1 Welcome
2 Top 10 benefits of living in residence
4 Thriving tips for new students
5 What can students expect?
6 New to Canada?
8 Shared living
9 Intercultural understanding
10 Indigenous engagement
12 Meal plans
13 Residence academic supports
14 How parents can help
16 Distance parenting
18 UBC Student Services
19 Overcoming loneliness
20 Everyday stress
21 Healthy stress management
22 Health insurance basics at UBC
24 Your student’s safety
26 Safer substance use
28 Consent
29 Sexual assault
30 In case of emergency
31 Spirituality
32 Then & now

Residence fees

Find out what it costs, when to pay, and what’s included.

PLACE VANIER
vancouver.housing.ubc.ca/applications/fees-payments/place-vanier

TOTEM PARK
vancouver.housing.ubc.ca/applications/fees-payments/totem-park

ORCHARD COMMONS
vancouver.housing.ubc.ca/applications/fees-payments/orchard-commons

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 & Orchard Commons. Students must vacate residence, but can leave their belongings. Details of the mandatory closure are in the Residence Contract.

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

Late-April Last day to move out.

We acknowledge that Student Housing & Hospitality Services and UBC are located on the traditional, ancestral, and unceded territory of the Musqueam people. We thank the Musqueam Nation for its hospitality and support of our work.
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 student 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 Robinson
Director, Residence Life and Administration
604-822-5779 // janice.robinson@ubc.ca
The top 10 benefits of living 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 benefit of living 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 benefit of living in residence:

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!
LIVE IN RESIDENCE
Residence 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.
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.

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.

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.
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.

The International Student Guide has step-by-step instructions for over 20 complex health insurance and immigration applications.

students.ubc.ca/international
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 Advising 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.

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.”
The ins and outs of sharing a floor in residence

by Brook Jones

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

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

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

Incoming First-year learns to talk with roommate

“Ask Amy”, The Bellingham Herald

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

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
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, 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.
Indigenous Engagement

By Sarah Ling, Project Manager, Indigenous Focus, Student Housing and Hospitality Services

Over the past decade, I've been fortunate to see our campus transform into a place that is more representative of our location on the unceded land of the Musqueam people, and which acknowledges some of the hidden, Indigenous histories of Canada. UBC has collaboratively developed many new spaces, initiatives, and opportunities to encourage our campus community to engage with Indigenous topics and communities, and to support our unique relationship with Musqueam.

TOTEM PARK RESIDENCE

Musqueam Names and Stories

In recent years, UBC has strengthened its partnership with our host, the Musqueam Nation, including the historic Memorandum of Affiliation, signed in 2006. Student Housing and Hospitality Services has been one of the units on campus to foster its own unique initiatives with Musqueam, in particular, storytelling initiatives in residence.

In 2011, Musqueam gifted the names həm̓ləsəm̓ and qələyən, and in 2017, the name cəsnaʔəm for use at Totem Park Residence. These place names connect our residents and the campus community to the land they reside on, and the language of the Musqueam people, hən̓q̓əmin̓əm̓.

Storytelling displays are being installed throughout Totem Park to provide residents with an opportunity to learn about their place and its relationship to Musqueam and Totem Park's history of using Indigenous house names (Kwakiutl, Shuswap, Nootka, Dene, Haida, Salish, həm̓ləsəm̓, qələyən, and cəsnaʔəm).

Students who are not residents at Totem Park, and parents, are welcome to visit the Totem Park Commonsblock to view storytelling displays, which are scheduled for installation in 2018-19.

MUSQUEAM STREET SIGNS

In April 2018, UBC Campus and Community Planning and Musqueam installed street signs that provide a bilingual experience on campus in hən̓q̓əmin̓əm̓, the language of the land, and English. As you walk around, view the signs and learn where you are in relation to the land and flow of water. To view all the signs and listen to the pronunciations, visit planning.ubc.ca/musqueam-street-signs.
When visiting UBC, take some time to explore these sites around campus to learn more about:

> The deep history of the traditional, ancestral, and unceded territory of the Musqueam people
> Indigenous histories, cultures, perspectives, and contemporary circumstances
> Relationships between UBC and Indigenous communities
> Responsibilities that come with being a guest on or steward of the land

**sʔ:ɬqəy Double-Headed Serpent Post**
This house post is located adjacent to the Bookstore in the University Commons. It tells the origin story of the name xʷməθkʷəy̓əm (Musqueam). It was carved by Brent Sparrow Jr. and raised on April 6, 2016. Did you know there are different types of carving traditions? Many Coast Salish communities, including Musqueam, carve house posts, which are distinct from totem poles. [centennial.aboriginal.ubc.ca/musqueam-post](centennial.aboriginal.ubc.ca/musqueam-post)

