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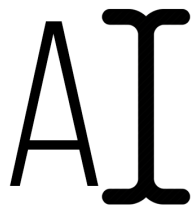
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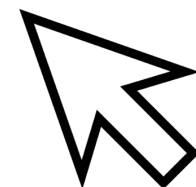


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P1

IMMIGRATION CHALLENGES

Asfandyar Memon shares his observations of common mistakes fellow immigrants can make when pursuing a life and career in Canada.

P5

STUDENT HACKS

Story Editor, Ester Latifi, shares the benefits of her experience as a Concordia student in the form of her favoured techniques for studying.

P7

INVISIBLE ILLNESSES: PT 1

What is anti-NMDA receptor encephalitis? Nicole Beaver explains it and other autoimmune diseases, their history, and their prevalence.

P9

SCIENCE OF STRESS PT 1

We all know stress, but what's happening inside us to cause it? Understanding is the first step in fighting it. Donovan Makus is here to help.

MISTAKES IMMIGRANTS MAKE IN CANADA

by Asfandyar Memon

Moving to a new country is never an easy decision to make. The hurdles and challenges that come with the moving process are so high; at every point, one has to make sure that they don't end up making certain mistakes, which could cost not just time and energy but also a lot of money.

When an immigrant comes to Canada, it is a totally new world for them. The cultures, the society, the weather, the people--everything is different. Even the most educated newcomers find it difficult to adjust and face the same struggle to settle. These factors influence them, and this often leads them to make some severe mistakes.

The most common mistakes that immigrants make in Canada regards the decision of which city they want to live in. They are very excited and begin to live in expensive and popular cities like Vancouver and Toronto, not realizing that the housing costs, local taxes, and the daily costs of living are crazy high in these cities. They arrive with the intention of earning and saving money but end up spending more than their income. It is imperative that, in such cities, newcomers plan to start living as humble of a life as possible, choosing cities which will help them save money and, as a result, settle easily.

Another major mistake new immigrants tend to make is leading life with the same cultures and traditions as in their home countries while often refusing to adapt to Canadian culture. It is said that "when in Rome, do as the Romans do," so it is very important that, while not completely ignoring our own cultures, we adopt the customs of where we are living and try to learn the

way the things work.

Another common mistake is the approach towards searching for jobs. Many of us, as immigrants, fail to realize that Canada is multicultural diverse, and, as such, has a very competitive market. It is not very common to find a job which perfectly suits their backgrounds, and this is purely due to a general lack of awareness and little knowledge of the stiff competition they face. This kind of inexperience forces most new immigrants to accept lower paying jobs aside from the obvious fact that many degrees and certifications from other countries do not transfer to Canada.

It is very important that an immigrant chooses carefully where they intend to settle. One has to make sure to research job opportunities in their field, look up housing costs and availability, as well as other economic and cultural factors. All of these play a crucial role in successful assimilation and personal success.

The next mistake that new immigrants make in Canada is a failure to build adequate credit history--or, the opposite, they go overboard with credit cards and take out big loans, resulting in being unable to pay debts back. This, in turn, ruins their credit scores. Many of them do not realize that most companies in Canada do credit checks within their hiring process. Buying vehicles with high monthly payments, ineffective financial or savings strategies, not upgrading their education, lack of communication--there are many mistakes that immigrants make when coming into a new country, but all that said, please do not let this discourage you or your families! It's easy to fall into these mistakes, but hopefully, this article helps clear up some common confusion.

