

PSYC 336 (A01)
Adolescent Development
Fall 2026 (CRN: 13046)

I am a settler who was born and raised in the traditional territories of the Treaty 7 people. I am privileged to reside and work, uninvited, on the unceded, traditional territories of the Lək'wəṇən (Songhees and Xʷsepsəm/Esquimalt) and the W̱SÁNEĆ Peoples.

Course Instructor: [REDACTED]
Office: [REDACTED]
Email: [REDACTED]
Office Hours: [REDACTED]

Teaching Assistant: [REDACTED]
Email: [REDACTED]
Office Hours: [REDACTED]

Course Meeting Times: [REDACTED]
Date Range: [REDACTED]
Location: [REDACTED]

Course Overview

Course Description

Welcome to Adolescent Development. This course provides an overview of important developments during adolescence, including neurological development and biological changes, physical growth, cognitive, social, and emotional processes, psychopathology and the social-cultural context of adolescent development.

Learning Objectives

- *Compare* the major theoretical approaches to adolescent growth and development.
- *Describe* normative patterns of physical, cognitive, and social development during adolescence.
- *Explain* the influence of contexts on adolescent biological, cognitive, and social development.
- *Discuss* empirical research relating to the biological, cognitive, social, and psychosocial development of adolescents.
- *Critically assess* articles in the media based on theory and course material.
- *Apply* theory and course material to examples of adolescent experiences that could inform adolescent and family public interest issues.

Course Format

This course is in person. This outline provides you with general information on the objectives, evaluation, and schedule. **Attendance is essential for success in this course.** If you miss a class, it is your responsibility to review materials posted on Brightspace and connect with peers for notes.

Required Text

Steinberg, L., Sukhawathanakul, P., Loughheed, J., Kil, H., Lambe, L., & Thompson, K. (2026). *Adolescence: 2026 release (First Canadian Edition)*. McGraw-Hill Education.

- Toward an access centred approach, this textbook comes equipped with an audio version for your learning needs.

Course Website

[UVic Brightspace learning management system](#) will be used for posting supplementary materials, online quizzes, assignments, lectures, and grades. This site will be your guide on what needs to get done each week. You can sign into Brightspace using your NetLink ID.

Prerequisites

The pre-requisites for this course are PSYC 201 and 243.

Course Drop Deadlines and Registration

Students are responsible for checking their registration status before the end of the add/drop deadline.

<https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/BJxDO92eP>.

Core Requirements and Evaluation

Assignments and Activities

Your grade will be determined by your performance on the following items:

Evaluation	Date	%
Exam 1	October 2 nd	15%
Exam 2	October 27 th	15%
Exam 3	November 17 th	12.5%
Final Exam	December 4 th	12.5%
Structured Discussion Topics (best 2 of 3)	October 6 th , October 21 st , November 4 th	15%
Application Assignment	December 11 th	20%
In-Class Activities	Ongoing	10%
Bonus: SONA OR Short Article Review		+1%

Grading Policy

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

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

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.

Required Course Components

Students who have completed the following will be considered to have completed the 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.

- Four Exams
- Application Assignment

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.

Course Components

1) Exams (Exam 1 = 15%; Exam 2 = 15%; Exam 3 = 12.5% Final Exam = 12.5%)

There will be **four multiple choice question exams** during this course. All exams will be non-cumulative, meaning they will only cover material since the previous test. All exams will be written in person during class time, begin at start of class, and are designed to be completed during scheduled lecture time. All course material is testable (lectures, textbook chapters, additional course readings). **You must write all four exams to pass the course.** Failure to write all four exams will result in an “N” for the course, even when a final grade of 50% or higher is achieved. N is a failing grade and factors into GPA as a value of 0.

What to do if I miss an exam due to illness?

Contact Professor Cieslik (vcieslik@uvic.ca) no later than **2 days** after the exam to arrange for a make-up exam.

Final Exam Requirement

The **last exam in the class (scheduled for December 4th) is considered a final exam and must be written.** Students who miss the Final Exam must apply for a “Request for Academic Concession” (see page 8). If an academic concession is granted for the final exam, an alternative date to write the make-up test will be arranged with Professor Cieslik.

