



University of Victoria, Faculty of Social Sciences, Department of Psychology

PSYC 391 A01 CRN 31401: Trauma – A Biopsychosocial Approach

Term: July 2026

Units: 1.5

Instructor:

Email:

Office Hours:

Teaching Assistant (TA):

Email:

Required Materials: *The Psychology of Trauma 101* by Kathleen Kendall-Tackett and Lesia M. Ruglass, available for free download through the university's library

TERRITORY ACKNOWLEDGEMENT

We acknowledge and respect the Lək'wəḡən (Songhees and X̱wsep̓səm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and W̱ SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Course Objectives

The purpose of this special topics course is to provide a broad introduction to the topic of trauma and traumatic stress – how it is diagnosed, how it is treated, and how we understand it from a biopsychosocial view, including mind-brain-body. In this course, you will learn not only factual information, but also tools and skills you can learn in your own life to mitigate stress. The course takes a clinical-psychological approach to trauma, which also includes attention to historical and social determinants of health and well-being. By the end of this course, you should be able to articulate the difference between trauma and traumatic stress, identify different forms of traumatic stressors, describe the differences between classical and complex PTSD, understand the biopsychosocial effects of trauma, and appraise current approaches to trauma recovery.

Diversity and Inclusion Statement

The University of Victoria embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated. Please also consult the UVic equity policy: www.uvic.ca/equity/index.php.

CREATING A STRONG CONTAINER IN THE COURSE

This will be an intensive class, both in terms of the pace (i.e., compressed over one month), and also the material. Likewise, because trauma is common, I am aware that some students in the class may have lived experience, and you are absolutely welcomed in the class.

Given the particularities of a course like this, significant time and effort has been directed to making this as supportive a learning environment as possible, including the following:

- The more difficult material will probably come in week 1, when we learn about all of the different forms of traumatic exposures. In a class this large, it will be logistically impossible to avoid people's "triggers", where different people might have a different trigger. In fact, research has actually demonstrated that "trigger warnings" can be counterproductive in a classroom situation. My goal is not to share information that is gratuitous or overtly disturbing. However, as it is a course on trauma, I cannot avoid talking about these topics with sufficient detail to provide adequate learning on the topic.
- If you are someone with lived experience interested in taking this class, you will be asked not to disclose any details of your trauma history. This is not only to protect your own privacy and confidentiality, but also to protect other students who may become distressed at hearing those details (e.g., if they have a similar history). That said, because social support is such a crucial part of trauma recovery, there will be regular opportunities to make meaningful connections with other students in the course, but this will be structured in a way to be supportive of well-being, not trauma disclosure, which should be kept for trained mental health professionals. Having a strong container this way is essential to create psychological safety in the course, and draws on the same principles that we use in actual trauma therapy.
- Along the way, you will learn about and get to practice a variety of regulation techniques that would be used in trauma recovery. However, it is important to note that this is an academic class, not a therapeutic space. It is understood that these tools and strategies are not a substitute for professional mental health support. By taking this class, each student will be responsible for their own emotional well-being. Although if you do become unexpectedly distressed, of course, you should not suffer in silence, and can always reach out to me if you have a specific concern about the course. A separate list of mental health resources that you can access if needed is provided at the end of this syllabus.

My goal is to teach the class itself in a trauma-informed way. This does not mean avoiding talking about trauma, but rather to pace the material so it is digestible, to start and end each class in a good way, and to include stories of hope and survival. I have worked clinically and researched trauma for many years, and I believe deeply in the capacity for people to overcome the bad things that have happened to them. I hope in this course not only to show these difficult and dark parts of life, but also the light, strength, and inspiration that comes with overcoming harm. Knowing that this light is possible is what has made it possible for me to do the work I have done all these years as a clinician and researcher. If any concerns about your wellbeing arise over the course of our time together, I warmly invite you to reach out to me at office hours.

CLASS ASSIGNMENTS IN DETAIL

Minute Papers (14 papers, 10% total, pass/fail)

Minute papers are done in-class. Their purpose is to provide a pause that will allow you to think more deeply about the material we are discussing. It also serves as a form of note-taking, that will help you consolidate your learning as prep for each examination. These will be submitted in Brightspace.