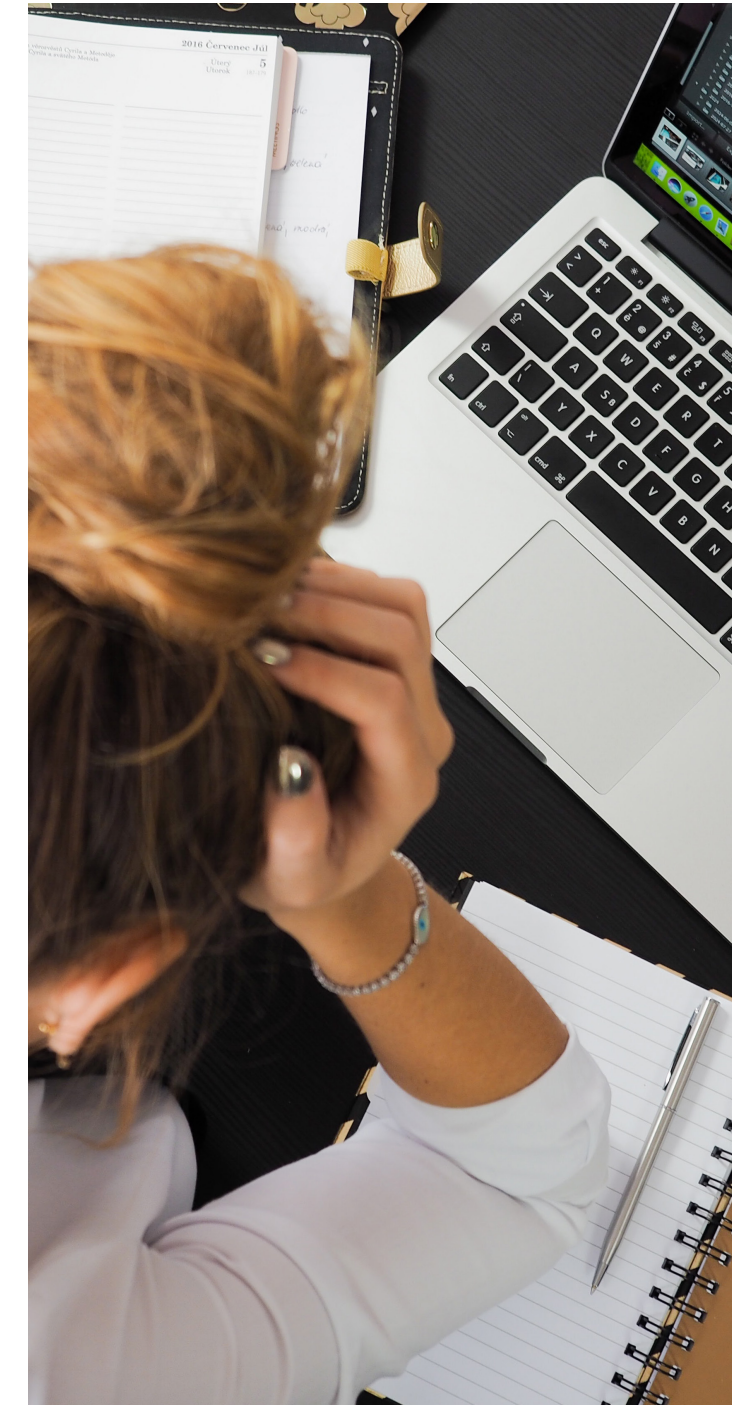


matters. If you are anything like me, you probably felt a little nervous sitting down in your first university class or midterm, but now, going to class isn't a big deal, and while midterms still generate some stress, it's not to the same degree as in our first years. Similarly, someone doing their first freefall skydive will likely experience a much greater stress response than a jumpmaster who has completed thousands of jumps. Our past experience isn't the only factor affecting our cognitive appraisal of stressors, however, as our level of control also affects our stress levels. As covered in intro psych classes, there are two categories of control outlined: internal, when we believe we can control stress, and external, when we view control as falling outside ourselves. People who hold an external locus of control (the degree to which people believe that they have control over the outcome of events in their lives) are more vulnerable to stress and tend to externalize it. Related to the concept of locus of control is our self-efficacy, which is how effectively we feel we can handle a task. In the case of stress, someone who high self-efficacy would be more confident in their ability to handle their stress, leading them to feel better than someone who feels completely overwhelmed as they perceive their stress as being beyond their control.