2) Structure Discussion Topics (SDT; best 2 of 3; each worth 7.5%)

DUE: Oct 6th @ 11pm (Topic #1), Oct 21st @ 11pm (Topic #2), Nov 4th @ 11pm (Topic #3)

Throughout the term students will **complete three Structured Discussion Topics (SDT)**. For each topic, students will choose from a select group of discussion prompts and complete a short writing assignment related to the prompt. The purpose of these assignments is to appraise and evaluate current research, challenge our preconceptions, and provide a space to explore unresolved issues in adolescent development. Additionally, these prompts may address special interest topics or issues. Students will read an article or watch a video, then write two 250-word structured paragraphs centered on a set of questions/discussion prompts. SDTs will be submitted in the Discussion section of Brightspace, and the topics will be provided at the beginning of the chapter that they relate to and linked in the chapter module. **Please note that no makeups or extensions will be provided.** If you miss a SDT (including due to illness), it will the lowest grade dropped from your final mark. Additional instructions and grading rubric will be provided in class and on Brightspace.

3) Application Assignment (20%)

DUE: On or before December 11th, 2026 @ 11pm

An important part of this course requires you to think critically about the course materials and to integrate information from the course and the textbook in a concise manner. You will be asked to choose a topic with a specific problem and apply theories from adolescent psychology to present a solution in a paper that is 1800-2100 words. Assignments will be uploaded to the Assignments feature in Brightspace. Additional information will be provided in class and on Brightspace. This assignment is worth 20% of your total grade. Unexcused late papers will be deducted 5% per 24 hours (see page 6 for grade policy). This application assignment can be submitted at any time in the term but must be submitted by **December 11th @ 11:00pm**.

4) In-Class Activities (10%)

In-class activities will occur every lecture. These activities will be group discussions that encourage collaboration with peers and spaced practice quizzes at the beginning and end of lecture that require application of course material. You must be physically present in lecture to receive a grade for these activities. Completing either the beginning-of-lecture or end-of-lecture quiz alone will not result in a grade. You must complete both the beginning-of-lecture and end-of-lecture components to receive a grade for the spaced practice quizzes. There will be 30 opportunities to complete these activities (one per lecture); however, you only need to complete 20 of the 30 activities to complete this component. If you complete all 30 your lowest grades will be dropped; **there are no make-up opportunities for these activities**.

5) BONUS: Complete one SONA Participation OR Article Review (cannot complete both)

SONA Participation

Students can earn up to 1% extra credit toward your final grade by participating in psychological studies that are posted on the research pool website. Visit <https://uvic.sona-systems.com> for more information. Each 60 minutes of participation will earn 1 research credit, and one SONA credits equal a 1% increase in the student's final grade. Additional details are posted on Brightspace. Note that you *must complete your participation by the last day of the course* to receive credit.

Article Review

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing one review (2 pages double spaced) of a journal article reporting original research relevant to adolescent psychology. Journal articles must be from 2023, or newer, older articles will not be accepted. The review will be worth 1% of extra credit and only one review will be accepted. **Please email me by October 16th if you wish to choose this option and include your chosen research article so that I can approve it.** To receive credit, you must follow the guidelines presented on Brightspace.

Course Policy Information

When to Contact Instructor or TA:

Instructor	TA	Both
Course Policy or Structure	Assignment Instructions	Clarifying lecture content
Missed Deadlines	Help with Course Material	Clarifying textbook content
Academic Accommodations	Feedback or Grading on	Asking for additional resources
Lecture Material	Assignments	

Note. Contact helpdesk@uvic.ca for technical issues with computer, email, Brightspace, Netlink login

What to expect from me

Contact. I am available to help via email, in-person after class, or during office hours. If you are struggling with the material, please reach out sooner rather than later so we can work together to come up with a learning plan that will aid your success in this course.

Course material. I will upload slides before the lecture on a per-chapter basis, as well as supplementary material that is aimed to help consolidate and aid your learning.

Feedback. The TA will provide feedback on assignments via Brightspace. We're also available for office hours to discuss feedback. Please note information regarding grade appeals in *sources of assistance* section (page 8). As learning facilitators, we endeavor to build a classroom environment that is open and respectful to all perspectives. As such the feedback we provide is aimed to help you flourish in this class, and hopefully, in your future academics.

What I expect from you

Conduct yourself appropriately. Listening and interacting with others in a respectful manner is a requirement for this class. Each student brings diverse values, beliefs, and opinions so please maintain an open mind to your differences.

Provide constructive feedback. As we endeavor to be better, we are always looking for ways to improve the course and facilitate learning. You are encouraged to share of constructive feedback about your experiences within the course. Please see us in office hours to discuss your concerns or suggestions. That said, negative behavior towards me or the TA regarding the course or assignment feedback will not be tolerated.

Office Hours. Attending office hours regularly will help to increase your understanding of the material and provide you with additional opportunity to engage with and discuss the material with me or the TA. Bring your questions and ask for clarification.

Accommodations. If you know of any factors in your life that hinder your ability to engage with this course, please contact the Centre for Accessible Learning (CAL). See *sources for assistance* (page 8) for more information.

