

PSYC 366 (A01) - CRN 22765

Psychological Disorders in Childhood and Adolescence

Spring 2025

Instructor	Teaching Assistant
Todd Kettner, Ph.D., Assistant Teaching Professor, Department of Psychology (<i>he/him</i>) Office: Cornett A207 Email: tkettner@uvic.ca Office Hours: 10:30 to 11:30 Tuesday or by appointment	Jessica Ryan Cornett A208 jessicaryan@uvic.ca Mondays 1:30 to 2:30 by appointment

Prerequisites: PSYC201 & PSYC260

Class Time: Tuesday, Wednesday, Friday – 1:30 to 2:20

Classroom: Fraser Building 159

Required Text: Mash, E. J., Wolfe, D. A., & Williams, K. (2023). Child psychopathology (8th ed.). Cengage.

Course Website You will find slides, assignments, and course announcements posted on Brightspace.

Land 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.

Course Description and Learning Outcomes

Examines research and theory in clinical child psychology and developmental psychopathology. Discusses a variety of mental health challenges with respect to their description, etiology, treatment, and prevention. Multiple theoretical perspectives are covered to understand risk and protective factors across childhood and adolescence.

After completing this course, you will be able to:

1. Identify the symptoms of major categories of psychopathology in childhood and adolescence and their typical developmental course.
2. Describe prominent biological, psychological, and sociocultural risk factors for mental health difficulties in childhood and adolescence and how they interact with one another.
3. Discuss the role of factors such as gender, culture, and typical development in framing issues in developmental psychopathology.
4. Identify issues relevant to diversity and social justice in the context of child and adolescent mental health.

5. Understand the strengths and weaknesses of current systems of classifying mental health challenges.
6. Think critically about what the science has to say about core issues in child mental health (and what gaps exist).
7. Evaluate information about children's mental health for accuracy and/or bias and advocate for empathic and non-stigmatizing representations of children's mental health.

About your Instructor

My wife and I relocated this summer from Nelson, British Columbia after nearly 25 years enjoying the amazing skiing, mountain biking, backpacking and sailing that are available in the beautiful Kootenay region. We chose Nelson many years ago because we recognized that the dynamic people and organizations in that area were committed to social, economic and environmental justice. We also moved to Victoria for all of the above – just in a bigger city (with less skiing and more sailing LOL).

Prior to joining the faculty at the University of Victoria, I spent seven years teaching at Selkirk College in southeastern BC. While earning my PhD in Clinical Psychology at Fuller Graduate School in California, I taught undergraduate courses at La Sierra University. After completing my pre-doctoral residency in the Faculty of Medicine at the University of Manitoba, Department of Clinical Health Psychology, I joined the clinical faculty there.

The majority of my career has been in clinical practice, conducting psychological assessments and providing psychological treatment as the founder of Summit Psychology Group in Nelson while supervising graduate students as an adjunct clinical professor at UBC, SFU and U of C. I've worked as a consultant to the Kootenay Boundary Division of Family Practice in the areas of physician wellness and social determinants of health.

Volunteering on boards and committees of the British Columbia Psychological Association, the College of Psychologists of BC, the Kalein Hospice Centre and the regional action team for Child Youth Mental Health and Substance Use has been an honour.

Course Evaluation and Grades

Students who have completed the following elements (A, B, C, E are required components) will be considered to have completed the course:

A. Midterm #1	20%	The exam will cover all content from approximately the 1st third of the course, including content from lectures and readings. The exam is closed book and will consist of multiple-choice questions. <u>Midterms may occur on Brightspace w LockDown Browser or paper while seated in class.</u>
B. Midterm #2	20%	The exam will cover all content from approximately the 2 nd third of the course, including content from lectures and readings. The exam is closed book and will consist of multiple-choice questions. <u>Midterms may occur on Brightspace w LockDown Browser or paper while seated in class.</u>
C. Final Exam	30%	Two-thirds of the final exam will cover all content from approximately the final third of the course, including content from lectures and