The final aspect in the biopsychosocial model is the social aspect of stress. At our core, we are social creatures, and living in social communities adds yet another dimension to stress. Stress can result from social factors, such as living in an economically depressed area or interactions with family or within peer groups. It's useful to draw a line between the higher-level structural social stressors, such as being an oppressed minority group, and more immediate social factors, such as a difficult work environment or home life. Together, these social factors play a key role in both presenting stressors, but also affect how we cope with stress.

Looking at stress is the first step to understanding it. Our collective knowledge about stress continues

to evolve as further research is completed and we undergo societal changes associated with new forms of technology. Hopefully, this week's look at stress hasn't left us feeling overwhelmed or stressed ourselves since next week we'll look at stress management.



THE SCIENCE OF STRESS: PART 1

by Donovan Makus

Stress. Something we've no doubt heard about, read about and, likely, personally experienced. As deadlines start to approach and midterms are written, stress levels are at an all-time high. While our personal experience with stress is a good starting point for understanding it, there is also a rich scientific library of literature associated with stress and a great deal of research devoted to understanding, managing, and reducing it. In this week's article, we'll look at the scientific definitions of stress, models and theories of stress, how stress works on a biological level, and where it comes from. In the next issue, we'll look at scientifically-proven coping and stress reduction techniques to help us manage our stress in a healthy way.

When we say we're "stressed," we usually mean a subjective mental experience related to how we feel. In fields like engineering, stress refers to more concrete occurrences and can be directly measured, such as the stress a bridge experiences when a certain load is placed on it. Additionally, the types of human stress vary, ranging from chronic stressors, such as fear of the future, to acute stressors, such as a midterm next week. Differentiating between these stressors will have implications for looking at coping strategies in part 2. While there is a cognitive component to stress, cognition isn't detached from biology. Human stress has actual biological implications and mechanisms through which it acts upon us. When looking at stress, it's useful to use the biopsychosocial model that has taken clinical and social sciences by storm. This model breaks down the factors of a phenomenon

into biological, psychological, and social aspects, as the name suggests. To look at the science of what causes stress and how it affects us, we'll start with the biological basis.

There are strong biological indicators and mechanisms associated with stress. To quickly review intro psychology and human physiology, stress is associated with the activation of our sympathetic nervous system (SNS)--our "fight or flight" system--with its neurotransmitters leading to noticeable effects on our body. Longer term stress responses are associated with hormones such as cortisol. When activated, our SNS affects numerous body systems from blood flow to digestion. On its own, the SNS is a good thing, giving us an extra edge when facing external threats such as a dangerous wild animal, and acts similarly to an "emergency power" mode you may find on some machinery, which allows you to bypass the normal operating limits. However, just as running an engine above its normal operating range may be fine once or twice in an emergency, long-term overuse of the max power causes wear and tear. Unfortunately for this analogy, engines can usually be replaced while our bodies cannot (yet). Long-term stress causes immune system suppression, weight gain or changes in weight distribution (high levels of cortisol are associated with belly fat), and reduced mental functions. The fact that these biological responses are consistent in response to different types of stressors forms the basis for one of the theories of stress management: the General Adaptation Syndrome view, which holds that all stressors lead to the same alarm, resistance, and exhaustion patterns. We'll look at this in more detail in the next issue.