**Xwi7xwa Library**
The Xwi7xwa Library is located near Place Vanier, at the corner of West Mall and Agricultural Road. Pronounced ‘wehi-wha’, the name means “echo” in Sḵwx̱wú7mesh Sníchim, the Squamish language. Xwi7xwa Library was designed in the style of an Interior-BC First Nations pithouse. The Library’s collections and services reflect Indigenous approaches to teaching, learning, and research. [xwi7xwa.library.ubc.ca](xwi7xwa.library.ubc.ca)

**Reconciliation Pole**
This pole is located at the south end of Main Mall, near Orchard Commons and Thunderbird residences. It tells the story of the time before, during, and after Canada’s Indian residential school system (1800s–1996). It was carved by James Hart, Haida Hereditary Chief and Master Carver, and raised on April 1, 2017 with thousands of witnesses. Be sure to also visit the new Indian Residential History and Dialogue Centre, located between the Irving K. Barber Learning Centre and Koerner Library. [bit.ly/reconciliationpole](bit.ly/reconciliationpole)

**Whaler’s Pole**
Residents at Ponderosa Commons have a wonderful view of this totem pole on the north face of the Douglas T. Kenny building. Carved by the late Arthur Thompson (1948–2003) of the Ditidah First Nation, the Whaler’s Pole celebrates the ancient whaling tradition of the Nuu-chah-nulth people. Thompson was a residential school survivor and activist who fought for the rights of all survivors. [students.ubc.ca/ubcifyi/whalers-pole](students.ubc.ca/ubcifyi/whalers-pole)

**Victory Through Honour Pole**
The Victory Through Honour pole is located in front of Brock Hall on East Mall. Topped with a Thunderbird crest, this pole is a replica carved by Calvin Hunt, Mervin Child and John Livingston in 2004. The original pole was carved by Kwakwagí̓ t’kwakw artist Ellen Neel. In 1948 at UBC’s homecoming football game in front of 6,000 people, she and Chief William Scow of the Kwicksutaineuk Nation presented the Alma Mater Society with this pole, along with their community’s authorization to use the Thunderbird crest and name for UBC’s athletic teams. [centennial.aboriginal.ubc.ca](centennial.aboriginal.ubc.ca)

**What is the First Nations Longhouse?**
The First Nations Longhouse serves as a central hub for programming and services for Indigenous students, the university, and the wider community. It reflects the architectural traditions of the Northwest Coast. It is home to the First Nations House of Learning, which leads strategic planning on Indigenous initiatives and the Indigenous Teacher Education Program.

Some events held at the First Nations Longhouse are open to the public. To find out what events are coming up, visit [aboriginal.ubc.ca/events](aboriginal.ubc.ca/events)

**EXPLORE MORE:**
Indigenous histories, politics, and cultures in Canada: [indigenousfoundations.arts.ubc.ca](indigenousfoundations.arts.ubc.ca)
Indigenous initiatives across campus: [aboriginal.ubc.ca](aboriginal.ubc.ca)
Stories of UBC-Indigenous relations and names at Totem Park: [powerofaname.ubc.ca](powerofaname.ubc.ca)
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.

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 student’s 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.

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

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
Residence academic supports

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 CHATS

Prof Chats, 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.

Encourage your student to attend a Prof Chats event to discuss current events, hot topics, and burning questions. Plus, it’s a great opportunity to meet faculty members outside of an academic setting.

For more information, your student should talk to their Residence Advisor. For dates and times for events like Prof Chats, they can visit vancouver.housing.ubc.ca/residence-life/events.

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 resumé. 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 when their neighbour is studying engineering and they’re in humanities, for example, they find that they learn a lot from each other.
How parents can help

Parents frequently ask, “What can I do to support my student? 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 student 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 students.ubc.ca/enrolment/dates-deadlines, 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 the book “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 student’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 student 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.

Remember your student has joined the ranks of the best of the best at UBC, and the academic expectations are rigorous. It is normal for students with high school marks in the 80s and 90s to struggle, and it may come as a shock to see those drop to the 60s and 70s.

Your student is experiencing a challenging life transition from high school to university, both in and out of the classroom. It is typical for marks to go down in first year, so encourage your student to seek academic support if they need it. Students who seek a little assistance typically get back on track and do fine.

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 rely on you to be calm and reassure them of their ability to successfully work through their challenges. Coach them about how to seek help from campus resources mentioned in this guide.

