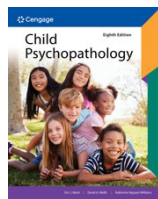


**PSYCHOLOGY 366 (A02): PSYCHOLOGICAL DISORDERS
OF CHILDHOOD AND ADOLESCENCE (CRN: 23926)**
University of Victoria
Spring 2025; January 6th, 2025 to April 4th, 2025
Mondays and Thursdays 8:20am-9:50am
Cornett Building B135

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.

Instructor: Dr. Megan E. Ames (she/her)
Office: Cornett A192
Phone: 250-721-8771
Email: mames@uvic.ca (preferred)
Office hours: By appointment

Teaching Assistant: Sunny Guo
Office: Cornett B030
Email: sunnyguo@uvic.ca
Office Hours: By appointment



Textbook (required): Mash, E. J., Wolfe, D. A., & Williams, K. T. N. (2019). *Child Psychopathology (8th ed.)*. Cengage.

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

Optional: Course Key: MTPN-61L5-Z6G2

Student MindTap Registration Video - <https://www.youtube.com/watch?v=hGxg7KgYYIE>

Student MindTap Navigation Video - <https://screenpal.com/watch/c0IXFvmd26>

Customer Service Team: Submit a ticket to our Canadian customer service team at support.cengage.ca

Course Website: A course website at <https://bright.uvic.ca/d2l/home/374268> will be used for posting the course outline, slides used during lectures, assignments, and grades, etc.

Course Description: This course is designed to introduce you to current research and theory in clinical child psychology and developmental psychopathology. Across a range of disorders, we will discuss multiple theoretical perspectives on the description, etiology, treatment, and prevention of psychological problems in childhood and adolescence. The topics we will cover include neurodevelopmental disorders, behavioural disorders, depressive and anxiety disorders, eating disorders, and child maltreatment. Emphasis is placed on the importance of considering children's behavioural and emotional adjustment within the child's larger environment and sociocultural circumstances. We will attend to how various identities (e.g., gender, race-ethnicity, ability, social class, sexual orientation, nativity, etc.) shape the experience, expression, and response to various mental health challenges. We will use a developmental perspective to understand the factors that place children at increased risk for disorder, the impact of risk factors, and the factors that protect children in stressful circumstances. We will also take a critical lens on the field to understand the limits of what we currently know. Topics will be considered from a scientist-practitioner perspective (e.g., attention to evidence base) and a social justice perspective (e.g., attention to power dynamics and structural inequities that differentially affect individuals with marginalized identities).

Learning Objectives: By the end of this course, you should be able to:

- Identify the symptoms of major categories of psychopathology in childhood and adolescence and their typical developmental course
- Describe prominent biological, psychological, and sociocultural risk factors for mental health difficulties in childhood and adolescence and how they interact with one another
- Discuss the role of factors such as gender, culture, and typical development in framing issues in developmental psychopathology
- Identify issues relevant to diversity and social justice in the context of child and adolescent mental health
- Understand the strengths and weaknesses of current systems of classifying mental health challenges
- Think critically about what the science has to say about core issues in child mental health (and what gaps exist)
- 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

Prerequisites: The pre-requisites for this course are PSYC 201 and PSYC 260. 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) at some later date if such courses are required for the degree program. Students are responsible for checking their registration status before the end of the add/drop periods.

Learning Format: This course will be offered in-person. You will get more out of the class if you have completed the readings prior to lectures and come to class prepared to actively participate in discussions. You are expected to read the textbook prior to class. Lectures address some of the core textbook content but will also expand beyond the material in the textbook. We will also use class time for questions and group discussions. If you are not feeling well, you are encouraged to stay home. I will make all slides available on our Brightspace page.

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

<i>Evaluation</i>	<i>Date</i>	<i>% of Grade</i>
In-class group discussions/reflections	Multiple (see below schedule)	10%
Exam 1*	February 6	20%
Exam 2*	March 6	20%
In-class Broadening the Lens Paper	March 31	15%
Final Exam*	TBA (in the exam period)	35%

*Core course assessment requirement (see below).

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:

A+ = 90-100%	B+ = 77-79%	C+ = 65-69%	F ≤ 49%
A = 85-89%	B = 73-76%	C = 60-64%	
A- = 80-84%	B- = 70-72%	D = 50-59%	

*Students who have completed the exams 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 in 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, student can only request deferrals for the completion of required course components and not for non-essential course components.

In-class group discussions and case studies (2% each; 10%): To facilitate active engagement with the course material in our large class, we will regularly break into small groups. These small groups will be an opportunity to share relevant insights, knowledge, or experiences with each other during class. To structure these discussions, I will present the class with thought-provoking questions, case studies, or other activities designed to help you integrate and apply the concepts and theories discussed in class and in the textbook. Each student will submit their own reflection via Brightspace based on their group's discussion by the following Monday/Thursday at 4:00pm. These reflections should be brief (no more than one single-spaced page). They will be marked as:

- 2 = submitted on time and includes student's reflections which build off assigned material
- 1 = submitted on time and includes a summary of assigned material without students' own critical reflection
- 0 = submitted late or not at all; or content does not reflect the material assigned for discussion

Broadening the lens paper (15%): 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 locate an empirical or theoretical article 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 me 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. Your selected article will be uploaded to Brightspace by March 17th, 2024 (2%). The in-class assignment associated with your selected article will be March 31, 2024 (13%).

