PSYCHOLOGY 332 (A01): HEALTH PSYCHOLOGY (CRN 13043)
UNIVERSITY OF VICTORIA
September to December 2026 – [redacted]

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Instructor: Todd Kettner, PhD, Licensed Psychologist (he/him)
Textbook (required): Straub, R.O. (2023). *Health Psychology: A Biopsychosocial Approach.* Worth.

* Students are required to have access to Achieve Learning which is bundled for purchase with the required textbook at the UVic Bookstore. If purchasing a used version of the textbook, Achieve Learning must be purchased separately, so usually the better value is the bundled textbook and Achieve at the bookstore.

** Any additional readings will be available as electronic files through the UVic Library (i.e., ejournals, e-books) and posted to Brightspace. Students are expected to complete assigned textbook and other readings **before** class in order to participate in class discussions.

Brightspace: Our course Brightspace will be used for posting the course outline, slides used during lectures, assignments and grades, etc. Students are encouraged to regularly check for updates as the course progresses.

Course Description: This course explores psychological influences on *health* and *illness*. This course examines health issues from the standpoint of biological, behavioural, cognitive and sociocultural factors acting together. Topics include health promotion, approaches to health-behaviour change, health-promoting and health-compromising behaviours, stress, coping, healthcare utilization, patient-provider relations, the role of psychological factors in disease and the future of health psychology.

Learning Objectives: By the end of this course, learners will be able to (adapted from Gurung, 2025):

- Summarize what health psychology is
- Understand the variety of societal, spiritual, medical and cultural approaches to health
- Identify and describe health behaviours
- Compare and contrast models of health behaviour change
- Describe major theories of stress
- Understand the association between coping and social support
- Understand how personality, acculturation, and ethnic identity influence health behaviour
- Describe psychological factors related to illness, chronic disease and recovery/management
- Understand the role of the patient-practitioner interaction in treatment
- Summarize models of disability and factors that influence quality of life
- Identify future directions of health psychology research and practice

About Your Instructor:

Prerequisites: The pre-requisites for this course are PSYC 201 and one of PSYC 231, 251, 260. 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 before the end of the add/drop periods.

Learning Format: Class meets three times per week in-person synchronously. During our meetings, you can expect a mixture of lecture, videos, group discussions and activities aimed to improve your understanding of key course concepts. All of these in-class activities are designed to help you to consolidate information, apply key concepts, clarify misunderstandings and rehearse material to promote learning. You are expected to attend class and read the textbook prior to class. Lectures address some of the core textbook content but will also expand beyond the material in the textbook. We will also use class time for questions and group discussions. If you are not feeling well, you are encouraged to stay home. I will make all slides available on our Brightspace page and will try to post them shortly before class.

Grading: This course requires attendance, preparation for each class and active participation during class. Final grades will be calculated based on the following specific elements:

Evaluation	*Date*	*% of Grade*
In-class group discussions/reflections	Multiple	10%
Achieve	Assignment due dates in Achieve	10%
Behaviour Change Project*	Proposal due October 13th & final project due November 3rd (both at 9:00pm)	20%
Test 1*	September 29th	15%
Test 2*	October 20th	15%
Test 3*	November 13th	15%
Test 4* (includes cumulative)	December 4th	15%

*Core course assessment requirement. 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. Students have the responsibility to proactively seek advice when facing unexpected and unavoidable circumstances and conflicting responsibilities interfere with their academic obligations.

In-class group discussions and case studies (10% of total grade): You will get more out of the class if you have completed the readings prior to lectures and come to class prepared to actively participate in discussions. In order to facilitate active engagement with the course material in our large class, we will regularly break into small groups. These small groups will be an opportunity to share relevant insights, knowledge, or experiences with each other during class. To structure these discussions, I will present the class with activities related to sections of the final report, thought-provoking questions, case studies or other activities designed to help you integrate and apply the

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concepts and theories discussed in class and in the textbook. Each student will submit their own reflection via Brightspace based on their group's discussion by the assigned date at 9:00pm. These reflections should be brief (no more than one double–spaced page). Credit will be given for on-time submission, accurate summary of the in-class small group discussion, a student's own reflections on the group discussions & demonstrated understanding of the assigned reading material. These small-group discussions will be during random classes approximately 7 times throughout the semester. The grade for these discussions will be based on the highest 5 submitted reflections, thus NO late/make-up submissions will be accepted for any reason.