Changes to the Syllabus

Significant effort has been made to ensure that information in this syllabus is accurate at the time of publication. That said, there may be dates or topics that change based on the needs of the course. If this occurs, the instructor will communicate these changes in a timely manner to students through the appropriate channels (e.g., in-class announcements, announcements posted to Brightspace).

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 Waitlist Policy

[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).

Grades

There will be no extensions given for the structured discussion topics and no make-up opportunities for the in-class activities. Application assignments submitted late will incur a penalty of 5% per 24 hours, up to a maximum of 25%. For example, if you receive 75% on your assignment, and submit it 48 hours late, your final grade on the assignment will be $75\% - (2 \text{ days} \times 5\%/\text{day}) = 65\%$. Assignments more than 5 days late will not be accepted unless prior arrangements are made. If you fall ill, or have other unexpected events occur, please email Professor Cieslik **before** the due date.

In-Class Behaviour

Please do your best to arrive on time to lectures, as arriving late causes disruption to other students and lecturer. All electronic devices should be put on silent for the duration of the lecture and mobile phones should be placed in your personal bag at the beginning of the lecture.

Children and Pets

If you need to bring your children or pet to lecture, please do not hesitate to do so. I understand that sometimes this is necessary due to care circumstances; however, please if you do, try to minimize in class disturbance so that student learning is not impacted.

Email Etiquette

To contact me or the TA via email, **please include “PSYC 336: [brief description of your email]”** in your subject heading. Before sending an email, please consult the syllabus, Brightspace, or additional course materials. Many common questions are addressed in these materials or discussed in class. Asking questions during or at the end of class is encouraged as other students may benefit from the response. Emails asking questions

already covered in class or on course materials may not receive an individual reply. For all other questions or specific course-related concerns, please speak with me after class or attend office hours for further discussion.

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.

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](#).

As per the student academic integrity [website](#): *“Academic integrity is built on honesty, respect, and fairness. Students, faculty, and staff at UVic are member of an intellectual community. As such, it’s expected that we’ll adhere to ethical values in all our learning, teaching, and research.”* This policy is in place to ensure that students’ work is being evaluated fairly and that students carry out and benefit from the learning activities assigned in each course.

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 another person or a Content Generator. Please use proper procedures (i.e., APA 7th edition in this course) 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 or Content Generator is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission without Prior Permission.** 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 can take actions 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 university approved tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected academic integrity violations, instructors will follow prescribed procedures for alleged academic dishonesty. If academic dishonesty is likely, instructors can take steps consistent with the degree of the offence (see the academic integrity section on [policy violations](#)).

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2026. **The definitive source** for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The student academic integrity website: <https://www.uvic.ca/students/academics/academic-integrity/>
2. 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.
3. UVic Library Resources: <https://www.uvic.ca/library/research-learning/citation-help/academic-integrity/index.php>
4. UVic Library Document on [Avoiding Plagiarism](#)

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, Indigenous cultural or community obligations, 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.

Student Experience of Learning (SEL)

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.

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!

Sources of Assistance

Students can seek help for many of the common concerns and problems that arise during the term by using the following resources:

- **Grade Appeals:** If you feel strongly that your grade on an assignment was unfair or mistaken, you must express that concern to Professor Cieslik via email or in person during office hours within 5 days of the date that the grade was first posted on Brightspace.
- **Academic Accommodation:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodation, please feel free to contact me and/or the [Centre for Accessible Learning \(CAL\)](#) as soon as possible. The CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.
- **Online learning tools:** For issues using Zoom, Echo360, or other tools associated with the transition to online classes, visit [UVic's Learn Anywhere site](#).
- **Computer and technical help:** For technical matters, please contact the Computer Help Desk: helpdesk@uvic.ca, (250) 721-7687, or visit the [University Systems Help Centre](#)

- **Learning Assistance Program:** Are you struggling with understanding course material or finding effective study methods? You may want to consult with the tutors and learning strategists at the [Learning Assistance Program](#) (fees may apply).
- **English as an additional language:** If English is not your first language and you are having trouble because of that, please contact the [English Language Centre](#)
- **Counselling services:** [Counselling Services](#) can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.
- **Elders Voices:** The [Office of Indigenous Academic and Community Engagement \(IACE\)](#) has the privilege of assembling Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
- **Mental Health and Well-Being:** Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a [wealth of resources](#) to help students through those tough times. Students are also expected to familiarize themselves with the [Department of Psychology Important Course Policy Information](#).
- **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. 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: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021 Email: svpcordinator@uvic.ca

Final Reminder that it is your responsibility to:

1. [Check your registration status](#) by the [drop deadlines](#) to ensure you are registered in the course.
2. Familiarize yourself with the [Department of Psychology's Course Policy information](#).
3. Understand the [University's Policy on Academic Integrity](#).

