test or procedure to get proper authorization.
When am I covered?
New international students are covered for the three-month waiting period before they become eligible for MSP. See david-cummings.com/imed for details of coverage periods and opting out if you have equivalent insurance.

Can I opt out of iMed?
Only the following can opt out of iMED:
• Students already covered by MSP
• Students covered by another Canadian provincial health plan
• Students sponsored by a UBC-approved organization (such as CIDA or the Canadian Bureau for International Education)

Please note that having insurance coverage from your home country does not make you eligible to opt out of iMED.

Deadline: You must opt out by UBC’s course registration add/drop deadline.

BC’s Medical Services Plan (MSP)
If you will be residing in BC for six months or longer, apply for MSP immediately after you arrive. Applications are available online at hibc.gov.bc.ca. If you have coverage in another province of Canada, you do not have to apply for MSP. BC doctors will charge directly to your home province if your insurance is valid. One exception is Quebec health insurance. Quebec has opted out of the reciprocal insurance plan and so students with Quebec medical insurance must pay directly for services and claim back from their plan. Student Health Service will charge the rate that BC MSP would pay for the same service so reimbursement will be as close as possible to the actual charges.

What does MSP cover?
MSP covers the cost of basic medical care within Canada including most physician and hospital services. In most cases, you will not have to pay at the time you seek medical care when you show your MSP CareCard. MSP does not cover most dental care, prescription drugs, or routine vision care (such as eye examinations or corrective lenses). For a full list of your medical and health care benefits under MSP, visit hibc.gov.bc.ca.

When am I eligible for MSP?
There is a waiting period before MSP coverage begins: this is the rest of the month in which you arrive in BC, plus two full calendar months. For example, if you arrive in BC on August 25, you will be eligible for MSP on November 1.

How much does MSP cost?
MSP’s monthly cost is: $75 for one person. Information on how to pay your premiums is available at hibc.gov.bc.ca.

What is a CareCard?
The MSP membership card is called a CareCard, and the MSP number is called a Personal Health Number. You will be sent a CareCard once MSP processes your application. Be sure to contact MSP within one month after submitting your application to confirm that they received it.

I don’t have my CareCard yet and I need to see a doctor. What should I do?
It is our understanding that any eligible person who has submitted an application will be covered after the waiting period, even if their CareCard has not yet arrived. If this is the case for you, you may need to pay at the time you receive health care, keep the receipt, and request reimbursement from MSP once your card arrives.

Contact MSP
If you need to speak with an MSP customer service representative, please call 604-683-7151, 8 am–4:30 pm (PST), Monday–Friday.

AMS/GSS HEALTH AND DENTAL PLAN
Am I covered?
All students who pay AMS fees to UBC are automatically enrolled in the AMS/GSS Health and Dental Plan. To verify you are enrolled, check your fees online and look for the “Med/Dent fee.” This plan does not replace basic MSP (or an equivalent plan). To be eligible for all aspects of the AMS/GSS Health and Dental Plan, you must first be covered by MSP or iMED (or have equivalent coverage purchased in Canada).

If you are an exchange student and you pay tuition at your home university, you are not automatically enrolled in the AMS/GSS Health and Dental Plan. You may, however, be eligible to apply once you arrive at UBC. It is important that you have extended health and dental coverage while you are in Canada. Visit the Health and Dental Plan Office in the AMS Nest for more information.

What is covered?
To see what benefits the AMS/GSS Health and Dental Plan covers please visit studentcare.ca.

Can I opt out?
If you are already covered by an extended health and dental plan, you can opt out of the AMS/GSS Health and Dental Plan. Opt-outs, change of coverage and enrolments must be completed within the change-of-coverage period in September (or January for term two) or within the first three weeks of your registration date, whichever is later. More information and specific dates at studentcare.ca.

I’m experiencing financial difficulty. Can I get help with payments?
If you have financial concerns, you can apply for a partial or full reimbursement of the extended health and dental plan fee at gss.ubc.ca/health. The application for reimbursement requires detailed financial information.

Where can I get more information?
For more information, visit studentcare.ca, call toll-free 1-877-795-4421, or visit the Health and Dental Plan Office in the AMS Nest. Information on benefits and opting out, answers to frequently asked questions, claim forms, and enrolment forms are available on the website.