Achieve (10%): Regular assignments will be posted in Achieve. This is an efficient way to learn and memorize new information. Most students will earn 90% or higher in Achieve, so this is an easy way to gain points towards your overall grade. Students are welcome to complete these short assignments on or before the scheduled due dates. As there is a 72-hour grace period built into these assignments for students who have accommodations (and for students who may be away for sanctioned sporting or academic events or just choose to take a day or two off from Achieve), NO late/make-up assignments will be accepted for any reason.

Final Project (20%): Choose a health-related behaviour you would like to change (e.g., exercise regularly, drink more water, vape less, reduce alcohol intake, sleep more restoratively, etc.). Using an empirically supported behaviour change technique, attempt to improve that behaviour. Proposals for the report will be incorporated into the first in-class discussion and are due October 13th at 9:00 pm (5%) and the final report is due November 3rd at 9:00 pm (15%). Both will be submitted online through Brightspace. The final report should include a table/chart of your behaviour before the intervention (one week) and after the intervention (at least one week), as well as peer-reviewed research supporting the technique(s) you chose to use. More details about the behaviour change challenge and final report can be found on Brightspace ("Behaviour change assignment.pdf"). Note that you do not have to be successful in your behaviour change attempt in order to achieve full marks (an honest description of your experience and an appropriate literature review are all that are required).

Please review in full the Department of Psychology's Important Course Policy Information on Brightspace. The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work. The Department reserves the right to use AI detectors.

Tests (15% each totalling 60% of overall grade): Four tests will be given that cover both the assigned readings and the lectures/class discussions. Tests will include multiple-choice questions and short written answers. The final test will include a relatively small number of cumulative multiple-questions covering the entire semester.

Missed tests and Assignments: It is your responsibility to attend class and tests as scheduled. Students who miss an in-class test or the final project assignment will receive a mark of zero unless they have a case of documented illness, accident or a family emergency.

If you miss one test due to illness, accident, or family emergency (note: it is bad form to invent illnesses suffered by a grandparent or a pet garter snake), you should notify me by email as soon as possible (generally within 24 hours of the emergency situation). Your lowest completed test score will substitute for the missed test when final grades are calculated. A substitution score will NOT

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be made if a student doesn't provide timely email notification as described above. Make-up tests will NOT be given. Students must complete a minimum of 3 tests to pass the course.

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What do I expect of you?

To develop a good understanding of the terminologies, concepts, neural systems and theories that we will cover in this class, I recommend that you complete the assigned weekly materials, attend and engage in class sessions, attend office hours with your questions when needed, and **spend between 8-10 hours each week** (including class time) towards mastering the course materials.

For each week of the course, you are expected to complete the following:

1. Complete the assigned reading prior to class.
2. Attend classes and take notes.
3. Complete the homework assignments on time

If you have a question, here is where/ how to get an answer:

- For technical question (e.g. related to Brightspace, Zoom, or Netlink login), please contact the computer help desk (helpdesk@uvic.ca ; 250-721-7687).
- For questions regarding Achieve access or technical issues, read the FAQs and/or contact the publisher directly at: https://mhe.my.site.com/macmillanlearning/s/article/Achieve-Access-Code-FAQ
- For questions regarding the textbook, the lectures or course accommodations, please contact me at EMAIL **I kindly ask that you consult the syllabus for assessment timelines prior to emailing me.**
- To review your tests, please contact our class TA – See page 1
- If you have questions related to the ***content*** of the textbook and/or lectures OR if you have an something to share, please:
    - Bring them up during our scheduled **class times**
    - Visit **my office hours**: See page 1.
    - Post them in the **discussion board** in Brightspace for anyone to answer.
    - **Email me – BUT this should really be the last resort.** It is to everyone's advantage to give all learners a chance to hear and answer material related questions. Also, I have hundreds of students across multiple different courses each term and there's only one of me! At some point in the term, things can get a little hectic for me. *If you do not hear back from me within 72 business hours, then feel free to send me a reminder email – I appreciate your kindness and patience.*

What can you expect of me?

- I am committed to creating a positive and inclusive learning environment.
- I support approved student accommodations and offer students with accommodations the opportunity to grow their confidence.
- I will do my best to answer "curiosity" questions related to the course content during class.
- I am available during my office hours if you have "complicated" questions related to the course, to psychology in general or to psychology as a profession. If my scheduled office hour does not work for you, email me to request an alternative time to meet, suggesting three possible dates/times that would work for you.
- I will upload course materials and announcements on Brightspace.
- I will be prepared for our classes.