Tentative Schedule

Week	Dates	Topics and Important Deadlines	Chapter/Readings
1	Sept 9 Sept 11	Course Overview Introduction and Theories of Adolescence	
2	Sept 15 Sept 16 Sept 18	Biological transitions Biological transitions Cognitive Transitions	Chapter 1 Chapter 1 (cont'd) Chapter 2
3	Sept 22 Sept 23 Sept 25	Cognitive Transitions <i>Last day to drop the course with 100% fee reduction</i> Social Transitions Social Transitions <i>Add Drop Deadline for Fall 2026 courses</i>	Chapter 2 (cont'd) Chapter 3 Chapter 3 (cont'd)
4	Sept 29 Sept 30 Oct 2	Social Transitions No Class - National Day for Truth and Reconciliation EXAM 1 (15%)	Chapter 3 (cont'd) Intro + Chapters 1, 2, 3 + class content
5	Oct 6 Oct 7 Oct 9	Families (SDT #1 – DUE @ 11pm) Families Peer Groups	Chapter 4 Chapter 4 (cont'd) Chapter 5
6	Oct 13 Oct 14 Oct 16	Peer Groups <i>Last day to drop the course with 50% fee reduction</i> Schools Schools (Deadline for BONUS article review notice)	Chapter 5 (cont'd) Chapter 6 Chapter 6 (cont'd)
7	Oct 20 Oct 21 Oct 23	Work, Leisure, and Media Work, Leisure, and Media (SDT #2 – DUE @ 11pm) Work, Leisure, and Media	Chapter 7 Chapter 7 (cont'd) Chapter 7 (cont'd)
8	Oct 27 Oct 28 Oct 30	EXAM 2 (15%) Identity Identity <i>Oct 31st Last day to drop the course (no fee reduction)</i>	Chapters 4, 5, 6, 7 + class content Chapter 8 Chapter 8 (cont'd)
9	Nov 3 Nov 4 Nov 6	Autonomy Autonomy (SDT #3 – DUE @ 11pm) Intimacy	Chapter 9 Chapter 9 (cont'd) Chapter 10
11	Nov 9-11 Nov 13	Intimacy Reading Break	Chapter 10 (cont'd)
12	Nov 17 Nov 18 Nov 20	EXAM 3 (12.5%) Sexuality Sexuality	Chapters 8, 9, 10 + class content Chapter 11 Chapter 11 (cont'd)
13	Nov 24 Nov 25 Nov 27	Achievement Achievement Psychosocial Problems in Adolescence	Chapter 12 Chapter 12 (cont'd) Chapter 13
14	Dec 1 Dec 2 Dec 4	Psychosocial Problems in Adolescence Psychosocial Problems in Adolescence Final Exam (12.5%)	Chapter 13 (cont'd) Chapter 13 (cont'd) Chapters 11, 12, 13 + class content
	Dec 11	Application Assignment (20%) Due @ 11pm	

Note. This schedule is tentative, and any changes will be discussed in class and posted on Brightspace.

Student Support Services

[UVic LEARN](#) is the student support portal for a full range of student academic and support services. Other resources for students include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Student Wellness Centre](#), [Indigenous Student Services](#), [Library](#), [Community Engaged Learning](#), [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

Fall session – first term (September – December)

Wednesday, September 9 th	First term classes begin for all faculties
Tuesday, September 22 nd	Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 25 th	Last day for adding courses that begin in the first term
Wednesday, September 30 th	Last day for paying first term fees without penalty
Wednesday, September 30 th	University Closed (National Day for Truth and Reconciliation)
Monday, October 12 th	University Closed (Thanksgiving Day)
Tuesday, October 13 th	Last day for 50% reduction of tuition fees for standard courses
Saturday, October 31 st	Last day for withdrawing from first term courses without penalty of failure
November 9 th - 11 th	Reading Break for all faculties
Wednesday, November 11 th	University Closed (Remembrance Day)
Monday, December 7 th	Last day of classes in first term for all faculties
Monday, December 7 th	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Thursday, December 10 th	First term examinations begin for all faculties
Wednesday, December 23 rd	First term examinations end for all faculties
December 25 th - 31 st	University Closed (Winter Break)

Add and drop dates for standard 2026-2027 Winter 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 7	Sep 22	Sep 25	Oct 13	Oct 31
Second term	Jan 6	Apr 7	Jan 19	Jan 22	Feb 9	Feb 28