

UNIVERSITY OF VICTORIA
DEPARTMENT OF PSYCHOLOGY

PSYCHOLOGY 351B (A01) • Winter (Fall) Term, 2026
Human Neuropsychology (CRN 13051)

Time: Tuesdays and Thursdays (TR) - 4:30pm to 5:50pm
Room: [REDACTED]
Instructor: Cole J. Kennedy, M.Sc. (he/him)
Office: [REDACTED]
Office hours: [REDACTED]
Office Phone: [REDACTED]
E-mail: [REDACTED]

Teaching Assistant: Yu-Hsiang Cheng (he/him) **E-mail:** [REDACTED]

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

ABOUT THE INSTRUCTOR

I was born and raised on the traditional territories of the x̱wməθk'wəy̱əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətał (Tsleil-Waututh) Nations, in what is now known as Vancouver, BC. I moved to Victoria roughly 10 years ago, to pursue an education at the University of Victoria. I am currently a PhD Candidate in Clinical Psychology (Neuropsychology Specialization) in the Department of Psychology and the Faculty of Health. I am also a Canadian Institutes of Health Research Doctoral Scholar and an affiliate of the Canadian Institute for Substance Use Research as well as the Institute on Aging & Lifelong Health. Inspired by my clinical experiences supporting survivors of brain injury in the community, my research broadly aims to better the lives of those struggling with concurrent brain injury, psychiatric disorders and substance use/addictions through a variety of community-engaged and patient-oriented approaches. My most recent work has focused on the impacts of non-fatal opioid overdose-induced hypoxic ischemic brain injury. I am a member of the CORTEX Lab and have contributed to the lab's research for about seven years now during my time at the University of Victoria. As someone who has taken this course myself, I am very excited to be teaching it this year and look forward to getting to know as many of you as possible over the term.

ABOUT THIS CLASS

Course Description: An introduction to neuropsychology, including an overview of neuroanatomy and neurophysiology as related to human brain function and behaviour. Contributions of experimental and clinical neuropsychology to the understanding of normal cognitive and affective functioning and of disturbances resulting from brain damage in selected areas will be discussed.

Prerequisites: The pre-requisites for this course are PSYC201: Research Methods in Psychology and PSYC251: Introduction to Mind and Brain.

Course Add Deadline: Students are responsible for checking their registration status before the end of the course-add period; students will not be added after the deadline. It is each student's responsibility to check and ensure that they are registered appropriately. The last day for withdrawing from first-term courses without penalty of failure is Tuesday October 31, 2026. Please consult the University of Victoria Calendar for information on important dates and deadlines.

Required Textbook: Kolb, B. & Whishaw, I. Q. (2021). *Fundamentals of Human Neuropsychology*. 8th Edition. NY: Worth. You can purchase a physical or digital copy from the UVic Bookstore. Note that an earlier edition of the textbook will be acceptable, though not preferred, as chapters may not align with the ones cited on this syllabus.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Identify the historical pillars, models and common research and clinical methods used in human neuropsychology
2. Identify and describe the neurological correlates underlying a diversity of cognitive functions
3. Demonstrate competency in discussing and differentiating neuropsychological disorders across the lifespan
4. Use knowledge from readings, class lectures and assignments to address queries related to clinical and research vignettes/cases

COURSE REQUIREMENTS

1. Although lectures are a significant component of this class, I am designing a dynamic course. I highly recommend that you attend all classes. I strongly believe that learning is an active process, so I personally expect you to come prepared and to actively participate in class discussions. To come prepared means: (a) reading the material prior to class and writing down questions or thoughts that the readings instigated, and (b) bringing experiences acquired outside the class, for instance while doing your own research or attending to other classes, to enhance your peers' learning process. As this is a survey course, we will move on quite fast from one topic to the next. The goal is to offer you a broad perspective into the field of human neuropsychology. You will have the opportunity to gain a deeper understanding for some of these ideas in the advanced special topics seminars.
2. Evaluations are an opportunity for you to display your knowledge and to think in a constructive way about your readings and class discussion. Details on each evaluation component are provided below.

EVALUATION AND GRADING POLICY

Grading is distributed as follows:

First Exam (October 6):	20%
Second Exam (November 5):	25%
Third Exam (December 3):	15%
Online Assignments:	20%
In-class Assignments:	<u>20%</u>
Total:	100%

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.

The final letter grade in the course follows the [University of Victoria grading policy](#), as follows:

A+	9	90-100%
A	8	85-89%
A-	7	80-84%
B+	6	77-79%
B	5	73-76%
B-	4	70-72%
C+	3	65-69%
C	2	60-64%
D	1	50-59%
E/F/N	0	≤ 49% (Failing Grade)

In-Class Examinations

I want you to be able to use this material later in your career, rather than just for the term. In this regard, the exams may include multiple choice questions or True/False statements aiming at making you think and not just to exercise your memory. I like questions that stimulate critical thinking, while evaluating basic knowledge. There are three exams, and you can earn a maximum of 60% towards your course mark. More information about these examinations will be forthcoming throughout the term.