HEALTH SERVICES
Student Health Service
Located in the UBC Hospital, the Student Health Service offers health care for all registered UBC students year-round. Students can make an appointment by phone, in person, or by registering online. Same-day appointments are available for ill students. All services are confidential and most are covered by iMED, MSP, and other provincial plans. For more information visit students.ubc.ca/health-wellness/student-health-service.

Urgent Care Centre (8 am–10 pm, daily)
The UBC Hospital Urgent Care Centre is open 8 am to 10 pm, seven days a week to treat any medical concern that cannot wait until the Student Health Service office is open. When using UBC or other area hospitals, students should present a photocopy of their study permit and ask for the uninsured resident rate when going to the lab, radiology, or emergency departments. If they do not have their study permit with them and are charged the higher rate, they can take the receipt and study permit to the hospital cashier for a refund. Services at UBC Hospital can be settled with the hospital cashier Monday–Friday, 10 am–2 pm.

Vancouver General Hospital (10 pm–8 am, daily)
For emergency services outside of the hours available at the UBC Hospital Urgent Care Centre, students can visit Vancouver General Hospital, which is approximately a 20 minute taxi ride from UBC.

In an emergency, call 911 for police, fire or ambulance.

OTHER HEALTH RESOURCES ON CAMPUS
For other health resources on campus, like pharmacies, dental clinics, and counselling services please refer to the list on the back cover.

Information contained in this Health Insurance Basics guide is accurate as of publication, September 2017.
STUDENTS IN TOTEM PARK, PLACE VANIER AND ORCHARD COMMONS

The Residence Meal Plan is required for students in these residences and can be used at more than 45 food spots on and off campus. Purchases in residence dining rooms are tax exempt (5%) and receive a 25% discount. Purchases at 30+ UBC Food Services locations receive a 5% discount and purchases at 15+ Campus Partners, vending machines and pay-for-print are charged full retail value.

The plan is designed to supply the majority of residents with enough to eat for their full contract term. However, as everyone has different eating habits and tastes, it is important to track spending to ensure a healthy diet all term long.

Budget tracking tools, sample menu plans and budget-friendly eating tips are available at food.ubc.ca/residence-meal-plan.

For information about the fee schedule and payments visit vancouver.housing.ubc.ca/applications/fees-payments and click on the page for your residence.

STUDENTS IN OTHER RESIDENCES

Students living in suite-style residences with kitchens may also wish to purchase a meal plan while adjusting to life at university. Students enjoy 5-12% savings at campus food spots and can use their plan to mingle with peers and meet new people in the residence dining rooms at Totem Park, Place Vanier, and Orchard Commons.

There are two optional plans available: Savings Plus Meal Plan and UBCard Plan.

Visit food.ubc.ca/meal-plans for information and to purchase a meal plan.

Eating with friends is like that little piece of home we all miss. At any given time you can walk into the dining room and see a handful of people you know. It’s a chance for everyone to take a break and have a laugh.

FAQS

How do students track their meal plan balance?

They log in to the Online Service Centre at secure.housing.ubc.ca or simply ask a friendly cashier at a Food Services location.

How can we add more credit to the account?

Students can log in to the Online Service Centre at secure.housing.ubc.ca or come by the Student Housing main office during regular business hours. We accept Visa, MasterCard, debit and cash.

Is there help for people with special dietary needs?

Our campus dietitian is a great resource for students with dietary needs. Check out food.ubc.ca/nutrition for more information.

What happens if there is money left on the card at the end of the year?

Depending on your student’s plan, they may be able to transfer the balance to another type of meal plan or gift card—or request a refund. Please refer to their residence contract for more information.

INSPIRING A LIFETIME OF HEALTHY EATING

UBC Food Services proudly serves nutritious meals & snacks to 20,000+ customers on campus each day.