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 have 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 student may have difficulties returning home on holidays after experiencing life on their 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 romanticizing 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.
6 things you should never do as the parent of a college kid

By Lori Smith, parent and higher education professional, for grownandflown.com

As a parent, I know how hard it can be to let go and allow our children to manage the bumps and bruises of life. I wish I could protect my daughter from every difficulty and shield her from every hurt. However, as a higher education professional, I know that I can’t, and shouldn’t, parent with that as my priority.

In my work, I see the effects of hyper-involved parents who have been more concerned with preparing the path for their child than with preparing their child for the path. Their parental over-involvement may come from love, but may not in the end succeed in producing confident, capable adults. Here are some signs that you may be over-parenting your college student, and some suggestions about what you can do instead.

1. You contact their professors, because you didn’t like a grade/want to ask for clarification on an assignment/want to ask for an extension on an assignment due date.

Unless your child is incapacitated (heaven forbid), this is not okay. It doesn’t matter if you are paying your student’s tuition. Professors do not want to hear from parents. They want to hear from their students and engage them in these conversations. Instead of picking up the phone yourself, talk to your student about what is happening. Make sure they’ve thought through their concerns. Encourage them to consult the syllabus, in case there is information that might shed light on the issue. Then, coach them on how to approach the professor and ask for what they want.

2. You say “we” and “our” when talking about your student’s college experiences. (“We got a bid from our first-choice sorority!” or “We really hope to get into the 11am section of Biology 101.”)

YOU are not joining the sorority or taking Bio, so stop that! This subtle pronoun choice communicates a lot to your student. It can make them feel pressured to achieve the things that will make you happy. Conversely, it could make it easier for your student to “check-out” on taking responsibility for making things happen. After all, if “we” want something, “we” will handle it. Also, it sends a message that you are personally invested in these experiences to a level that goes beyond concern for your student. It sends the message that these things are about you, when they really aren’t. On a side note, it’s also a red flag to higher education professionals that you are overly involved in your student’s college life.

3. You read their emails and check their assignment grades on a regular basis.

Put down the passwords! You don’t need to know everything. I think it’s reasonable to request final course grades at the end of each semester if you are supporting your college student financially. Beyond that, stay out of the minutiae. You don’t need to know what they earned on every test. You don’t need to know what their professors and friends are emailing to them. You might argue that being aware of course grades throughout the semester will allow you to help your student get back on track before it’s too late. I get that, but I’ve never in my 17-year career seen it work.

If your college kid isn’t responsible enough to make changes after earning a poor test or assignment grade, they won’t develop that skill by you checking in on them and trying to make them manage it in the way you think is best. They will learn through experiencing the consequences of their choices and by learning to ask for help. A little adversity goes a lot farther than over-parenting in moving a college student toward good habits. If final course grades come out, and they are less than desirable, talk to your student about what changes he or she needs to make to avoid the same mistakes. Make sure they are aware of campus resources such as academic coaching, tutoring, and professor office hours. Reiterate your expectations for their performance next semester.

4. You call them to wake them up for class.

If they are bright enough to get into college, they are bright enough to figure out how to get themselves out of bed. This is a basic life skill that they need to learn now (and probably should have learned in middle or high school). There are all kinds of wild alarm clocks on the market, from the super loud, to the bed shakers, to the ones that fly around the room until you catch them! Tell your student about them and ask them to pick one if a regular old alarm clock isn’t cutting it.

5. You beg them to come home frequently (with the bribe of doing their laundry).

Of everything on this list, this one will probably be the hardest for me as a parent. I have a few years before my daughter is college-age, and I already know the mom part of me will want her to come home to visit as often as possible. However, the college professional part of me knows this is a terrible idea. Students who leave campus frequently don’t connect with their institutions and to other students (a critical factor in college success and completion). Students who leave frequently also don’t study enough. Especially during their first year, encourage your student to get involved on campus and to spend time on the weekends studying and working ahead on papers. (And tell your student to do their own laundry. You’ve done enough.)

6. You contact the university when your student can’t get into a class they want/earned a grade they don’t like/has a conflict with a roommate/doesn’t like their math tutor, etc.

You’re calling because your college kid is so busy, and you just want to help him out, right? We see through that excuse, so don’t go there. What makes you think your student can’t handle those things for himself? And if he can’t…teach him! Barring an incapacitating event, resist the urge to contact university offices (and professors, as previously mentioned) to get information or “fix” things for your student. Talk with them about what their concerns are, and coach them on whom to call and how to express themselves. Help them think through the resolution they are seeking and how to ask for what they want. When we smooth the way through every challenge they encounter, students don’t learn how to address problems and handle adversity. Nor do they develop the confidence that they can address problems and handle adversity. Also, we can’t live through our children or get our sense of self from them. They need to have their own experiences separate from us. We need to not care what other people will think of us if our kids mess up. We need to have the confidence that our students can do this!