		readings. It is a cumulative final exam, with approximately 1/3 of the questions sampling earlier chapters from the first two-thirds of the course. The exam is closed book and will consist of multiple-choice questions. <u>Midterms may occur on Brightspace w LockDown Browser or paper while seated in class.</u>
D. Critical Clinical Reflections	10%	Clinical reflections will require you to think critically and respond to a topic related to course material that week. You will be asked to give short reflections on Brightspace most weeks due at 9:00 pm on the assigned date . You can skip 2 reflections and still receive full marks as your two lowest scores will be dropped. Whether students have CAL accommodations or not, this allows all students to be in charge of their own scheduling, so please do not request additional late assignment dates.
Paper	20%	Broadening the lens paper The profession of psychology is grounded predominantly in Euro-centric assumptions and ways of knowing. Theories and perspective on health, illness, and intervention are generally oriented towards people whose identities match the dominant culture (e.g., white, cisgendered, heterosexual, native-born, etc.). This assignment encourages you to think about a course topic from a critical lens. You will select a topic that we are learning about this term (e.g., Autism, ADHD, etc.) and <u>locate an empirical or theoretical article</u> that addresses the topic from a diversity or social justice perspective. This could take many forms, such as an examination of distinct risk factors in certain communities (e.g., LGBTQIA2S+ youth; Black youth) for a mental health condition, ways in which policies or practices create barriers to receiving care for a mental health condition in certain communities, or ways in which current approaches to assessment or treatment might be a poor match in certain communities. Other critical perspectives are also welcome. You can run your idea/article by the TA if you are unsure. This in-class assignment will include a series of prompts to summarize the problem (e.g., a summary of how or why current knowledge/practice do not meet the needs of a particular community, and why this is problematic) and your perspective (e.g., ways to improve the status quo). Your paper should be no more than three double-spaced pages. At the end of the class, you will submit your assignment as well as your article via Brightspace.

Failure to complete one or more of elements A, B, C, E 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.*

Artificial Intelligence Policy

I expect that all work submitted for this course will be your own. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student. Specifically, this course forbids the use of ChatGPT or any other generative artificial intelligence (AI) tools at all stages of the work process, including preliminary ones. Use of ChatGPT (or other similar tools or software that generate suggested text) or editing services is not allowed in this class for any part of a graded assignment, including generation of ideas, writing of text, substantive editing, or rewriting your own work.

Violations of this policy will be considered academic misconduct. Violations could result in failure of the assignment. Different classes at UVic may implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

Course Schedule

The below 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. Please see Important Dates section for due dates.

Class Dates	Topic	Text Chapters and Readings
Week 1: Jan 7, 8, 10	Introduction to Psychopathology in C & A	Chapter 1
Week 2: Jan 14, 15, 17	Theories & Causes	Chapter 2
Week 3: Jan 21, 22, 24	Assessment, Diagnosis & Treatment	Chapter 4
Week 4: Jan 28, 29	ASD & Childhood Onset Schizophrenia	Chapter 6
Week 4 Jan 31	Midterm #1	Chapters 1, 2, 4, 6
Week 5: Feb 4, 5, 7	Communication & Learning Disorders	Chapter 7
Week 6: Feb 11, 12, 14	ADHD	Chapter 8
Week 8: Feb 25, 26, 28	Conduct Problems	Chapter 9
Week 9: Mar 4, 5, 7	Depressive and Bipolar Disorders	Chapter 10
Week 10: Mar 11, 12	Anxiety & OCD	Chapter 11
Week 10: Mar 14	Midterm #2	Chapter 7, 8, 9, 10, 11
Week 11: Mar 18, 19, 21	Trauma & Stress Disorders	Chapter 12
Week 12: Mar 25, 26	Health & Substance Use Disorders	Chapter 13
Week 12: Mar 28	Broadening the Lens Paper in Class	Bring Article to Class
Week 13: Apr 1, 2	Feeding & Eating Disorders	Chapter 14
Week 13: Apr 4	Review	
Finals: April 7 to 25	Final (Cumulative) Date: TBD	
Chapters 12, 13, 14 +		

Important Dates	
Reflections at 9:00 pm	Critical Clinical Reflections Due on Brightspace
January 31 @ 9:30	Midterm #1
March 14 @ 9:30	Midterm #2
March 28 @ 9:30	Broadening the Lens Paper IN CLASS

April 7 - 25 @ TBD	Final Exam #3*
	*Important: Do not book work, travel, vacation before Final Exam date confirmed by university