Midterm Exams (3 exams, each worth 21%, 23%, and 26%, respectively)

Midterms will be held on Mondays (13th/20th/27th) and will cover the material covered in the prior week (i.e., diagnosis/types of trauma, biopsychosocial mechanisms, treatment approaches). Each exam will consist of multiple-choice questions, as well as one case vignette where you will have to answer some further multiple-choice items. The exams are not formally cumulative, but of course to be able to answer questions about treatment, it helps if you remember how PTSD is diagnosed, etc. The exams also increase in weight over the month; this is so that the first exam is slightly lower graded as you adjust to expectations in this class. Exams will cover material sourced both from the book and also the lecture notes. Each exam will last for one hour. Students who are registered at CAL and require accommodations will receive the necessary extra time.

Missed Exams and Makeups

It is the student's responsibility to attend exams as scheduled. If you miss an exam due to illness, accident, or family affliction, let me know at your earliest convenience (preferably before the exam) with the general reason as to why you are missing it. The following makeup sessions are prescheduled:

- **Exam 1: Makeup session, Friday July 17th, 11am-2pm** (this is scheduled by a departmental TA, but you will still only receive 1 hour for the exam)
- **Exam 2: Makeup session, Friday July 24th, 1-2pm**
- **Exam 3: Makeup session, Wednesday July 29th, 2:30-3:30pm**

Take-Home Assignment on Psychological First Aid (20%, due Thursday 30th July at 5pm)

This assignment can be started at any time during the course, and consists of two components. The first component (10%) involves taking a psychological first aid (PFA) course – this is free online and self-paced, and is estimated to take approximately 5 hours. The second part of this assignment (10%) involves you answering questions on a hypothetical scenario where PFA might need to be applied. Not only does this assignment allow you to apply your knowledge in a problem-based learning environment, but it also allows you to gain a micro-credential in PFA that you could add to your resume/LinkedIn profile. This also means that you could volunteer with an appropriate organization to provide PFA if a situation arose in the future (e.g., wildfires, earthquakes).

CONCESSIONS, DEFERRALS, GRADING, AND ACCOMMODATIONS

All exams and the take-home assignment must be completed to pass this course. Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the **Centre for Accessible Learning** and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

PREREQUISITES/ADD AND DROP DATES

PSYC 260 (Mental Health & Wellbeing) is a prerequisite for this course. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

COMMUNICATION IN CLASS AND WITH THE INSTRUCTOR

If you have questions or concerns along the way, I encourage you to reach out to me (instructor). The best way to communicate with me is via office hours. I will hold office hours every Monday and Friday from 9:30am-11:00am, on Zoom (link will be provided). As I am typically dealing with a severe backlog of emails, the best way to reach me is at office hours. If you have a **brief question**, you may ask at the end of class. However, please be advised I will have a limit to how many questions I can answer after teaching a 2-hour class. This is part of my own self-care as an instructor. If for some reason you cannot make it to office hours, you may send an email – please put PSYC 391 in the title of your email so I make sure to read it. Students may also wish to be aware that I have a **therapy dog, Frank**, who will be accompanying me to class. He is working, but it is OK to pet him if you ask permission first. He is exceptionally friendly and mellow. For students who may also be bringing an assistance dog, Frank will not pose any problems, as usually he is more interested in humans and their snacks.

All course content and materials are made available by instructors for educational purpose and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations Policy (AC1300).