Ultimately, we need to love them enough to get out of their way and know they can handle it. Trust them to do well, but know that mistakes will be made. Trust them to survive those mistakes, learn from them, and emerge as confident, capable adults who will make us proud!

Read more at grownandflown.com/college
Can you call?
Can you see their grades?
What's a parent to do?

By Kate Stone Lombardi, Guidance Counsellor

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 parent 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, tablet 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. Conversation starters to help students make responsible decisions about alcohol could include: “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?”
UBC Student Services

Students.ubc.ca is the central hub for all your student’s UBC resources. Information is categorized into 6 themes to help them find the information they’re looking for.

NEW TO UBC
Orientation and transition programs to help your student adjust to life at UBC.

ACADEMIC SUCCESS
Resources and information to help your student work smarter, not harder. Students can learn how to plan their academics and find the right support when they need it.

HEALTH & WELLNESS
Resources to help your student take care of their health & manage their personal safety, so they can feel their best while they are at UBC.

COURSES, MONEY & ENROLMENT
The go-to place for students to learn about financial planning, and important dates and deadlines.

INTERNATIONAL STUDENT GUIDE
And if they are an international student, they should check out this supplementary resource, which has lots of great information to help them succeed.

CAMPUS LIFE
Find out how your student can balance academic life with friends and fun. They can participate in campus events, get involved in student leadership opportunities, and find recreational activities.

CAREER & EXPERIENCE
Your student can connect their education to the world beyond UBC. See how they can advance their career and find experiences outside the classroom.

Get to know UBCLife

UBCLife is a newsletter and blog that helps undergraduate students navigate life at UBC.

It is full of great advice and opportunities that will help your student make the most of their time here.

Privacy & third-party authorization

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.
It is normal for students to feel a little lonely when they arrive at university and at times throughout the year. The secret to feeling that you belong at a big place like UBC is to find a smaller place—a smaller group of people, a smaller community—within this larger community—and begin to meet others, one at a time. Loneliness is overcome one hello, one conversation, and one friendship at a time.

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: Wellness Advising, International Student Services, First Nations House of Learning, Pride and Speakeasy are prepared to assist you. We all need a little support from time to time. Trust me, others will look to you for help at another time.
EVERYDAY STRESS

Your student has just arrived at UBC. Maybe they have experienced some stress already. Maybe they won't feel any stress until that deadline for their first mid-term looms. Nevertheless, stress is a normal part of university life. Like the subjects they will study, the stress they experience—about exams, presentations, papers, friends, and relationships, to name just a few—is training them for greater challenges in life and career.

New research about stress and mental health reveals that stress isn’t actually as harmful as we previously thought. Here is a helpful review of what stress is, what it does for us, and how it can help your student prepare for life beyond university.

What is stress?
When people talk about stress, what they really mean is the stress response. The stress response is the way our brains and bodies let us know that we have a challenge or problem that needs to be addressed. It’s the signal that causes us to adapt and become more resilient.

Why should I use the term Stress Response?
The word stress has taken on a negative connotation that leads to unhelpful ways of thinking about and managing our stress response. Using clear language to describe our experiences helps us learn how to use the stress response to promote, instead of reduce, our health and mental health.

What about anxiety?
We often substitute the word anxiety when we mean the stress response. But anxiety is not the same thing as the stress response.

The myth of evil stress
Until recently, most people believed that the stress response was bad for you, that stress should be avoided whenever possible. We’ve been bombarded by media and product marketing that has made us believe that we should avoid or decrease the stress response. Just think about how many products or services are advertised as essential for stress relief.

As it turns out, most daily stress that we experience is actually good for us. And avoiding it could even be harmful.

The only stress that can really cause us harm is toxic stress, like abuse, neglect, violence, and poverty—especially if experienced for a prolonged period of time.

Why everyday stress is good for us
Everyday stress actually makes us stronger. Like exercise works our muscles and prepares them for greater physical exertion, everyday stress helps us become emotionally and psychologically stronger. It makes us more resilient to life’s challenges.

In other words, when your student experiences a stressful situation and successfully copes with it, they’re getting an emotional and psychological workout. The next time a similar stressor comes along, they’ll be better equipped to handle it. And it probably won’t feel as stressful the next time around.

Avoiding stress
“But isn’t it easier to avoid stress?” your student might ask. “Or get someone else to make the stressful thing or situation go away?” Maybe in the short term, but it will catch up with them. If your student avoids stress, or expects a parent or someone else to resolve the problem for them, they won’t learn the skills they need to take on life’s daily challenges. Over time, this can lead them to feel helpless or constantly stressed out. They’ve traded developing long-term resilience for short-term relief. Does that sound like a good trade?