In-Class and Online Assignments

I expect you to read the assigned materials prior to each class. Reading in advance facilitates discussion and being able to follow along with lectures. I use a combination of in-class and online assignments that will also be used to facilitate in-class discussions. There will be a total of 3 in-class assignments throughout the term. The two highest graded in-class assignments will go towards your final mark in the course. You can receive 10% per each in-class assignment, for a total of 20% towards the final grade.

The online assignments will be posted in [Brightspace](#) and aim to make you think for a moment about your readings and beyond the textbook, some are based on literature search, others are to be completed identifying evidence-based research. There will be two online assignments during the term, each worth 10%, for a maximum of 20%. A detailed rubric for each one of them will be posted throughout the term in Brightspace.

Opportunity for Extra Credit

Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology through the [SONA System](#). You can earn 1% for each 1 credit of participation. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit.

Art Project — Alternative to Research Participation

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 creating an original art project based on a journal article reporting original research relevant to the course. Guidelines to receive credit will be posted on Brightspace.

IMPORTANT HOUSEKEEPING RULES

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning environment for all its members, including the students enrolled in this class. 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.

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.

Communication is important. It is best that you ask your questions as early as possible. You are most likely to have your questions answered in a timely manner if you ask during class (i.e., immediate responses) or office hours (i.e., medium responses). In general, email is the slowest way to get an answer to your questions. Please note that questions being asked right before due dates and such are unlikely to be answered in the timeline you need.

It is the student's responsibility to attend exams as scheduled. If you miss an exam for an unexpected or unavoidable circumstance (e.g., illness, accident, or family affliction), email me as soon as possible (preferably before the exam) indicating that you have missed the exam, and the general reason for it, within your comfort level of disclosure. Missed exams with a valid reason will be made up during the department make-up sessions immediately following the exam date if possible, or the next. Missed exams without a valid reason will result in a score of zero for that exam. Please consult the University of Victoria Calendar for information on important dates and deadlines.

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.

TENTATIVE COURSE SCHEDULE¹

Date	Topic	Reading - Chapter
September 10	Introduction to the Course – What is Neuropsychology? History and Development of Neuropsychology	1
September 15 & 17	Organization of the Nervous System: Overview of Neuroanatomy	3 5 (section 5.7) 10 (section 10.3)
September 22 & 24	Cortical Organization: Sensory & Motor Systems	8 & 9
September 29	Research Methods in Neuropsychology: Neuroimaging	7
October 1	Review Session and In-Class Assignment 1	
October 6	<i>Exam 1 (chapters 1, 3, 5 [specifically 5.7], 7, 8, 9 & 10 [specifically 10.3])</i>	
October 8 & 13	Occipital, Parietal and Temporal Lobes (Agnosias & Apraxias)	13, 14 & 15
October 15	Attention, Learning & Memory (Amnesia)	18 & 22
October 20	Language (Aphasias)	19
October 22	Emotion and the Social Brain	20
October 27 & 29	Frontal Lobes, Prefrontal Cortex & Executive Functioning	16 & Article: Jurado & Rosselli (2007) ²
November 3	Review Session and In-Class Assignment 2	
November 5	<i>Exam 2 (chapters , 13, 14, & 15, 16, 18, 19, 20, & 22; Jurado & Roselli [2007] article)</i>	
November 9 – 11	<i>READING BREAK</i>	
November 12 & 17	Neurological Disorders	26 & 27 (section 27.7)
November 19 & 24	Neuropsychological Assessment & Diagnosis	28
November 26	Special Topic(s) Lecture	TBD
December 1	Review Session and In-Class Assignment 3	
December 3	<i>Exam 3 (chapters 26, 27 [specifically 27.7] & 28)</i>	

¹ Note: This is a tentative schedule only: the instructor reserves the right to change the topics, assignment and exam dates.

² Jurado, M. B., & Rosselli, M. (2007). The elusive nature of executive functions: a review of our current understanding. *Neuropsychology review*, 17(3), 213-233. Available for full text download online at UVic's library website [library.uvic.ca]

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 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 have 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 adhere to the [Senate Policy on Academic Integrity](#).

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

As per the student academic integrity [website](#):

“Academic integrity is built on honesty, respect, and fairness. Students, faculty, and staff at UVic are members 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. 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 or Content Generator.** 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 Work, 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.** 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](#)

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, 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.

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

[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

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/>