We delight in crafting delicious, varied and wholesome meals and snacks from real food. For us, real food means:

» Creating recipes from scratch guided by our registered dietitian and in partnership with suppliers who share our values

» Using outstanding ingredients, local when possible, and minimizing processed foods

» Offering abundant and tasty vegan and vegetarian options

» Sourcing over 60% of our ingredients locally through farm partnerships, prioritizing the UBC farm

» Ensuring drinking water is always available for free, because it is a healthy, sustainable, and economical alternative to bottled and sweetened beverages

» Leading change through UBC’s Food & Nutrition Working Group
While your student is attending UBC, spirituality may be just as important to their health as regular exercise and good eating habits.

WHAT IS SPIRITUALITY?
Everyone defines spirituality – and their own spirituality – differently. I tend to see spirituality as a search for self-awareness, meaning and an understanding of our experiences in the world, a search for a connection to something bigger than our individual lives.

YOUR STUDENT’S SPIRITUAL JOURNEY
Often, university is a time when young adults reflect on where they have come from and where they are going in life – and what their spirituality means to them and what their spiritual practice will look like. No matter how your student chooses to explore spirituality, it is an opportunity for self-reflection about themselves and how they connect to the world.

At UBC, your student will have many opportunities to engage their spirituality. Here are some ideas:

Connect with nature
Take a walk in Pacific Spirit Park, Nitobe Garden or on Tower Beach.

Connect with people
Engage people in discussions that deepen or challenge your ideas. Seek our spiritual resources and amenities on campus.

Volunteer
Take part in a service learning or volunteer opportunity to experience the joy of giving back.

Start a journal
Record thoughts and feelings, express gratitude and reflect on big decisions and everyday encounters.

Reflect
Meditate, pray or worship—alone or with others. Exploring spirituality for some students may come through an association with a church, temple, mosque or synagogue. Other students may choose to pray, meditate or find comfort in a personal relationship with God or a higher power. Every student’s spiritual journey is unique.

“Spirituality is concerned with those qualities of the human spirit—such as love and compassion, patience, tolerance, forgiveness, contentment, a sense of responsibility, a sense of harmony—which brings happiness to both self and others.”

Excerpt from Ancient Wisdom, Modern World: Ethics for the New Millennium by Tenzin Gyatso, the Fourteenth Dalai Lama. Published by Little, Brown and Company, United Kingdom.

CHAPLAINS AT UBC
Another way some students explore their spirituality is with Chaplains at UBC, which helps members of the UBC community engage with their spirituality and faith. The word chaplain was originally associated with the Christian faith, but is now a widely used and accepted term to refer to men and women who represent many religions or philosophical traditions.

The current membership includes Buddhist, Muslim, Jewish, Christian, and Bahá’í representation. Among Christian denominations you will find representatives from the Anglican, Baptist, Brethren Tradition, Pentecostal, Presbyterian, Roman Catholic, and United Churches.

Most chaplains offer one-on-one pastoral or spiritual counselling and other opportunities to explore the faith that they represent, like fellowship groups, meals, worship, faith exploration and training or study. These groups are a good way to have fun, make friends and explore some of the big questions of life.

For information about Chaplains at UBC, visit students.ubc.ca/campus-life/religion-spirituality/chaplains.

For information about student-run spiritual clubs visit ams.ubc.ca/clubs/spiritual.
Staying in residence next year

YEAR ROUND RESIDENCE APPLICATION PROCESS

Apply early for Year Round Residence for your greatest chance at securing residence next year (May to April). Returning students who want to live in Winter Session Residence (September to April) must manage their expectations. Less than 10 per cent of returning eligible students who apply are offered a space for September—the rest are put on a waitlist.

Growing enrolment, increasing demand for campus housing, and UBC’s commitment to expand the residence guarantee to new students entering from high school, means that very few returning students have access to Winter Session Residence.

If you still want to apply to Winter Session Residence, be sure to also apply to Year Round Residence. As long as both applications are submitted within a 14–day period, there’s only a single $50 application fee.

Marine Drive, Iona House, Fraser Hall, Thunderbird, Tallwood House, and Ponderosa Commons are year-round residences.

Once you move into Year Round Residence you are eligible for a new contract each year until you finish your studies at UBC or choose to move out of residence.

Your contract runs from May to April. Applications are accepted on an ongoing basis. Applicants may choose a start date that suits their needs. However, students who request occupancy on May 1 have a significantly better chance of securing accommodation.