While it's useful to understand the biological basis of stress, viewing stress solely in terms of neurotransmitters, systems, and physiological terms misses the key steps of cognitive interpretation that shape how our stress response is activated and how we will react. How we interpret potential stressors

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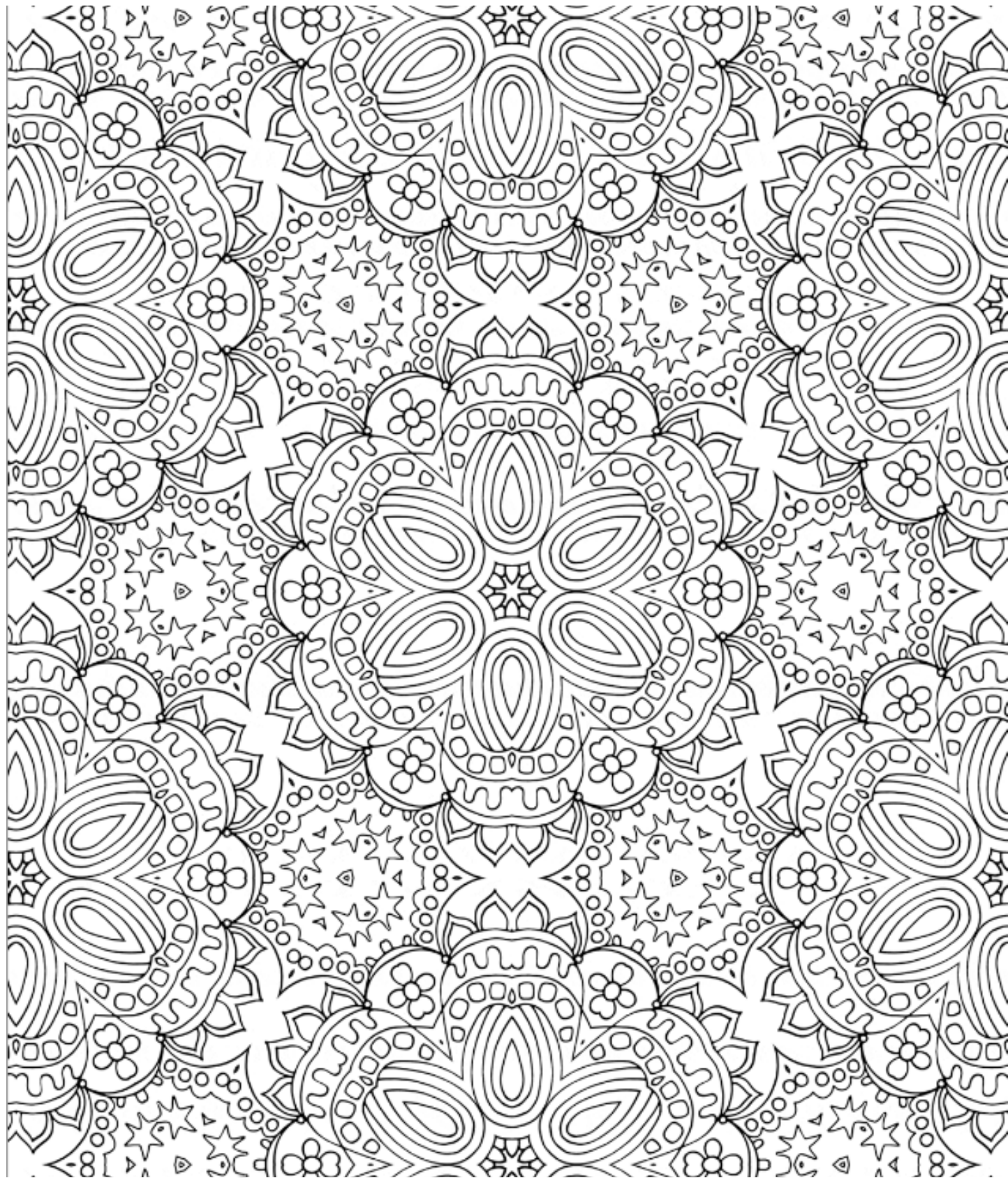
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States, when the Dermatology Association of Canada did a survey, 50,000 people were found to have Lupus (a type of autoimmune disease that is defined by a red rash known as a “butterfly” rash that extends across the upper cheeks and bridge of the nose). Over 80% of people diagnosed with Lupus are women in the prime years of their lives, between the ages of 15 and 45 years. A common trait is that women are, statistically, more affected than men. Some other common diseases that are generally classified as autoimmune include celiac disease, diabetes mellitus type 1, Graves’ disease, inflammatory bowel disease, multiple sclerosis, psoriasis, and rheumatoid arthritis. A diagnosis can often be difficult to curate based on gender, age, and ability being used as a biased outlook in doctors.