The myth of exam anxiety
Most people don’t have exam anxiety. Instead, they’re experiencing the normal stress response to writing an exam.

Experiencing the stress response about exams is the signal that they need to develop solutions in order to succeed at the task. How are they going to prepare to do the best that they can do? What skills do they need to develop to help themselves take on this challenge?
Healthy Stress Management

Helpful strategies and habits for your student

Good news! There’s lots of great ways for your student to manage their stress response, build resilience and learn how to adapt to life’s daily challenges.

If your student is looking for support, here are some strategies that you can discuss with them to help them manage their stress response.

In the moment

Figure out what the problem really is > Think through the situation that’s causing you stress. What’s bugging you the most? What is the real problem?

Consider the solutions > Even a difficult solution is still a solution. Solving the problem, even when it’s difficult or when it takes a lot of time is always the best coping strategy. Ask people for help. After all, that’s how people have solved problems for centuries!

Accept what you can’t change > If there isn’t a solution and you can’t change the situation, you may just need to accept that and move on. Consider that door closed and start looking for another one that you may be able to open.

Be realistic > Try to put things in perspective. Not every stressor is the end of the world. If this situation was happening to a friend, would you see the situation differently? What advice would you give them?

Acknowledge your feelings > It’s OK to feel angry or upset once in a while. You don’t have to bottle up your feelings. Admitting that something is really bugging you can often make you feel a lot better. Then, move from feeling to thinking. Move from experiencing the problem to solving it.

Daily habits

Build healthy relationships > Anytime you’re experiencing stress, talking to friends and family can make a big difference. Developing healthy relationships with people you can count on is an important part of preparing to deal with stress.

Limit or avoid drugs and alcohol > Drinking too much or using drugs will not solve the problem. Alcohol and drugs affect your ability to make good decisions and are only a temporary fix. When the substance wears off, your problems are still there—and your stress may end up being much worse.

Eat a healthy diet > A well-balanced diet makes you mentally and physically stronger. It gives your body the fuel you need to succeed. For resources, guidance and support, visit food.ubc.ca/nutrition.

Get active > One of the best ways to relax and de-stress is to get active. Exercise is good for the brain and body. Research shows that for the biggest impact, 30 minutes of vigorous exercise per day is key. But even just walking to class, taking the stairs instead of the elevator, or taking a walk with a friend instead of going for coffee or drinks can make a big difference.

Remember: Exercise isn’t about losing or maintaining weight. It’s about keeping the body, heart, lungs, and brain strong—for today and tomorrow!

Sleep > A good night’s sleep is necessary for optimal mental and physical health. How much sleep is ideal for most people? 8 to 9 hours! But you’ll know how much is right for you. Keep in mind that all-night/binge study sessions aren’t a very effective study method. You’re better off getting a good night’s sleep and reviewing key points in the morning.

Manage your time > Learn how to schedule assignments and other daily responsibilities. It will help you be more productive and keep you from feeling overwhelmed. When you know that you have time to do everything you need to do, it makes your day easier to manage. Google Time Management for a wealth of strategies.

Is your student having trouble sleeping?
Here are some tips:
> Avoid screens (phone, tablet, TV, laptop) for at least an hour before bed
> Go to bed and wake up at a similar time each day
> Create a consistent routine to prepare yourself for sleep

More tips and information about how to get a good night’s sleep at: teenmentalhealth.org/product/healthy-sleeping.

Content adapted from Transitions, a resource guide for university students, and the first evidence-based publication of its kind, developed by Dr. Stan Kutcher. Download your copy at teenmentalhealth.org/transitions.
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.

<table>
<thead>
<tr>
<th>BASIC INSURANCE</th>
<th>EXTENDED INSURANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>iMED (international students only)</td>
<td>Allianz Global Assistance</td>
</tr>
<tr>
<td>How to enrol?</td>
<td>Automatic when you register for classes</td>
</tr>
<tr>
<td>What the plan covers?</td>
<td>Enrol online, or call David Cummings Insurance Services; see below</td>
</tr>
<tr>
<td>Coverage period</td>
<td>Going to the doctor for a sickness or injury and hospital visits</td>
</tr>
<tr>
<td>Term one: August 30 – January 2</td>
<td>Dates vary. If you don’t qualify for iMED, apply for Allianz Global Assistance. It provides coverage for the three-month MSP waiting period, or coverage for the duration of your studies.</td>
</tr>
<tr>
<td>Term two: December 27 – May 1</td>
<td></td>
</tr>
<tr>
<td>Approximate cost</td>
<td>$180 ($252 for exchange students) charged to your university account</td>
</tr>
<tr>
<td>$2 per day for individual</td>
<td>$227.04 per year (12 months) / $151.36 (8 months Jan-Aug) charged to your university account</td>
</tr>
<tr>
<td>Who is automatically enrolled?</td>
<td>All new international students paying international student fees</td>
</tr>
<tr>
<td>No one</td>
<td>Students who pay AMS student fees</td>
</tr>
<tr>
<td>For more information</td>
<td>David Cummings Insurance Services david-cummings.com/imed 604-228-8816</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 if you are admitted to a hospital room, you will likely charge cash and give a receipt for the student to submit a claim. If you intend to have a test or medical procedure done at a hospital, call MSH at 1-877-795-4421.