Exams (20%, 20%, and 35%, respectively; 75%): Three non-cumulative exams will be given that cover both the readings and the lectures/class discussions. Exams will include multiple choice and short answer questions. The third exam will be given during the final exam period and is cumulative in nature. Please note that the date and time of the final is set by UVic administration and is not under my control. Therefore, **do not make travel plans until after the final exam schedule has been announced by the university**. No accommodations will be made for those wanting to leave Victoria prior to the end of the final exam period.

Missed Exams and Assignments. It is your responsibility to attend class and exams as scheduled. Students who miss an in-class exam or assignment will receive a mark of zero unless they have a case of documented illness or a family emergency. If you miss an exam due to illness, accident, or family affliction, you should notify me by email as soon as possible. If you are too ill to take an exam, please do not! I will not be able to drop your exam mark after the fact. Make-up exams for Exams 1 and 2 will be offered within two weeks of the originally scheduled exam. If you miss the final exam due to illness, accident, or family affliction, contact me as soon as possible. Students are not required to provide medical documentation to support their request for academic concession.

Research Participation: Students in this course may earn up to (2)% extra credit toward their final grade by participating in approved research studies conducted in the Department of Psychology. One (1) hour of participation earns students one (1) SONA credit and credits are given in 0.5 increments, with one (1) credit required for a 1% increase in the student's final grade. There is a one (1) SONA bonus credit for in-person experiments regardless of the overall participation time. For details on participating in research studies, go to the Department of Psychology web site:

<https://www.uvic.ca/socialsciences/psychology/research/participants/>

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 in this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact me to arrange for an alternative written assignment.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. Your suggestions are encouraged and appreciated. Please let me know of ways to improve the effectiveness of the course for you personally or for other students or student groups. Please review UVic's **Student Code of Conduct**:

<https://www.uvic.ca/services/advising/assets/docs/tri-fac-student-code-of-conduct.pdf>

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/mentalhealth/undergraduate/connecting/index.php>
- *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. www.uvic.ca/services/counselling/
- *Health Services:* University Health Services (UHS) provides a full-service primary health clinic for students, and coordinates healthy student and campus initiatives. www.uvic.ca/services/health/
- *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/.
- *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: www.uvic.ca/mentalhealth/undergraduate/
- The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Students are expected to familiarize themselves with the Important Course Policy Information (attached).

TENTATIVE SCHEDULE OF TOPICS AND DUE DATES

Any changes to this schedule will be announced in-class and on Brightspace. Please regularly check the course website for updates and announcements.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
1	Mon Jan 6	Introduction to the Course	
	Thurs Jan 9	Organizing Frameworks	1
2	Mon Jan 13	Theoretical Models of Psychopathology	2
	Thurs Jan 16	In-class discussion assignment #1*	
3	Mon Jan 20 ^a	Culture and Diagnosis	4
	Thurs Jan 23 ^a		
4	Mon Jan 27	Trauma and Stress-Related Disorders	12
	Thurs Jan 30	In-class discussion assignment #2*	
5	Mon Feb 3	Review	
	Thurs Feb 6	Exam 1 (20%)	
6	Mon Feb 10	Conduct Problems (Guest Lecture)	9
	Thurs Feb 13	In-class discussion assignment #3	
7	Mon Feb 17	<i>Family Day (no class)</i>	
	Thurs Feb 20	<i>Reading Break (no class)</i>	
8	Mon Feb 24	Autism	6
	Thurs Feb 27	Attention-Deficit/Hyperactivity Disorder	8
9	Mon Mar 3	Review	
	Thurs Mar 6	Exam 2 (20%)	
10	Mon Mar 10	Anxiety and Obsessive-Compulsive Disorders	11
	Thurs Mar 13	In-class discussion assignment #4*	
11	Mon Mar 17	Depressive Disorders	10
		Broadening the Lens Article Due* (2%)	
	Thurs Mar 20	In-class discussion assignment #5*	
12	Mon Mar 24	Eating Disorders	14
	Thurs Mar 27	Substance-Use Disorders	13
13	Mon Mar 31	In-class Broadening the Lens Assignment (13%)	
	Thurs Apr 3	Course Wrap-Up and Review	
	Apr 7-25	Exam 3 (35%) (Scheduled by UVic)	

^aClass will be held via Zoom (see Brightspace for details).

*In-class discussion/reflection assignments (1-page; see above) are due the following Monday/Thursday by 4:00pm via Brightspace.

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/>

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: svpcordinator@uvic.ca

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

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Spring Session 2025

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 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.

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/>.

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

Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

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

Other useful resources on Plagiarism and Cheating include:

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

Prerequisites

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

Program Requirements

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

Registration Status

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

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

Request for Academic Concessions

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

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

Research Participation Opportunities with the Department of Psychology

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

Student 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](https://uvss.ca/) 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

Spring session – second term (January – April)

Wednesday, January 1 st	University Closed (Winter Break)
Monday, January 6 th	Second term classes begin for all faculties
Sunday, January 19 th	Last day for 100% reduction of second term fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, January 22 nd	Last day for adding courses that begin in the second term
Friday, January 31 st	Last day for paying second term fees without penalty
Sunday, February 9 th	Last day for 50% reduction of tuition fees for standard courses
Monday, February 17 th	University Closed (Family Day)
February 17 th – 21 st	Reading Break for all faculties
Friday, February 28 th	Last day for withdrawing from second term courses without penalty of failure
Monday, March 10 th	First registration date for Summer Session 2025
Friday, April 4 th	Last day of classes for all faculties
Monday, April 7 th	Second term examinations begin for all faculties
Friday, April 18 th	University Closed (Good Friday)
Monday, April 21 st	University Closed (Easter Monday)
Friday, April 25 th	Second term examinations end for all faculties

Add and drop dates for standard 2024-2025 Winter 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 9	Feb 28