A few well-known people suffer from autoimmune diseases, such as Michael J. Fox, an actor with Multiple Sclerosis, and BuzzFeed’s Try-Guy Zach Kornfeld, who deals with Ankylosing Spondylitis (AS), a type of arthritis in which there is long term inflammation of the joints of the spine. Invisible illnesses have long since plagued humanity, but it was believed that the immune system of a person could not attack the body itself--that is, until the first autoimmune diseases were described in 1904. This theory was challenged by the discovery of a substance in the serum of patients with paroxysmal cold hemoglobinuria (an autoimmune disease that causes anemia) that reacted with red blood cells. It later only appeared in medical history as early as 1957. The first estimate of US prevalence for autoimmune diseases as a group was published in 1997 by Dr. Jacobson. In our present day, it is treatable with Nonsteroidal anti-inflammatory drugs (NSAIDs) and immunosuppressants are often used. Intravenous immunoglobulin may also occasionally be used. While treatment usually improves symptoms, they do not typically cure the disease.

When speaking of his disease in his video “I’m getting worse (autoimmune update),” Try Guy Zach Kornfeld described how his illness affects him daily. Eight

months prior to the video, he was diagnosed with his disease AS. He had been dealing with it for ten years, causing him “a great deal of pain” which “[kept him] from sleeping at night.” The lack of sleep obviously affects his daily life, with symptoms getting worse when he is immobile. The video is a good account of someone who deals with an invisible chronic illness, but he isn’t the only one.

In my next article, I will be going over the stigma and harassment those with invisible illnesses often go through.

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INVISIBLE ILLNESSES: PART 1

by Nicole Beaver

Her brain was on fire.

That's how Dr. Souhel Najjar described Susannah Cahalan's disease, which had affected her livelihood and stumped doctors for a month. She had been misdiagnosed to various degrees. Some claimed she was "partying too much." Others suggested the mental illness of schizophrenia. It was only due to a test used on patients with Alzheimer's that Dr. Najjar was able to correctly diagnose Cahalan with anti-NMDA receptor encephalitis. This very long, complicated disease had only been discovered a few years prior (Cahalan was diagnosed in 2013),

but thankfully, in Cahalan's case, treatment was available, and soon, she was back to her normal self. Her experiences gave way to a bestselling book and a new wave of diagnosis, raising the number of cases mistaken for mental illness from a few to a few thousand. Today, it is commonly diagnosed and easily treatable, all thanks to Cahalan's story.

Anti-NMDA receptor encephalitis is one of eighty known autoimmune diseases out there. This one, in particular, has autoantibodies target NMDA receptors in the brain. In turn, this causes a fever early on and then steadily spirals downwards into psychosis symptoms as the brain becomes inflamed. That is the simplest way to explain this one autoimmune disease.

So, what is an autoimmune disease? Simply put, it's a condition arising from an abnormal immune response to a normal body part. Nearly any body part can be affected. Common symptoms include a low-grade fever and feeling tired, with symptoms coming and going recurrently. They often start during adulthood. While the numbers are often calculated for the United



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SHOW TIME!