If you intend to have a test or medical procedure done at a hospital, call MSH at 1-877-795-4421.
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 BC Services Card?
When students apply for MSP, they will be issued a Non-Photo BC Services Card (formerly a BC CareCard). Their MSP Personal Health Number will be listed on the reverse side of the card. There is no charge for a Non-Photo BC Services Card.

I don’t have my BC Services Card yet & 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 BC Services Card 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 2018.
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!

HOW YOUR STUDENT CAN STAY 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.
Students at university in Canada may encounter cannabis (marijuana, pot or weed), magic mushrooms, ecstasy (E, MDMA), crystal meth, LSD (acid), cocaine, heroin or illicit prescription painkillers.

Inform yourself about substance use at university and talk to your student about it—sooner than later. The first 6 weeks of university is a higher risk period. Here is some information to get you started, along with harm-reduction strategies* to discuss with your student.

*UBC practices a research-based, harm-reduction approach to substance use communication with students.

Cannabis

In June 2018, Bill C-45, The Cannabis Act, was passed by the Government of Canada. Cannabis will officially become legal across Canada on October 17, 2018. Until that date, cannabis remains illegal.

Once the Act comes into force, adults who are 18 or 19 years of age and older (depending on the province or territory) will be able to legally purchase and use a limited quantity of cannabis. However, there will be significant restrictions that students and parents should understand.

Students in residence are expected to refer to sections 3.10 & 3.10A in their Residence Contract for information about cannabis and drug possession, storage, and use on residence property.

If your student chooses to consume cannabis

Some ways your student can reduce the risk of consuming cannabis, to consider discussing with them:

Not too much > Start with smaller amounts and take it slow. It’s hard to know how much THC you’re consuming.

Not too often > Using frequently and taking large amounts may increase harm to your physical and mental health.

Avoid Mixing > Avoid mixing cannabis with alcohol or with other drugs. Alcohol and tobacco can alter the impact that cannabis has on you.

Only in safer contexts > Using alone or with strangers can alter the effects of the drug and change the experience.

Get the facts about cannabis in Canada at canada.ca/cannabis.

Adapted from Healthy Minds: Lower Risk Guidelines for Cannabis

All substance use carries a certain amount of risk. Talk to your student about the long- and short-term effects of alcohol and drug use on their health and success.

Why do people choose to use substances?

People choose to use substances like alcohol and drugs for a variety of reasons, sometimes several:

> To fit in
> To more easily make social connections
> To reduce anxiety, stress, sadness, depression or grief
> To experience something new and unfamiliar
> To feel good, confident or relaxed
> To manage an illness
> To improve mental or physical performance

If someone does choose to use a substance, there are many ways to reduce potential harms that might occur from their use.

KNOWING WHEN SUBSTANCE USE IS A PROBLEM

Thinking they may have a problem with alcohol or drug use is your student’s first step to getting help. These questions can help them determine if substance use has become a problem for them:

• Has alcohol or drug use been affecting your grades or academic success?
• Has alcohol or drug use affected your ability to attend classes or lab, move forward on your thesis, or participate in group meetings?
• Has alcohol or drug use affected your relationships with friends, family or partner(s)?

If they answer yes to any one of these, they may want to consider exploring strategies for managing their alcohol or drug use. They might also consider seeking help from a health professional, such as a doctor or mental health professional.

More information at students.ubc.ca/health-wellness.

Driving a vehicle while impaired by any substance, including alcohol or cannabis, is illegal and can result in fines and the loss of a Driver’s Licence.
Alcohol

Alcohol is legal in Canada and British Columbia. In BC, the legal drinking age is 19. It is illegal to be served alcoholic beverages if you are younger. It is also illegal to drink alcohol in public places, like streets or parks—and to drink and drive.

If your student chooses to drink alcohol

Some ways your student can make drinking alcohol a safer experience, which you will want to discuss with them:

Before you go out

Decide how much you’re going to drink > Set a limit on the number of drinks you will have based on your knowledge of how alcohol affects you personally.