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- I strive to make our class interactive, engaging and relevant to our lives & our world.
- I expect much from students in my courses, including academic integrity. In return, students can expect much from me, including integrity and fairness in grading.
- I value constructive criticism and am open to receiving feedback from students.
- **If anything on our website (including documents) presents any accessibility issues, please let me know, and I will send you the information in plain PDF format.

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.

Course Schedule: This schedule should be considered tentative as the pace of the course and content covered each class may vary throughout the semester. The examination dates will remain fixed. All assigned readings are to be completed before the class that they are attached to. Any changes to this schedule will be announced in class and on Brightspace. Please regularly check the course Brightspace for updates and announcements.

Week	Date	Topic	Chapter(s)
1	September 9	Introduction	1
	September 11	(continued)	
	September 15	Research	2
2	September 16	(continued)	
	September 18	Biological	3
	September 22	(continued)	
3	September 23	Stress	4
	September 25	(continued)	
	September 29	Test 1 (15%)	Chapters 1, 2, 3 & 4
4	September 30	Coping with Stress	5
	October 2	(continued)	
	October 6	(continued)	
5	October 7	Staying Healthy	6
	October 9	(continued)	
	October 13	Exercise, Sleep, Injury Project Proposal Due @ 9:00pm (5%)	7
6	October 14	(continued)	
	October 16	(continued)	
	October 20	Test 2 (15%)	Chapters 5, 6 & 7
7	October 21	Nutrition & Eating	8
	October 23	(continued)	
	October 27	Substance Use	9
8	October 28	(continued)	

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	October 30	Cardio & Diabetes	10
	November 3	(continued) Project Due (15%)	
9	November 4	Cancer	11
	November 6	(continued)	
10	November 10	Reading Week	No Class
	November 11	Reading Week	No Class
	November 13	Test 3 (15%)	Chapters 8, 9, 10 & 11
11	November 17	STIs	12
	November 18	(continued)	
	November 20	Role of Health Psych	13
12	November 24	(continued)	
	November 25	Managing Pain	14
	November 27	(continued)	
13	December 1	Complementary & Alt	15
	December 2	(continued)	
	December 4	Test 4 (15%)	Chapters 12, 13, 14, 15 plus some cumulative

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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 www.uvic.ca/services/cal/. 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/

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 C115
Phone: 250 721 8021 | Email: svpcoordinator@uvic.ca Web: https://www.uvic.ca/sexualizedviolence/

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UNIVERSITY OF VICTORIA

Department of Psychology

Important Course Policy Information

Fall Session 2026

Accessible Learning:

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the **Centre for Accessible Learning** (CAL).

Attendance and Absences:

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or prevented 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 by email immediately. If illness, accident, or family affliction causes a student to miss the final test 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.

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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**

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All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class[1]. 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.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) 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://ces.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 above 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 round 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/**.

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 tests without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the test.
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.

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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). The Department reserves the right to use AI detectors.

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 Fall 2023.

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 and Drop Dates

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).

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- **Request an in-course extension**
  If you require more time to complete a course requirement or miss a test or midterm test, 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 test scheduled during the formal test period**
  Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the test. 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 testple, a deferred test). 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 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 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!

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Academic Important Dates

Fall session – first term (September – December)

September 9th	First term classes begin for all faculties
September 22nd	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
September 25th	Last day for adding courses that begin in the first term
September 30th	Last day for paying first term fees without penalty
September 30th	National Day for Truth and Reconciliation
October 12th	Thanksgiving Holiday
October 13th	Last day for 50% reduction of tuition fees for standard courses
October 31st	Last day for withdrawing from first term courses without penalty of failure
November 11th	University Closed (Remembrance Day, Nov 11th)
November 9th - 11th	University Closed (Reading Break for all faculties)
December 4th	Last day of classes in first term for all faculties
December 7th	National Day of Remembrance and Action on Violence Against Women - (Classes and tests cancelled from 11:30am - 12:30pm)
December 25th – Jan 1st	University Closed (Winter Break)

Add and drop dates for standard 2026 Fall Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 9	Dec 4	Sep 22	Sep 25	Oct 13	Oct 31