Here is what is playing in theaters this week:

Marry Popins Returns
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Aquaman
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Green Book
PG

Glass
PG

Spider-man: Into The Spider-Verse
PG

Bumblebee
PG

The Kid Who Would Be King
PG

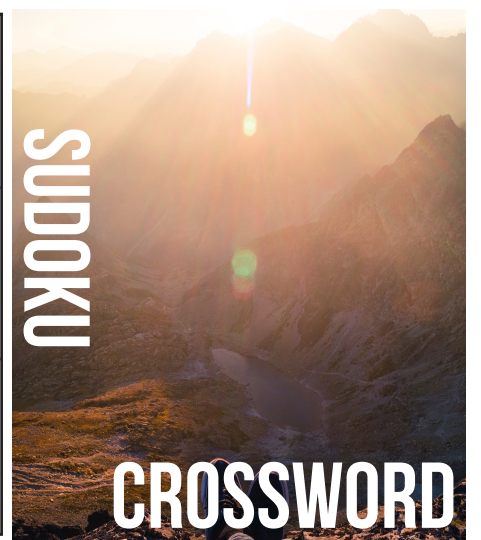
The Upside
PG

A Star Is Born
14A

The Mule
14A

Cineplex North

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		2	7		1	3	
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						4	2
8			4				6



- Across**
1. It may be mailed
 5. Southeast Asian peninsula
 10. Raison d'___
 14. Pain from a strain
 15. Accepted practice
 16. Hard ending?
 17. Auto mechanic's report, part 1
 19. Stem used for wickerwork
 20. Stung, in a way
 21. Flight testing area
 22. Comic actor Kabibble
 23. Prickly seedcase
 24. Mechanic's report, part 2
 33. Tender opening?
 34. Electrician, at times
 35. Indian Mister
 36. Greek cousin of the harp
 37. Raise the hem, maybe
 38. "Z" ___ "zebra"
 39. Halloween mo.
 40. It may be light or grand
 41. "Make do" amount
 42. Mechanic's report, part 3
 46. Each
 47. Medical research agcy.
 48. Prevent from entering
 51. Bacon film
 57. Watch for the cops, maybe
 58. Completion of the mechanic's report
 59. Lomond or Ness
 60. Past perturbed
 61. Be an informer
 62. Black as pitch
 63. Feudal estate
 64. Some gridiron players

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59					60				61			
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- Down**
1. Bonnie, to Warren's Clyde
 2. Desktop image
 3. Kubrick's "Eyes Wide ___"
 4. Not just bad
 5. Name attached to a tongue-in-cheek law
 6. Initials for the impatient
 7. Arthur who played Dagwood
 8. Sat in the wine cellar
 9. Sycophant's response
 10. Inner wall of a trench
 11. Term in comparisons
 12. It often comes with a proposal
 13. Pointless dueling weapon
 18. It may be first, second or third in its field
 21. Penitent
 23. ___ Rabbit
 24. Luminous
 25. Big name in luxury cars
 26. April 22 honoree
 27. Apprentice night stalker
 28. Explosive matter, for short
 29. Reverie
 30. Financial report item
 31. Their big day is March 17th
 32. Dishwasher setting
 37. Rich Little, for one
 38. Tavern
 40. Cohan's "___ There"
 43. Indifference
 44. One of a pair on a caribou
 45. Metric weight
 48. Surrealist Salvador
 49. Black
 50. Call partner?
 51. Public squares
 52. Algeria's second largest city
 53. Not tricked by
 54. Norse god
 55. Transmit
 56. Metric work units
 58. Mae West's "She Done ___ Wrong"

STUDENT HACKS: STUDY TECHNIQUES

by Ester Latifi

As students, we all face a few common struggles that affect us, regardless of whether we're graduating in a few months or still in the first month of first year. Study techniques, exam stress, and staying motivated are issues that plague us all with each passing semester. I've been at Concordia for four years now and, while I won't claim to have it all together, I've made a few mistakes along the road that have left me with some valuable lessons and techniques that help me deal with the many stress factors that are accompanied with school.

In this article, I will be focusing on study habits and staying motivated. This is, by far, the most important part of our educational careers. The problem is that, for many of us, the motivation to actually study is often nonexistent, or your study sessions just don't feel productive. If you're anything like me, you've probably spent a lot of time staring at your notes, books, or computer screen before opting to just cram everything in at the last minute. While I have done this on more occasions than I can count, it's not something I recommend. In the last year especially, I've adopted a few techniques that have helped me increase my productivity and not hate myself when exam time rolls around. I do want to make a disclaimer that everyone is different, so you might have to tweak a few of these to fit your own lifestyle.