In Year Round Residence, if a resident is planning to be away during the summer months, they may apply to sublet their room to another UBC student during this time. Applying to sublet does not guarantee approval. Residents are not permitted to sublet without prior application and approval.

WINTER SESSION RESIDENCE FOR RETURNING STUDENTS

All applicants must go through the Residence Allocation Process (RAP)—a computer program that randomly selects enough current students to fill spaces that may be available.

Learn more about Year Round versus Winter Session Residence at vancouver.housing.ubc.ca.
**Visiting UBC?**

**Stay on campus—in style**

Stylish, sophisticated, and convenient accommodation available year round for family, friends, and visitors.

**Book your stay online at** suitesatubc.com

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**EMERGENCY PREPAREDNESS**

In the event of a major emergency, officials say you need to be prepared to be self-sufficient for 72 hours—yes, even in residence. That may sound extreme, but if your student is ready, they’ll be able to respond confidently and safely during an emergency situation.

**Personal Emergency Kits**

ENSURE YOUR STUDENT HAS AN EMERGENCY KIT.

They can buy one at Totem Park, Place Vanier, or Orchard Commons on move in day for $25.

Emergency Kits are available throughout the year at residence markets. They are also available from a number of stores in Vancouver.

Emergency kits should contain the following:

- First aid kit
- Flashlight and extra batteries
- Signal whistle
- Emergency blanket
- Emergency rain poncho
- N95 particulate mask
- 10-pack tissues
- Manual can opener
- Food that won’t spoil (enough for 72 hours)
- Eight litres of water per person
- Battery-powered or wind-up radio
- Cash & coins for pay phones or vending machines
- Contact information for friends and family in case you lose power to your mobile device

Include special items like prescription medications, toiletries, equipment for people with disabilities, glasses or contact lenses.

Remember to replace food and water once a year.

**West Coast Suites**

at The University of British Columbia

- Comfortably spacious one-bedroom suites
- Centrally located on campus
- Wifi and fully equipped kitchen

**Spectacular natural campus setting**

**T 604 822 1000**

**E reservations@housing.ubc.ca**

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UBC

THE UNIVERSITY OF BRITISH COLUMBIA

Conferences & Accommodation
STUDENT HOUSING AND HOSPITALITY SERVICES
vancouver.housing.ubc.ca
information@housing.ubc.ca
604-822-2811

WEST COAST SUITES
suitesatubc.com
604-822-1000
TF 1-888-822-1030

RESIDENCE LIFE MANAGERS

<table>
<thead>
<tr>
<th>Residence Life Managers</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totem Park</td>
<td>604-822-2374 or 604-827-3036</td>
</tr>
<tr>
<td>Place Vanier</td>
<td>604-822-6832</td>
</tr>
<tr>
<td>Orchard Commons</td>
<td>604-827-4047 or 604-827-4266</td>
</tr>
<tr>
<td>Ritsumeikan-UBC House</td>
<td>604-827-3036</td>
</tr>
<tr>
<td>Walter H. Gage</td>
<td>604-822-1071</td>
</tr>
<tr>
<td>Iona House</td>
<td>604-822-1071</td>
</tr>
<tr>
<td>Marine Drive</td>
<td>604-827-3200</td>
</tr>
<tr>
<td>Fairview Crescent</td>
<td>604-822-0959</td>
</tr>
<tr>
<td>Fraser Hall</td>
<td>604-822-0959</td>
</tr>
<tr>
<td>Thunderbird</td>
<td>604-822-0959</td>
</tr>
<tr>
<td>Ponderosa Commons</td>
<td>604-822-2673</td>
</tr>
<tr>
<td>Brock Commons</td>
<td>604-822-2673</td>
</tr>
<tr>
<td>Acadia Park</td>
<td>604-822-6389</td>
</tr>
<tr>
<td>Assistant Directors, Residence Life</td>
<td>604-827-5724 or 604-822-5412</td>
</tr>
<tr>
<td>Director, Residence Life and Administration</td>
<td>604-822-5779</td>
</tr>
</tbody>
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QUICK REFERENCE LIST FOR PARENTS

USEFUL WEBSITES FOR PARENTS
students.ubc.ca/parents
you.ubc.ca/parents