Know how to refuse a drink > Prepare a few stock phrases in advance. Even as simple as “No thanks” or “I’m finished for tonight.” Be polite, but firm. Repeat yourself as needed.

Plan to eat before you go out > Food can slow the absorption of alcohol into the bloodstream.

Plan what kind of night you want to have > The decisions you make when you’re sober might be different than those you would make after you’ve had a drink or two.

Plan your ride home > Make someone the designated driver or keep some extra cash for a taxi at the end of the night. If you’re travelling by transit, look up when the last bus leaves.

While you’re out

Pace your drinks > Try having a non-alcoholic beverage between each alcoholic beverage

Know what you’re drinking > Single or double? Bottle or pint? Knowing what you’re drinking—and the amount of alcohol in it—will help you stay within your limits. Also, keep an eye on your drink. Drugs can be mixed with drinks, sometimes unknown to the drinker, to make the person feel or act more intoxicated.

Limit your mix > When drinking, limit mixing with other drugs. Cannabis and tobacco are commonly consumed with alcohol, but both can affect the impact of alcohol.

Check in on your friends > Take care of the people you go out with. Check in with them throughout the night—and before you leave a venue—to make sure everyone is having a safe time.

It’s okay to decline a drink that you didn’t see poured.

Fentanyl & the opioid crisis

Overdose deaths have increased every year since 2014, resulting in the current opioid crisis occurring across Canada. Fentanyl has been found in drugs in BC, including ecstasy, cocaine, methamphetamines, MDMA and heroin. It has also been found in drugs that may appear to be prescription pills, such as Percocet or Tylenol 3.

Reduce the risk

Although it can be a difficult subject, talking to your student about the risks and harms of illicit or illegal drug use, and strategies for reducing risk, could save their life or the life of one of their friends.

Choosing not to use illicit drugs is the best way to stay safe. But if your student—or their friends—decides to use a drug, here are some things they can do to reduce the risk of overdose.

Remember, fentanyl can be found in many different drugs. These recommendations are made with that risk factor in mind—and from a research-based, harm-reduction perspective.

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 your friends and stay alert 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 is an antidote to an opioid overdose. Naloxone kits are available from the UBC Student Health Service and at participating BC pharmacies.

Naloxone kits are confidential and free for students at risk of an opioid overdose, and others likely to witness and respond to an overdose, such as a family member or friend of someone at risk.

Students can find information about where to get a naloxone kit and about fentanyl, naloxone, overdose prevention and the opioid crisis, at students.ubc.ca/fentanyl.

In case of emergency, a naloxone kit is available in each residence commonsblock.
A while back, I set out to do some research before writing an article about sexual consent when I came 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 well 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.
Sexual assault can happen to anyone. If your student discloses to you that they have experienced a recent sexual assault, let them know that it is not their fault. Survivors have the right to make their own choices. Support the choices they make, whatever they decide.

Here are the steps that UBC recommends survivors of sexual assault take:

1. **Find a Safe Place**
   If you are in immediate danger or injured, call 9-1-1. Then, call someone you trust.

2. **Go to the nearest hospital**
   Go to the nearest hospital for emergency medical treatment to test for sexually transmitted infections, HIV and pregnancy or to collect forensic evidence. If you’ve been assaulted within the last 7 days, there is a special team of nurses at the hospital who can help you. Ask for a SANE Nurse (Sexual Assault Nurse Examiner) at:

   - **Vancouver General Hospital (VGH)**
     Nurses are on-call 24 hours a day
     910 West 10th Avenue
     604-875-2881
   - **UBC Hospital Urgent Care Centre**
     Nurses are on-call 8 am–10 pm
     2211 Wesbrook Mall
     604-822-7121

3. **Get Support**
   Not sure what to do? Call the Sexual Violence Prevention & Response Office (SVPRO) to get support. You have the right to choose what happens next. The SVPRO team can help you explore your options. We will support your decision, whatever you decide. You do not have to go to the hospital or make a police report to get help.

   **Sexual Violence Prevention & Response Office (SVPRO)**
   Monday - Friday, 9 am – 4:30 pm
   604-822-1588 ‖ svpro.ubc.ca ‖ svpro.vancouver@ubc.ca

4. **Explore Your Options**

   **Report to Police**
   If the assault occurred on UBC campus: Go to RCMP University Detachment, 2990 Wesbrook Mall, 604-224-1322
   If the assault occurred in Vancouver: Go to Vancouver Police Department, 2120 Cambie Street, 604-717-3321

   **Want to stay anonymous?**
   If you want to report a sexual assault to the police and remain anonymous, the SVPRO can help you file a Third Party Report. The SVPRO will not disclose your name or any other identifying information.