Expected Student Conduct

Respectful Behaviour Throughout the course, students and the instructor may choose to share or disclose personal information. It is important for you to consider what and when you share. There is no way to guarantee of confidentiality in a large in-person class so please evaluate your self- disclosures carefully. The ability to maintain this stance is necessary to ensure the safety of all individuals. Further, I support an inclusive classroom experience where diversity and individual differences are understood, respected, appreciated and recognized to be a source of strength. I expect that students, instructors, and teaching assistants will show the utmost respect for individual differences. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes offense. In extending respect, I endeavor to create a positive learning experience by being available to answer questions, discuss materials, and foster your learning experience. **I attempt to respond to emails within 3 business days (please resend after this time period as I have hundreds of students across 3 different courses).**

Sensitive Content The university classroom provides an open space for the critical and civil exchange of ideas. Some course content will include topics that some students may find difficult to learn about. Each student and each topic are different and as such, I cannot provide a “trigger warning” for all the sensitive topics in this course. Please ensure that you consider the topics to be discussed and determine if you have the emotional capacity and tolerance to engage in this course at the present time. I will not provide alternative assignments or readings, as I aim to provide a comprehensive survey of mental health and wellbeing topics in order to meet the learning objectives set out for this course and psychology undergraduate education. Resources for support and wellbeing are provided at the end of the syllabus.

Attendance It is expected that you will attend all classes. If, due to unforeseen circumstances, you must miss a class, please obtain the missed material from a classmate. I can provide information on specific questions, but a make-up class or class notes will not be provided. Teaching assistants are also able to answer content-related questions.

Missed Exams/Assignments You are expected to write the exams and complete assignments on the dates set out in the Course Schedule. The is a content-heavy course and it serves students well if they do not miss deadlines and plan accordingly to complete their work on time. If you miss a deadline/exam for an emergency, due to illness, or accident, please contact me as soon as possible (no later than 2 days after the exam or 24 hours after the deadline). **For all exam makeups and assignment extensions, you must fill out a Request for In-Course Extension form from the link below.** Makeup exams and extensions will be granted only in extenuating circumstances such as significant illness or accident. **Exams MUST be written before the next exam. Travel plans and personal inconveniences (e.g., having more than one assignment/midterm due at the same time, having your friend visiting, work scheduling conflicts, being hungover, bad “vibes”, or having a sore pinky toenail) will**

not be accommodated. Students who miss the **final examination** should make a request for academic concession (see Course Policy Information).

Request for In-Course Extension Form:

https://www.uvic.ca/students/academics/academic-concessions-accommodations/request-for-academic-concession/forms/uvic_undergraduate_request_for_in-course_extension.pdf

Accommodations 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.

What do I expect of you?

To develop a good understanding of the terminologies, concepts 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 assignment early or 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 the textbook, the lectures or course accommodations, please contact me at tkettner@uvic.ca. **I kindly ask that you consult the syllabus for assessment timelines prior to emailing me.**
- To review your exams, please contact our class TA – See page 1 for contact details.
- If you have questions related to the content of the textbook and/or lectures OR if you have an example to share, please:
 - Bring them up during our scheduled **class times**
 - Visit **my office hours**: Posted at top of syllabus
 - 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.
- 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.
- I strive to make our class interactive, engaging and relevant to our lives and the world we live in.
- 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.**

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/>



UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Fall Session 2024

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 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 by email 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.

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



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 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). 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

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

Registration Status

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

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

Request for Academic Concessions

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

- **Request an in-course extension**

If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the ["In-Course Extension Form"](#) and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.

- **What to do if you miss the final exam scheduled during the formal exam period**

Apply at Records Services for a ["Request for Academic Concession"](#), normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

- **What to do if you require additional time to complete course requirements beyond the normal term.**

Apply at Records Services for a ["Request for Academic Concession"](#), normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

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

Student Support Services

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

This classroom is a trans-inclusive space

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

University of Victoria Students' Society (UVSS)

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



Academic Important Dates

Winter session – second term (January – April)

Monday, January 6	Classes begin for all faculties
Sunday, January 19	Last day for 100% reduction of fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, January 22	Last day for adding courses
Friday, January 31	Last day for paying first term fees without penalty
Sunday, February 9	Last day for 50% reduction of tuition fees for standard courses
February 17 - 21	Reading Break for all faculties
Friday, February 28	Last day for withdrawing from courses without penalty of failure
Friday, April 4	Last day of classes for all faculties
Monday, April 7	Examinations begin for all faculties
Friday, April 25	Examinations end for all faculties

Add and drop dates for standard 2025 Spring Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 6	Apr 4	Jan 19	Jan 22	Feb 09	Feb 28