1. Plan ahead. Most of us are juggling a few commitments outside of our academic lives, so this is important. Before the semester started, I bought a physical calendar to hang on my wall, a to-do list, and an agenda. By mapping out when your assignments

are due (every syllabus is there to make your life easier!), you won't be blindsided by deadlines and can plan your other commitments accordingly. I know we have calendars on our phones, but for me, seeing everything physically written down makes it harder to forget.

2. Set specific goals. This is so important! If you have a novel to read, dedicate time to finishing x amount of chapters per day. I can't even count the times I've spent what felt like forever reading and rereading the same few paragraphs and feeling like I wasn't absorbing any of the content. Conversely, I've also had study sessions where I highlight what seems like every single line of a text, and at the end, I have so many notes and points I have no way of memorizing in one sitting (this is worse when you're prepping for an exam). Lately, I've been physically writing down the things I want to accomplish in my study time, and that means being hyper-specific about how many pages of what book you're going to read and stopping, at least for a break, once you've reached that goal. This leads me to my next point...

3. Take breaks! In my first two years, I would study for hours and hours on end. By the end of each session, it really didn't feel like I'd learned much. If anything, I would end up extremely frustrated with a headache on top, feeling more de-motivated than ever. I'm here to tell you that you don't need to do that! As cliché as this is, quantity does not equal quality. Your brain physically cannot maintain a productive attention span for that long. I like to compare it to going for a run: no one can run full speed for a full hour--you're going to have to slow down to a jog or fast-walk so you don't over-exhaust yourself. I find that, for myself, breaks go hand-in-hand with the process of setting goals. I personally like to schedule my break times in with every study session; this gives me incentive to keep trucking through whatever it is I'm studying. Pro tip: breaks are more effective when you get up and walk around and even taking a quick walk outside if the weather permits. A change of

scenery is good!

4. If you don't understand something, leave it and come back to it later. There's no reason to sit and get more and more frustrated. If you've gone over something a few times and are still having trouble, just move on and give your brain a break.

5. Talk to your professors. I know a lot of people find this intimidating, but I've definitely taken classes where I've felt completely lost at times (German, anyone?). I would not have gotten through these courses without going to my professor's office hours and asking them for specific recommendations on how to understand the homework. They're the ones teaching the material, and they're more than able and willing to help you study! Take advantage of the fact that we go to a small school--you probably wouldn't be able to access your professors as easily at a huge university like the U of A.

6. Reward yourself. Positive reinforcement works! A friend of mine puts M&Ms in her textbooks and eats them as she reaches the pages she's marked them with. You don't have to do exactly the same thing; if you like gaming, for example, you can reward a productive study session with one hour of Red Dead Redemption (or whatever the cool kids play these days). Don't take advantage of this, though; it can be easy to reward yourself with three hours of something after only half an hour of studying. Make sure you are accomplishing your set goals before you indulge in a leisurely activity.

7. Don't be discouraged if you don't get the grades you want. We've all had that one class where it feels like no matter how hard you study, you can't get an A. It happens! If you know you've done your best, you can rest easy knowing that you put in your maximum effort and gotten the best possible grade you could have, whether that's a 70% or a 100%. However, if you know you can do better, it means that your study method isn't working for you 100%,

so if that's the case, take the opportunity to make adjustments. You can only get better if you set your mind to it! It can be pretty discouraging and it's all too easy to just give up when you get a bad grade, but it's important to keep going.

I know that schoolwork can be daunting--I'm still figuring things out myself. While there's no method that will magically make you glide through and get your degree handed to you on a silver platter (as nice as that would be), there are definitely things you can do to make the process a bit more bearable. I hope you find these tips helpful!