   **Report to UBC**
   If you want UBC to investigate a sexual assault or other form of sexual misconduct, you need to submit a written statement to the Director of Investigations: director.of.investigations@ubc.ca
   investigationsoffice.ubc.ca ‖ 604-827-1875 ‖ director.of.investigations@ubc.ca

---

**Sexual Violence Prevention and Response Office (SVPRO)**

A safe place and single point of contact for UBC students, staff and faculty who have experienced sexual assault regardless of when or where it took place. If your student just wants to talk, we are here to listen and help them explore their options. We can help them find a safe place to stay, explain their reporting options, accompany them to the hospital, or ask their instructor for an extension.

Call 604-822-1588, Monday to Friday from 9 am–4:30 pm. All services are free and confidential.

〒 svpro.ubc.ca
☎ svpro.vancouver@ubc.ca

---

**Confidentiality**

Respecting confidentiality is important to UBC. However, there are instances where confidentiality cannot be guaranteed. Your student’s Residence Advisor will let their Residence Life Manager know if your student discloses a sexual assault. The Residence Life Manager will attend to ask about your student’s immediate health, safety and well-being only. The Manager is there to make sure that your student knows about the steps available for them to take, and that they have the support they need. Your student is not required to repeat their story. With your student’s consent, the Manager will also connect them to the Sexual Violence Prevention & Response Office.
IN CASE OF EMERGENCY

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.

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

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
Spirituality

By Carol Young
Student Housing and Hospitality Services

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 options for exploring their spirituality, if they choose to. 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.
Staying in residence next year

APPLY EARLY

Students should apply early for Year Round Residence for the greatest chance at securing residence next year (May to April).

Returning students who want to live in Winter Session Residence (September to April) must also manage their expectations. Less than 10% of eligible, returning students who apply are offered a space for September. The remainder are put on a wait list.

Then & Now

THINGS LOOKS A BIT DIFFERENT TODAY THAN WHEN YOU WERE UNIVERSITY-AGE! WE HOPE THE RESOURCES IN THIS GUIDE HELP YOU NAVIGATE PARENTING WHILE YOUR STUDENT IS AT UBC.

Music

Notebooks

Music

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

If students still want to apply to Winter Session Residence, they should 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.

Our Year Round residences are Marine Drive, Iona House, Fraser Hall, Thunderbird, Tallwood House and Ponderosa Commons.

Once students move into Year Round Residence, they are eligible for a new contract each year until they finish their studies at UBC (or choose to move out of residence).

Year-round contracts run from May to April. Applications are accepted on an ongoing basis and applicants may request 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.

**HOW STUDENTS ARE SELECTED FOR WINTER SESSION RESIDENCE**

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

Learn more about staying in residence next year at [vancouver.housing.ubc.ca/getting-started/returning](http://vancouver.housing.ubc.ca/getting-started/returning).
QUICK REFERENCE LIST FOR PARENTS

UBC Resources

Enrolment Services Professionals
604-822-9836
Brock Hall

International Student Advising
604-822-5021
UBC Life Building

First Nations House of Learning
604-822-8940
The Longhouse

Centre for Accessibility
604-822-5844
Brock Hall

Centre for Student Involvement and Careers
604-822-4011
Brock Hall

Campus Security
604-822-2222

Student Health Service
604-822-7011
UBC Hospital

Counselling Services
604-822-3811
Brock Hall

Dental Clinic
604-822-2112
Nobel Biocare Oral Health Centre

Wellness Centre
604-822-8450
UBC Life Building

UBC Recreation
604-822-6000
Student Recreation Centre

Sexual Violence Prevention & Response Office
604-822-1588
svpro.ubc.ca

Law Students’ Legal Advice Program
604-822-5791
Allard Hall

AMS Resources

Safewalk
604-822-5355
AMS Student Nest

Sexual Assault Support Centre
604-827-5180
AMS Student Nest

Pride UBC
prideubc.com
AMS Student Nest

AMS Clubs
ams.ubc.ca/clubs

Community Resources

UBC Hospital Urgent Care
(8 am–10 pm ONLY)
604-822-7121
UBC Hospital

Vancouver General Hospital ER
604-875-4111
920 West 10th Avenue

University Pharmacy
604-224-3202
5754 University Boulevard

Shoppers Drug Mart
604-228-1533
5940 University Boulevard

RCMP (Police)
University Detachment
604-224-1322
2990 Wesbrook

Chaplains at UBC
students.ubc.ca/campus-life/religion-spirituality/chaplains