Week-to-Week Schedule of Topics

DATE	TOPIC	ASSIGNMENT	CHAPTER
Topic: What is Trauma?			
Mon. 6 th	What is Trauma? Intro to TIP	Minute paper	Chapter 1
Tues. 7 th	History of the Diagnosis of PTSD	Minute paper	Chapter 2, 4
Weds. 8 th	Complex Trauma I: Diagnosis, ACEs & IPV	Minute paper	
Thurs. 9 th	Complex Trauma II: 4Cs –Cults and Coercive Control; Guest Speaker Rayann Gordon	Minute paper	Reading on Brightspace
Fri. 10 th	Complex Trauma III: State Trauma; Guest Speaker Dr. Wawrykow	Minute paper	Reading on Brightspace
Topic: Biopsychosocial Underpinnings of Trauma			
Mon. 13 th	Exam 1	EXAM 1	
Tues. 14 th	Trauma & the Brain I: Memory	Minute paper	Chapter 9
Weds. 15 th	Trauma and the Brain II: Attention, and Executive Function; Guest Speakers from SMARTLab	Minute paper	Reading on Brightspace
Thurs. 16 th	Trauma and Relationships	Minute paper	Chapter 5
Fri. 17 th	Hour 1: Trauma and Health, Healthcare Worker Wellbeing; Guest Speaker Dr. Lazar	Minute paper	Chapters 3 and 6
Topic: Therapeutic Approaches			
Mon. 20 th	Exam 2	EXAM 2	
Tues. 21 st	Prevention/Early Intervention/ Psychological First Aid	Minute paper	Reading on Brightspace
Weds. 22 nd	Evidence-Based Therapies for Trauma and their Limitations	Minute paper	Chapter 7
Thurs. 23 rd	Innovative Approaches – Memory Experimental Methods, Expressive Arts, Psychedelics; Guest Speaker Dr. Perivoliotis	Minute paper	Chapter 8
Fri. 24 th	Post-Traumatic Growth, Meaning-Making, Identity Reformation, and Indigenous Resurgence	Minute paper	Chapter 10
Topic: Future Directions/Resistance, Resilience, and Advocacy			
Mon. 27 th	Exam 3	EXAM 3	
Tues. 28 th	Resilience in an Evolving World; Guest Speaker Dr. Herod	Minute paper	
Thurs. 30 th		PFA Assignment	Due by 5pm

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Summer Session 2026

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Attendance and Absences

Attendance is important. Students who do not attend their classes during the first two weeks (and do not inform the instructor of valid circumstances that prevent their attendance) may be dropped from both class registration and the waitlist.

Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Student Experience of Learning (SEL) Survey

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential Student Experience of Learning (SEL) survey regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://sel.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

¹ Syllabi belong to the department through which the course is administered.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Spring 2025.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the [“In-Course Extension Form”](#) and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**
Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**
Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Code of Conduct

The [Student Code of Conduct](#) explains how University policies regarding student behaviour are interpreted and applied within the Faculties of Humanities, Science and Social Sciences.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](#)!

Academic Important Dates

Summer session – second term (May – August)

Wednesday, May 6 th	May-August (Term 1) courses begin for all faculties
Monday, May 11 th	May (Term 4) and May-June (Term 2) courses begin
Monday, May 18 th	University Closed (Victoria Day)
Sunday, May 31 st	Fees deadlines for summer. See undergraduate and graduate add and drop dates for standard summer courses
Wednesday, June 3 rd	May (Term 4) Courses End
Thursday, June 4 th	June (Term 5) Courses Begin
Monday, June 8 th	First registration date for Winter Session 2026/2027. Course registration important dates and deadlines
Friday, June 26 th	May-June (Term 2) and June (Term 5) Courses End
Wednesday, July 1 st	University Closed (Canada Day)
July 1 st – July 2 nd	Reading Break May-August (Term 1) sections only (except Law)
Monday, July 6 th	July (Term 6) and July-August (Term 3) courses begin
Tuesday, July 28 th	July (Term 6) courses end
Wednesday, July 29 th	August (Term 7) courses begin
Friday, July 31 st	May-August (Term 1) classes end for all faculties
Monday, August 3 rd	University Closed (British Columbia Day)
Tuesday, August 4 th	May-August (Term 1) examinations begin for all faculties
Monday, August 17 th	May-August (Term 1) examinations end for all faculties
Friday, August 21 st	July-August (Term 3) and August (Term 7) courses end

Add and drop dates for standard 2026 Summer Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
1	May 6	Jul 31	May 18	May 21	Jun 7	Jul 1
2	May 11	Jun 26	May 17	May 18	May 28	Jun 10
3	Jul 6	Aug 21	Jul 12	Jul 13	Jul 23	Aug 5
4	May 11	Jun 03	May 14	May 14	May 19	May 26
5	Jun 4	Jun 26	Jun 6	Jun 6	Jun 12	Jun 18
6	Jul 6	Jul 28	Jul 8	Jul 8	Jul 14	Jul 20
7	Jul 29	Aug 21	Aug 1	Aug 1	Aug 6	Aug 13

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C133

Phone: 250 721 8021

Email: eqhr01@uvic.ca

Web: <https://www.uvic.ca/sexualizedviolence/>

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>